



King Edward Primary School Long Term Plan Year One

.Subject	Term One	Term Two	Term Three
Theme	Into the Woods	London's Burning	Food Glorious Food
Hook/Wow moments	Sherwood Forest Trip	Partake Theatre	
Significant people studied	Andy Goldsworthy—artist Alma Woodsey Thomas—Black female artist Robin Hood Benjamin Britten—English	Samuel Peeps—diary entry & Thomas Dagger—first raised the alarm	Vincent Van Gogh—Artist Dame Tanni Grey-Thompson—Paralympian
Places visited/visitors coming in	Sherwood Forest	Mansfield Fire station visit London's burning (visitors)	Clumber park – kitchen garden Church visit
Other enrichment activities	Build a den ,Plant a seed, Go cloud watching and Make bread		
English	Key Texts - Reading		
	Narrative - Where the Wild Things Are –Maurice Sendak Narrative - Superworm Narrative - Leaf-Sandra Deckman Poetry - Five Little Elves (Twinkl)	Narrative - Toby and the Great Fire of London (Margaret Nash and Jane Cope) Narrative - Dick Whittington Non-Fiction - The Great Fire of London – Liz Gogerly Poetry – The Great Fire of London (Paul Perro http://www.history-for-kids.com/great-fire-of-london.html)	Narrative - The Ugly Five Narrative – The Curious Gardener Narrative – Bloom Narrative – The Tin Forest Poetry – Beans Kate Williamson
	Writing Genres		
	1. Whole School Text <u>Punctuation and Grammar to be taught:</u> Ready to write 2. Narrative - The Story of Robin Hood – retold by Rob Lloyd Jones <u>Punctuation and Grammar to be taught:</u> Capital letters and full stops Forming letters	1. Narrative - Katy in London (retell) <u>Punctuation and Grammar to be taught:</u> Capital letters 2. Narrative – Vlad and the Great Fire of London <u>Punctuation and Grammar to be taught:</u> Conjunctions 3. Poetry – The Great Fire of London (Paul Perro http://www.history-for-kids.com/great-fire-of-london.html) <u>Punctuation and Grammar to be taught:</u>	1. Poetry – Farm animals <u>Punctuation and Grammar to be taught:</u> 2. Narrative – Jim and the Beanstalk <u>Punctuation and Grammar to be taught:</u> Exclamations 3. Narrative - Katy and the Sunflowers <u>Punctuation and Grammar to be taught:</u> Sequencing sentences



King Edward Primary School Long Term Plan Year One

	<p>3. Non-fiction -Autobiography - Bold Women in Black History (Little Leaders – Vashti Harrison) (JC)</p> <p><u>Punctuation and Grammar to be taught:</u> Capital letters for names</p> <p>4. Poetry – List poem – Firework Night (JC)</p> <p><u>Punctuation and Grammar to be taught:</u> Suffix -ing and present tense</p> <p>5. Edgar</p> <p><u>Punctuation and Grammar to be taught:</u> Sentences</p>	<p>Suffix -ing</p> <p>4. Narrative - Little Red Riding Hood (JC)</p> <p><u>Punctuation and Grammar to be taught:</u> Prefix -un</p> <p>5. Narrative – Monkey Puzzle</p> <p><u>Punctuation and Grammar to be taught:</u> Suffixes Questions</p>	<p>4. Non-Fiction -Instructions – how to make fruit salad</p> <p><u>Punctuation and Grammar to be taught:</u> Singular and plural</p> <p>5. Non-fiction - Travel journey – on safari (JC)</p> <p><u>Punctuation and Grammar to be taught:</u> Conjunctions</p>
Maths	<p>Place Value within 10 Addition and Subtraction within 10 Shape Place Value within 20</p>	<p>Addition and subtraction within 20 Place Value within 50 Length and Height Weight and Volume</p>	<p>Multiplication and Division Fractions Position and Direction Place Value within 100 Money Time</p>
Science	National Curriculum Objectives		
	<p>Seasons Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Animals including Humans 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>Seasons Observe changes across the four seasons</p> <p>Everyday Materials 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>	<p>Seasons Observe changes across the four seasons</p> <p>Plants 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>



King Edward Primary School Long Term Plan Year One

	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		
	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.		
	Factual Knowledge		
	<u>Seasons</u> To know the names of the four seasons To explain what would we expect to see during those seasons. (E.g Autumn = brown leaves, animals storing food Winter = Frost/snow, trees with no leaves) <u>Animals including Humans</u> To know what the five senses are – sight, hearing, smell, taste, touch (any part of body can feel, not just hands). To know which body part is associated with each sense Name common animals (fish, frog, crocodile, robin, lion, elephant)	<u>Everyday materials</u> To know that materials are used to make many things To know that we as humans use them everyday To know where some materials come from e.g. wood and paper = trees, glass= fine sand and water is a natural material. To know that sometimes two or materials are blended together <u>Seasons</u> To explain what would we expect to see during those seasons.	<u>Plants</u> To know that plants are living things To know that trees are living things To know that plants use sunlight to make their own food To know that plants need water to grow. <u>Seasons</u> To explain what would we expect to see during those seasons.
	Knowledge Progression		
	Know and understand the effects of the changing world around them (seasons, states etc) using their senses. Know that animals are separated into classes Know that weather is associated with seasons	Know that materials have physical properties	Know that plants grow around them.
	Vocabulary		
	<u>Seasons</u> Spring, Summer, Autumn, Winter, seasons	<u>Everyday materials</u> Wood, metal, glass, paper and plastic	<u>Plants</u> Roots, stem, leaves, flowers and fruit/s



King Edward Primary School Long Term Plan Year One

	Animals including Humans Mammals, Reptiles, Birds, Fish		
	Skills		
	<u>Seasons</u> Use their observations and ideas to suggest answers to questions <u>Animals including Humans</u> Ask simple questions and recognise that they can be answered in different ways Perform simple tests	<u>Everyday Materials</u> Observe closely Perform simple tests using basic equipment Identify and classify Use their observations and ideas to suggest answers to questions Set up a test Gather and record data to help in answering questions	<u>Plants</u> Ask simple questions Observe closely, using simple equipment Use their observations and ideas to suggest answers to questions Gather data to help in answering questions
	Investigations		
	<u>Seasons</u> Investigation: How does the deciduous tree change over the year? OR Do all trees lose their leaves? (link for Summer unit) Type of enquiry: observation over time Scientific skill: observing and communicating results <u>Animals including humans</u> Investigation: Is our sense of smell better when we can't see? Type of enquiry: Comparative test Scientific skill: Making predictions Investigation: How can we organise all the zoo animals? Type of enquiry: Identify and classify Scientific skill: Asking questions	<u>Everyday Materials:</u> Investigation: We need to choose a material to make an umbrella. Which materials are waterproof? Type of enquiry: Identify and classify Scientific skill: making predictions (not a year 1 objective, but practising skill) Investigation: Which material is the most absorbent? (tissue, paper towel, felt, cardboard, cloth, gauze) Type of enquiry: comparative test Scientific skill: recording data & set up a test *Seasons – observation activity*	<u>Plants:</u> Investigation: Do trees with bigger leaves lose their leaves first in autumn? Type of enquiry: Noting patterns Scientific skill: observation Investigation: Does a sunflower need water and sunlight to grow? Put one on the windowsill, one in the cupboard Water one and don't water one (2 in cupboard, 2 on window sill) Type of enquiry: Comparative test & observation over time Scientific skill: making predictions * Seasons investigation to be revisited*



King Edward Primary School Long Term Plan Year One

			Research – homework task or Guided reading text linked to plants/current science learning
History	National Curriculum Objectives		
	Significant historical events, people and places in their own locality.	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	
	Factual Knowledge		
	<p>Our school is named after King Edward VII</p> <p>Our school is over 100 years old</p> <p>Our school have changed over time</p> <p>Our school was originally 2 schools</p> <p>There have been a range of significant events that have occurred in the school's history (COVID, World War 1 and 2)</p>	<p>The fire began in 1666 and lasted just under 5 days.</p> <p>It started at night in a bakery on Pudding Lane.</p> <p>It spread so quickly because houses were built from wood were very close together and there was also a strong wind.</p> <p>There was no fire brigade in London at the time, so people had to put it out themselves.</p> <p>Lots of London was destroyed in the fire including people's homes.</p> <p>Samuel Pepys' diaries give us lots of information about that time.</p> <p>Thomas Dagger first raised the alarm</p>	
	Knowledge Progression		
	<p>Know that particular historical figures and events were important.</p> <p>Know that some things change whilst others (old and new) stay the same.</p> <p>Know the difference between old and new.</p>	<p>Know that questions can be used to find out information about the past.</p> <p>Know that some sources support learning about the past.</p> <p>Know that a simple timeline can be used to show where events occurred and when particular people were alive.</p>	



King Edward Primary School Long Term Plan Year One

	Know the difference between the terms same and different and give examples.	Know examples of cause and consequence and how they can have a positive or negative impact Know that the past can be represented in different ways, including paintings, photos and artefacts and these tell us things about the past.	
	Vocabulary		
	King Edward VII , change, past and present	bakery, diary , destroyed, spreading, flammable cause , information, investigate, records	
	Skills		
	Begin to use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present Recognise the name of a significant individual in history, and identify their role Make simple observations about the past using pictures, stories, photographs and artefacts Ask and answer simple questions about the past Listen to adults talk about the past Recognise and sequence 3 or 4 key events in their life	Match objects to particular people in history Begin to use common words and phrases relating to the passing of time - before, after, a long time ago, old, new, now, then, past, present Know and recount some key points from the past Recognise the difference between past and present in their own and others' lives Describe a simple historical event that is beyond living memory Recognise the name of a significant individual in history, and identify their role Discuss the reliability of their accounts	
Geography			
	<u>This is our Town</u>	<u>London's Burning</u>	<u>Down on the Farm and Food Glorious Food</u>
	<u>National Curriculum Objectives</u>		
	<u>Human & Physical</u> Pupils should identify seasonal and daily weather patterns in the United Kingdom	<u>Human & Physical</u> Pupils should identify seasonal weather patterns in the United Kingdom	<u>Human & Physical</u> Pupils should identify seasonal weather patterns in the United Kingdom



King Edward Primary School Long Term Plan Year One

	Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <u>Location knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
	Factual Knowledge		
	<p>Mansfield is in Nottinghamshire.</p> <p>Sherwood Forest is in Nottinghamshire.</p> <p>To know the names of local towns and villages including Sutton-in-Ashfield, Rainworth, Mansfield Woodhouse, Forest Town and Edwinstowe.</p> <p>A town is a built-up area.</p> <p>There are four seasons, and each season has different weather.</p> <p>To know the symbols for sun, cloud, rain, snow, wind and hail.</p>	<p>The United Kingdom is made up of four countries.</p> <p>The capital city of England is London</p> <p>The capital cities of the four countries that make up the United Kingdom.</p> <p>The river Thames runs through London.</p> <p>A map can tell you where to go.</p>	<p>There are different types of farms in the UK.</p> <p>Arable farms grow crops.</p> <p>Livestock farms keep animals</p> <p>Dairy farms cattle for milk.</p> <p>Maps have pictures and symbols to represent different features.</p> <p>To know that we can copy pictures from maps and photographs to create our own maps.</p>
	Knowledge Progression		
	<p>Know the names of local towns and villages and what defines one.</p> <p>To know that local places might be similar or different from where I live.</p>	<p>Know that the United Kingdom is made up of four separate countries and where they are in relation to one another.</p> <p>Know that the four countries of the United Kingdom have their own capital city.</p>	<p>To know what key human features, make up a location (e.g. farm, house, shop, harbour)</p> <p>To know that directions e.g. left and right can be followed and that they lead somewhere.</p>



King Edward Primary School Long Term Plan Year One

	<p>To know that a location's season can impact its weather and temperature.</p> <p>To know that a map can tell you where to go.</p>		<p>To know that we can copy pictures from maps and photographs to create our own maps.</p>
	Vocabulary		
	<p>Seasons, Weather, Spring, Summer, Autumn, Winter, Rain, Wind, Snow, Sun, Cloud, Hot, Cold, town, forest</p>	<p>London, Edinburgh, Cardiff, Belfast, England, Wales, Scotland, Northern Ireland, Thames, Map, ariel view</p>	<p>Arable, Livestock, Dairy, Crops, Nutrients, Cattle, Grazing, farm</p>
	Skills		
	<p>Explore simple map</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify and use basic geographical vocabulary to refer to: Key physical features including season, and weather and key human features including town and village.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map including right, Left, Near, Far</p> <p>Ask simple geographical questions</p> <p>Use simple geographical sources e.g. photographs, maps, stories</p>	<p>Explore a simple map and locate and label specific places including a map of the United Kingdom and the four countries that make it.</p> <p>Identify and use basic geographical vocabulary to refer to key physical features including beach, mountain, sea, ocean, river.</p> <p>Ask simple geographical questions</p> <p>Use simple geographical sources e.g. photographs, maps, stories</p>	<p>Explore simple maps</p> <p>Identify and use basic geographical vocabulary to refer to key human features – farm.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map including: Right, Left, Near, Far</p> <p>Use simple fieldwork and observational skills to study places</p>
Art	National Curriculum Objectives		
	<p>Key stage 1 Pupils should be taught:</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		



King Edward Primary School Long Term Plan Year One

	<ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 		
	Andy Goldsworthy - Art in the natural environment. Animal Prints (Outside sculpture)	Drawing – Buildings: London Landmarks	Vincent Van Gogh (1853-1890) – Post-Impressionist painter
	Factual Knowledge		
	<p>To know that a sculpture is a 3D art form.</p> <p>To know that Andy Goldsworthy made sculptures out of natural materials.</p>	<p>To know that if I press down harder with my drawing tool, I will create a darker line.</p> <p>To know that I can use different types of marks and lines to suit different purposes.</p>	<p>To know that Vincent Van Gogh Painted the Sunflowers.</p> <p>To know that if you mix red and yellow, you get orange (red + yellow = orange and blue + yellow = green)</p>
	Knowledge progression		
	<p>Know that modelling materials can be shaped with their hands and different tools to create different outcomes.</p> <p>Know that an opinion can be formed about a piece of art.</p>	<p>Know that the type of lines drawn may differ depending on the purpose.</p>	<p>Know that there are primary colours.</p> <p>Know that different paints give different effects.</p>
	Vocabulary		
	Natural, Man-made, Decorate, 3d, 2d, Shaping, Compare, Sculptor	Sketch, Scribbles, Bold, Soft, Strong, Light, Dark	Primary colour, Same, Different, Similar, Artist
	Skills		
	<p>Experiment with, construct and join natural and man-made materials to show a simple idea or using imagination.</p> <p>Explain how they are making their sculpture.</p> <p>Explore shape and form.</p>	<p>Use a variety of tools, including. pencils, rubbers, crayons, pastels, felt tips, charcoal, chalk.</p> <p>Make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.</p> <p>Can keep within the lines of a drawing when adding colour.</p> <p>Push down to make bold and strong lines and apply less pressure to make soft lines.</p>	<p>Develop a wide range of art and design techniques in using line and form</p> <p>Hold a brush correctly.</p> <p>Can load the brush correctly and use of different brush sizes and types.</p> <p>Mix and match colours to artefacts and objects.</p>



King Edward Primary School Long Term Plan Year One

			<p>Work on different scales.</p> <p>Name primary colours and mix primary colours and shades.</p> <p>Use different types of paint.</p>
DT	National Curriculum Objectives		
	<p><u>Den making</u></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Moving Great Fire of London pictures</u></p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products.</p>	<p><u>Fruit Salads</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from</p>
	Factual Knowledge		
	<p>To recognise the key features of a forest den</p> <p>To know what a forest den is made from</p>	<p>To know that simple levers and sliders can be used to create movement.</p> <p>To know that using a slider makes pictures appear and disappear.</p>	<p>Know that all food comes from different sources</p> <p>Know that fruit and vegetables are healthy</p>
	Knowledge Progression		
	<p>Design basic products for themselves and other users based on design criteria</p> <p>Accurately use a range of tools and equipment to perform practical tasks.</p>	<p>To begin to understand the development of existing products.</p> <p>To start to suggest ideas and explain what they are going to do.</p> <p>To understand how to identify a target group for what they intend to design and make based on a design criteria.</p>	<p>Accurately use a wide range of materials and components, including construction materials, textiles and ingredients.</p> <p>To begin to evaluate their ideas and products against design criteria</p>
	Vocabulary		
	Build, structure , strong , stiff, stable	Construct Join Cut Pull Push slider	Wash Peel Cut Slice Grate Chop Prepare



King Edward Primary School Long Term Plan Year One

	Skills		
	Begin to measure and join materials, with some support Describe differences in materials Suggest ways to make material/product stronger Measure materials Use own ideas to try to make product stronger	Begin to use levers or slides Use tools such as scissors safely and with appropriate accuracy	Describe textures Wash hands & clean surfaces Think of interesting ways to decorate food Describe differences between different foods Discuss how fruit and vegetables are healthy Cut, peel and grate safely, with support
Music	National Curriculum Objectives		
	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music.
	Singing Listening & Appraising	Composition Listening & Appraising	Playing instrument – untuned percussion/body percussion Listening & Appraising
	Factual Knowledge		
	Benjamin Britten was a composer. Tempo is fast or slow. Fast tempo feels exciting Slow tempo feels relaxing and calm. Benjamin Britten changed the tempo to show the speed a minibeast would move.	The song 'The Great Fire of London' tells a story We can use music to create different feelings and moods. A soundscape is a way to use voices, instruments or noises to create a mood or feeling. A visual score shows us the order music should be played. Music is read from left to right	We can use music to create different feelings and moods. An instrument can be used to show characters and what they are like. I can use my body to make noise. I know that a drum, tambourine, cabasa and rain stick are percussion instruments.



King Edward Primary School Long Term Plan Year One

	Knowledge Progression		
	To know 5 songs off by heart	To know what the songs are about	To know that composing is like writing a story with music
	To sing in unison with confidence.	To know that we can create rhythms from words, our names, food, colours etc	To learn the name of the instruments
	To know the music has a steady pulse, like a heartbeat		To know and recognise the sound and names of some of the instruments they use
	To know a performance is sharing music with other people, called an audience.	To know that music can be written down.	
	Vocabulary		
	tempo, fast, slow, composer	visual score, soundscape, conductor	percussion, musical story, compose,
	Skills		
	Use voices in different ways such as speaking, singing and chanting. To think about others when performing. To recognise and explore how sounds can be organised and to identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to identify simple repeated patterns and follow basic musical instructions. To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.	To create and choose sounds To organise sounds using simple criteria e.g. loud, soft, high low. To begin to represent sounds with simple symbols or other visual representation. , To think about and make simple suggestions about what could make their own work better. E.g: play faster or louder. To begin to identify simple repeated patterns and follow basic musical instructions. To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc. To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.	To perform simple rhythmical patterns, beginning to show an awareness of pulse. To know about and experiment with sounds To recognise and explore how sounds can be organised To identify and organise sounds using simple criteria e.g. loud, soft, high low. To begin to understand that musical elements can be used to create different moods and effects. To talk about how music makes you feel or want to move. E.g. it makes me want to jump/sleep/shout etc.



King Edward Primary School Long Term Plan Year One

	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.		To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march.
Computing	National Curriculum Objectives		
	Use technology purposefully to create, manipulate and retrieve digital content	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns Recognise common uses of information technology beyond school Use technology purposefully to create and organise digital content	Understand what algorithms are Debug simple programs
	Factual Knowledge		
	<u>Taking and labelling a digital image and recording a video</u> Know that enter starts a new line, delete will remove text and that the space bar makes spaces between words, Photos/pictures and writing can be represented digitally Know what is meant by a label. Know that zooming in makes something appear bigger or closer.	<u>Online safety/recording data</u> Know that it is important to be kind and considerate to people online Know what to do if something online upsets me Know that information can be retrieved from computers or other devices Know that pictograms can be used to represent information Know what a password is and that they keep information safe.	<u>Beebots</u> Know that an algorithm is a set of instructions for achieving goals Know that the sequence of an algorithm is important.
	Knowledge Progression		
	Know that additional keys, such as the space bar and delete button, should be used, so that digital marks are written as text. Know that applications can be used to create a digital using tools such as brushes, pens, lines, fill	Know that if something upsets me when working online or on a device that I should tell a trusted adult.	Know that an algorithm is a set of instructions that can be followed to achieve a goal.



King Edward Primary School Long Term Plan Year One

	Vocabulary		
	App, button, camera, delete Device, enter, iPad, keyboard, label, photo /photograph, tablet, touch screen , space bar, record, video , zoom	Information , rules, safety , search , share, trust online unlock/unlocked, pictogram lock/locked, password	algorithm , coding debug, instruction. Program ,
	Skills		
	<p>I can use more advanced keys, such as the delete button, space bar and enter</p> <p>Children can use a paint/ drawing app – using tools such as brushes, pens, lines, fill etc. – to create a digital image</p> <p>I can add labels to an image</p> <p>I can record using the camera app (iPad) and can zoom in during a recording</p>	<p>I can collect data on a topic and record it digitally. E.g. pictogram/tally chart</p> <p>I can use the internet to find things out and can use simple keywords in search engines</p> <p>I can explain how to get help from a trusted adult when using devices or the internet</p> <p>I can explain why I should always ask a trusted adult before I share information online</p> <p>I can describe how to behave online in ways that do not upset others and can give examples</p> <p>I can open a device, programme or app which uses a password/code</p>	<p>I can predict the behaviour of a programmed toy</p> <p>I can write a simple algorithm. e.g. sequence of instructions for a Bee-Bot</p> <p>I can find errors in an existing algorithm</p>
RE	<p><u>Locally Agreed Syllabus Unit:</u> <u>Myself and caring for others:</u> Belonging and caring 1.2 To be taught Autumn 1</p>	<p><u>Locally Agreed Syllabus Units:</u> <u>Symbols in religious worship and practice:</u> Visiting a Synagogue 1.4 To be taught Spring 1</p>	<p><u>Locally Agreed Syllabus Units:</u> <u>Symbols in religious worship and practice:</u> Visiting a Church 1.4 To be taught Summer 1</p>
	<p><u>Factual Knowledge</u> <u>Key Question</u> – How do we show we care for others? Why does it matter? <ul style="list-style-type: none"> • People are unique and belong in different ways. </p>	<p><u>Factual Knowledge</u> <u>Key Question</u> – In what ways are synagogues important to believers? <ul style="list-style-type: none"> • Synagogue is a special building where Jewish people worship. </p>	<p><u>Factual Knowledge</u> <u>Key Question</u> – In what ways are churches important to believers? <ul style="list-style-type: none"> • Bible is a special book used by Christians. </p>



King Edward Primary School Long Term Plan Year One

	<ul style="list-style-type: none"> Some people belong to different religions, others not at all. Some religious stories talk about how we should behave. Different religions may have different beliefs. What happens when people are cheerful, honest, kind, thankful, fair or generous? What happens when people are unkind, ungrateful, untruthful, unfair or mean? 	<ul style="list-style-type: none"> Men and women sit separately in a synagogue Star – The Star of David is the Jewish symbol which shows they belong to the Jewish faith. A rabbi is a spiritual leader of a synagogue. The Torah is a special Jewish scroll. The Torah is stored inside the Ark. 	<ul style="list-style-type: none"> Christians believe the Bible tells them how they should live. Cross – Christians often use a cross to show they belong. They believe Jesus died on a cross. Church, is a special building where many Christian people worship God. Many other events happen in a church.
	<p>Vocabulary</p> <p>Religion, Christian, Jewish, Humanist, synagogue, church, God.</p>	<p>Vocabulary</p> <p>Jewish, synagogue, ark, Torah, worship, sacred, God, symbol, star.</p>	<p>Vocabulary</p> <p>Christian, church, altar, font, bible, worship, God, symbol, cross.</p>
	<p>Knowledge Progression</p>		
	<p>Know that people have similar and different viewpoints about living in the world and caring for the earth.</p>	<p>Know that there are different buildings and places that are special.</p> <p>Know that prayer can be used in worship.</p>	
	<p><u>Celebrations and festivals:</u></p> <p>Christmas & Hanukkah</p> <p>1.1</p> <p>To be taught Autumn 2</p>	<p><u>Locally Agreed Syllabus Units:</u></p> <p><u>Celebrations and festivals:</u></p> <p>Shabbat and Easter</p> <p>1.1</p> <p>To be taught Spring 2</p>	<p><u>Locally Agreed Syllabus Units:</u></p> <p><u>Beliefs and teachings:</u></p> <p>Stories of Jesus</p> <p>1.3</p> <p>To be taught Summer 2</p>
	<p><u>Factual Knowledge</u></p> <p><u>Key Question</u> – Who celebrates what and why?</p> <ul style="list-style-type: none"> Hanukah is an important festival which Jewish people celebrate each year. Christians believe Christmas is celebrated to remember the birth of Jesus Christ. Christmas is celebrated by people around the world, whether they are Christians or not. 	<p><u>Factual Knowledge</u></p> <p><u>Key Question</u> – Who celebrates what and why?</p> <ul style="list-style-type: none"> A festival is a celebration where people may remember stories, have special food, give gifts and gather together. Jewish people hold weekly celebrations. Shabbat is a Jewish holiday Christians celebrate the death of Jesus at Easter 	<p><u>Factual Knowledge</u></p> <p><u>Key Question</u> – What can we learn from them? How do religious stories make a difference to people's lives?</p> <ul style="list-style-type: none"> The bible is a special book The bible contains many stories about Jesus. A parable is a story with a moral.



King Edward Primary School Long Term Plan Year One

	<p><u>Vocabulary</u> Celebration, festival, Christian, Jewish, Christmas, Hanukkah, Jesus.</p>	<p><u>Vocabulary</u> Christian, Jewish, Shabbat, synagogue, church, Jesus, Easter.</p>	<p><u>Vocabulary</u> Religion, Christian Bible, symbol, thankful, faith, belief, God.</p>
	<p><u>Knowledge Progression</u> Know that different people can have different beliefs, and that some have none.</p>		
RHSE	<p>Talking Points: Consent unit – What if my friend doesn't like it? Why do we have rules? Who is in my family? Who are my important people? What makes a person? What makes me happy? What does sad feel like?</p>	<p>Talking Points: Is it kind or unkind? Is teasing ever okay? What should I do if I don't like it? What does worry feel like? How do I keep safe? What should I do in an emergency?</p>	<p>Talking Points: When should I wash my hands? Why are teeth important? What should I do with money? What did I need as a baby? How can I be more grown up? Do I have to be the best? RSE unit To understand that we are all different but can still be friends To discuss how children grow and change To explore different types of family and who to ask for help. To identify who can help when families make us feel unhappy or unsafe.</p>
	<p><u>Knowledge Progression</u></p>		
	<p>Know how feeling sad, happy and worried effects my mental well-being.</p>	<p>Know that there are important people to keep us safe.</p>	<p>Know different ways to be hygienic. (hand washing/oral hygiene.)</p>
PE	<p>Fundamentals (Year 1 unit)</p> <p>Ball Skills (Year 1 unit)</p>	<p>Invasion Games (Year 1/2 unit)</p> <p>Gymnastics (Year 1 unit)</p> <p>Sending and receiving (Year 1/2 unit)</p> <p>Net and Wall Games (Year 1 unit)</p>	<p>Target Games (Year 1 unit)</p> <p>Dance *Specialist dance coach based around topic theme</p> <p>Striking and Fielding (Year 1 unit)</p> <p>Athletics (Year 1/2 unit)</p>