

Year One Yearly Objective Overview 2022 – 2023

	Autumn Term 1 Guess Who?	Autumn Term 2 Toys	Spring Term 3 Antarctic Adventure	Spring Term 4 London's Burning	Summer Term 5 Happy Holidays	Summer Term 6 Woodland Wonders
Texts	Look Up! by Nathan Bryon Man on the Moon by Simon Bartram Counting on Katherine by Helaine Becker	The Jolly Christmas Postman by Allan and Janet Ahlberg The Story Tree by Hugh Lupton Monkey See Monkey Do	The Emperor's Egg by Martin Jenkins Lost and Found by Oliver Jeffers	The Great Fire of London by Emma Adams Charlie and the Great Fire of London The Baker's Boy and the Great Fire of London	The Snail and the Whale by Julia Donaldson The Storm Whale by Benji Davies	The Fox and the Star by Coralie Bickford-Smith Jack and the Beanstalk Stickman by Julia Donaldson
	Objectives	Objectives	Objectives	Objectives	Objectives	Objectives
Writing Outcomes	Character description	Story instructions	Cold poems postcard	Hot poems Diary entry	Holiday brochure postcard	Instructions story
<p>Writing</p> <p>Revision</p> <p>Language and Vocabulary</p> <p>Text structure and features</p> <p>G & P</p> <p>Transcription / spelling</p> <p>Plan, draft, edit and evaluate</p>	<p>To be able to spell words by identifying sounds and then writing the sound with letters.</p> <p>To leave spaces between words.</p> <p>To write sentences by saying out loud what they are going to write about.</p>	<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p> <p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letters and full stops.</p> <p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p>	<p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Leave spaces between words</p> <p>Use punctuation for sentences using capital letters and full stops.</p> <p>Use "and" to join words and clauses</p> <p>Re-read what they have written to check it makes sense</p>	<p>Understand how language can be used in narrative and non-fiction (eg to build surprise/present facts)</p> <p>Sequence sentences to form short narratives</p> <p>Use punctuation for sentences using capital letter, full stop and question mark.</p> <p>Use "and" to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun I</p> <p>Say out loud what they are going to write about</p> <p>Compose sentences orally before writing</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark.</p> <p>Use "and" to join words and clauses</p> <p>Use capital letter for names of people, places, days of the week and pronoun I</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>	<p>Use vocabulary from stories (eg fairy tales) to increase vocabulary in their own writing</p> <p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Recognise and join in predictable phrases and use these in their writing</p> <p>Sequence sentences to form short narratives</p> <p>Use punctuation for sentences using capital letter, full stop, question mark and exclamation mark.</p> <p>Re-read what they have written to check it makes sense</p> <p>Discuss what they have written with teacher/pupils</p>
Spelling / word reading	<ul style="list-style-type: none"> Revise stage 1 sounds and tricky words ai, ay, a-e ee, ea, e-e Igh, ie, i-e again, people, friend, your, our 	<ul style="list-style-type: none"> oa, ow, o-e oo, ew, u-e Vowels and consonants Long vowels and short vowels Oh, asked, school, where, their, Mr, Mrs, 	<ul style="list-style-type: none"> er, ur, ir or, au, aw ow, ou, ph oi, oy, wh air, are, ear 	<ul style="list-style-type: none"> ear, ere, eer alternative pronunciations please because any many want water great break who whole 	<ul style="list-style-type: none"> cvc, cvcc, ccvc ccvcc, cccvc, cccvcc syllables compound words add in g saying j and c saying s 	<ul style="list-style-type: none"> plurals –s and –es endings –ing, -ed, -er move prove door poor floor eye shoe hour half parents busy pretty beautifu alphabetical order upper case and lower case

						<ul style="list-style-type: none"> alphabetical order and dictionaries
Reading Comprehension	<p>Discuss significance of titles/events</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Make links to own experiences drawing on what they know</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p>	<p>Recite some poems/rhymes by heart</p> <p>Take turns to explain their understanding</p> <p>Take turns in high-quality discussions about what they have heard/read</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p>	<p>Recite some poems/rhymes by heart</p> <p>Retrieve and record information from non-fiction</p> <p>Discuss meanings of new words/vocab provided</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p>	<p>Predict and infer based on what they know and the text</p> <p>Join in with predictable phrases</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p>	<p>Become familiar with and retell key stories, fairy stories and traditional tales</p> <p>Join in with predictable phrases</p> <p>Listen to a wide range of challenging stories, poems and non-fiction</p> <p>Self-check to make sure text makes sense</p>
<p>Maths</p> <p>White Rose</p>	<p>Place Value (within 10)</p> <ol style="list-style-type: none"> Sort objects Count objects Count objects from a larger group Represent objects Recognise numbers as words Count on from any number 1 more Count backwards within 10 1 less Compare groups by matching Fewer, more, same Less than, greater than, equal to Compare numbers Order objects and numbers The number line 	<p>Addition and Subtraction (within 10)</p> <ol style="list-style-type: none"> Introduce parts and wholes Part-whole model Write number sentences fact families- addition facts number bonds within 10 systematic number bonds within 10 number bonds to 10 addition-add together addition- add more addition problems find a part subtraction – find a part fact families- the eight facts subtraction – take away/ cross out Subtraction – how many left? subtraction on a number line add or subtract 1 or 2 <p>Geometry-Shape</p> <ol style="list-style-type: none"> Recognise and name 3-D shapes Sort 3-D shapes Recognise and name 2-D shapes Sort 2-D shapes Patterns - 2-D and 3-D shapes 	<p>Place value (within 20)</p> <ol style="list-style-type: none"> Count within 20 Understand 10 Understand 11, 12 and 13 Understand 14, 15 and 16 Understand 17, 18 and 19 Understand 20 1 more and 1 less The number line to 20 Use a number line to 20 Estimate on a number line to 20 Compare numbers to 20 Order numbers to 20 <p>Addition (within 20)</p> <ol style="list-style-type: none"> Add by counting on within 20 Add ones using number bonds Find and make number bonds to 20 Doubles Near doubles Subtract ones using number bonds subtraction – counting back subtraction – finding the difference related facts missing number problems 	<p>Place value (within 50)</p> <ol style="list-style-type: none"> count from 20 to 50 20, 30, 40 and 50 count by making groups of tens groups of tens and ones partition into tens and ones the number line to 50 estimate on a number line to 50 1 more, 1 less <p>Length and Height</p> <ol style="list-style-type: none"> Compare lengths and heights Measure length using objects Measure length in centimetres <p>Mass and volume</p> <ol style="list-style-type: none"> Heavier and lighter measure mass compare mass full and empty compare volume measure capacity compare capacity 	<p>Multiplication and division</p> <ol style="list-style-type: none"> count in 2s count in 10s count in 5s recognise equal groups add equal groups make arrays make doubles make equal groups – grouping make equal groups – sharing <p>Fractions</p> <ol style="list-style-type: none"> Recognise half of object / shape Find half of object or shape Recognise half of a quantity Find half of a quantity Recognise a quarter of an object or shape Find a quarter of an object or shape Recognise a quarter of a quantity Find a quarter of a quantity 	<p>Position and Direction</p> <ol style="list-style-type: none"> Describe turns Describe position – left, right Describe position – forwards, backwards Describe position -above & below Ordinal numbers <p>Place Value within 100</p> <ol style="list-style-type: none"> Count from 50 to 100 tens to 100 partition into tens and ones The number line to 100 1 more, 1 less compare numbers with the same number of tens compare any two numbers <p>Money</p> <ol style="list-style-type: none"> Unitising Recognise coins Recognise notes Count in coins <p>Time</p> <ol style="list-style-type: none"> Before and after Days of the week Months of the year Hours, minutes and seconds tell the time to the hour Tell the time to the half hour
Science	Animals, including humans	Seasonal Change	Animals, including humans	Materials	Plants	Animals, including humans

	<p>Humans – body parts and senses</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Analyse Data Start to discuss what they have found out</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p> <p>Use first-hand practical experiences to find answers</p> <p>Make observations Start to observe closely</p> <p>Perform tests Perform simple tests with support</p> <p>Use equipment Begin to use simple equipment eg egg timers, hand lenses</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p> <p>Use first-hand practical experiences to find answers</p> <p>Gather Data Begin to gather and record data simply using pictures and words</p>	<p>Identify and name a variety of common animals including fish and birds.</p> <p>Describe and compare the structure of a variety of common animals (fish, birds)</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Analyse Data Start to discuss what they have found out</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Analyse Data Start to discuss what they have found out</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p> <p>Use first-hand practical experiences to find answers</p> <p>Gather Data Begin to gather and record data simply using pictures and words</p> <p>Make observations Start to observe closely</p> <p>Perform tests Perform simple tests with support</p> <p>Use equipment Begin to use simple equipment eg egg timers, hand lenses</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Analyse Data Start to discuss what they have found out</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p> <p>Use first-hand practical experiences to find answers</p> <p>Gather Data Begin to gather and record data simply using pictures and words</p> <p>Make observations Start to observe closely</p> <p>Perform tests Perform simple tests with support</p> <p>Use equipment Begin to use simple equipment eg egg timers, hand lenses</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (amphibians, reptiles and mammals, including pets)</p> <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Seasonal Change</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Analyse Data Start to discuss what they have found out</p> <p>Ask questions Start to ask and suggest answers to simple scientific questions</p> <p>Use first-hand practical experiences to find answers</p> <p>Gather Data Begin to gather and record data simply using pictures and words</p> <p>Make observations Start to observe closely</p>
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RE	God <u>What do Christians believe God is like?</u> -How does the parable of The Lost Son make you feel? -What is a parable? -What might the hidden meaning of the parable of The Lost Son be? -What does the parable teach Christians God the Father is like? -How do Christians show their love for God the father? -How is God like a father to Jonah?	Incarnation <u>Why does Christmas matter to Christians?</u> -Why do you think Christmas matters to Christians? -Why was Jesus a special baby? -Can you re-tell the Christmas story? -How do Christians prepare for Christmas? -How is a Holy Christmas different to a secular Christmas?	Gospel <u>What is the good news Jesus brings?</u> -What is good news? What does Gospel mean? -What is the good news in The Lost Sheep? -Who is Jesus a friend to? -How can we be a friend to the friendless? -Why is forgiveness good news?	Salvation <u>Why does Easter matter to Christians?</u> -What is the Easter story? -How does the Easter story make you feel? -What might Christians do during Holy Week? -How do Christians celebrate Easter?	Judaism <u>Who is Jewish and what do they believe?</u> -What are special Jewish objects? -What is a mezuzah? -Why do Jewish people celebrate Shabbat? -How do Jewish people celebrate Shabbat? -What is the story of Hanukkah? -How is Hanukkah celebrated?	Judaism <u>Who is Jewish and what do they believe?</u> -Where is a special Jewish place of worship? -What is Sukkot? -How is Sukkot celebrated? -What stories do Jewish people tell?
PSHE 10/10	<u>Life to the full module 1 Unit 2: Me, My Body, My Health</u> <u>Session 1: I am Unique</u> Children will learn that we are unique, with individual gifts, talents and skills. <u>Session 2: Girls and Boys</u> Children will learn: -That our bodies are good -The names of our body parts. -That girls and boys have been created by God to be both similar and different, together making up the richness of the human family <u>Session 3: Clean and Healthy (My Body)</u> Children will learn: -That our bodies are good and we need to look after them. - What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating - The importance of sleep, rest and recreation for our health - How to maintain personal	<u>Life to the Full Module 1 Unit 3: Emotional well-being</u> <u>Session1: Feelings, likes, dislikes</u> Children will learn: -That it is natural for us to relate to and trust one another -That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc) -A language to describe our feelings. <u>Session 2: Feeling Inside Out</u> Children will: Gain a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. <u>Session 3: Super Susie Gets Angry</u> Children will learn: - Simple strategies for managing feelings and maintaining good behaviour - That choices have consequences; that when we	<u>Life to the Full Module 1 Unit 4: Life Cycles</u> <u>Session 1: The Cycle of Life</u> Children will: Learn and appreciate that there are natural life stages from birth to death, and what these are <u>Session 2: Beginnings and ends</u> Pupils will learn: - What 'death' means -About some feelings often connected with grief -Some ways to support themselves and others when they are grieving <u>Module 2 unit 2 Personal Relationships</u> <u>Session 1: Special People</u> Children will learn: -To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special - The importance of nuclear and wider family - The importance of being close	<u>Module 2 unit 3 Keeping Safe</u> <u>Session 1: Being Safe</u> Children will learn to understand safe and unsafe situations, including online. <u>Session 2: Good and Bad Secrets</u> Children will learn: -The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them - How to resist pressure when feeling unsafe <u>Session 3: Physical Contact</u> -To know that they are entitled to bodily privacy. -That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers. <u>Session 4: Harmful Substances</u>	<u>Module 2 Unit 3 Keeping Safe</u> <u>Session 5: Can You Help Me? (part 1)</u> Children will learn: -About what is and isn't an emergency -That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade <u>Session 6: Can you Help Me? (part 2)</u> Pupils will learn: -To call 999 in an emergency and ask for ambulance, police and/or fire brigade -That if they require medical help but it is not an emergency, basic First Aid should be used instead of calling 999 -Some basic principles of First Aid <u>Module 3 unit 2: Living in the wider world</u>	Milos Money: <ul style="list-style-type: none"> • Spending • Saving • Deferred/Delayed gratification • Sharing • Giving • Wants vs Needs • Entrepreneurship

	<p>hygiene</p>	<p>make mistakes we are called to receive forgiveness and to forgive others when they make mistakes.</p>	<p>to and trusting special people and telling them if something is troubling them</p> <p><u>Session 2: Treat Others Well..</u> Children will learn:</p> <ul style="list-style-type: none"> - How their behaviour affects other people, and that there is appropriate and inappropriate behaviour -The characteristics of positive and negative relationships -About different types of teasing, and that all bullying is wrong and unacceptable <p><u>Session 3 ... and say sorry</u> Children will learn:</p> <ul style="list-style-type: none"> -To recognise when they have been unkind and say sorry -To recognise when people are being unkind to them and others and how to respond 	<p>Children will learn that:</p> <ul style="list-style-type: none"> -Medicines are drugs, but not all drugs are good for us. -Alcohol and tobacco are harmful substances. 	<p><u>Session 1: The Communities we live in</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> -That they belong to various communities such as home, school, parish, the wider local community, nation and global community -That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc. -That we have a duty of care for others and for the world we live in (charity work, recycling etc.) -About what harms and what improves the world in which we live 	
History	<p>Exploring significant people from the past – Katherine Johnson</p> <p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language e.g. past, present, older, newer</p> <p>Use historical vocabulary e.g. past, present, long ago, timeline</p> <p>Ask some questions about the past</p> <p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>	<p>Changes within living memory – toys</p> <p>Use a timeline to develop chronological language e.g. past, present, older, newer</p> <p>Develop understanding of changes within living memory e.g. toys</p> <p>Develop understanding of local history e.g. historical events, people and places</p> <p>Use historical vocabulary e.g. past, present, long ago, timeline</p> <p>Ask some questions about the past</p> <p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>		<p>Significant historical event- Great Fire of London</p> <p>Describe and discuss historical events beyond living memory</p> <p>Describe significant people from the past</p> <p>Use a timeline to develop chronological language e.g. past, present, older, newer</p> <p>Use historical vocabulary e.g. past, present, long ago, timeline</p> <p>Ask some questions about the past</p> <p>Use artefacts, pictures, stories and online sources to find out about the past</p> <p>Be introduced to different representations of the past and discuss similarities and differences</p>		
Geography			<p>Hot and cold areas of the world – Antarctica</p>		<p>Comparing UK to non-EU area – London and Mexico</p>	<p>Fieldwork skills- simple maps</p>

			<p>Start to use world maps, atlases and globes</p> <p>Talk about daily weather and seasonal weather patterns in the UK</p> <p>Find hot and cold areas in world using atlases</p> <p>Know names of 7 continents and 5 oceans</p> <p>Talk about similarities and differences between area of UK and non-European area</p>		<p>Start to use world maps, atlases and globes</p> <p>Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain</p> <p>Know names of 7 continents and 5 oceans</p> <p>Name four countries of the UK and their capital cities</p> <p>Talk about similarities and differences between area of UK and non-European area</p>	<p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p> <p>Begin to use basic geographical vocabulary eg town, city, beach, forest, sea, mountain</p> <p>Talk about daily weather and seasonal weather patterns in the UK</p>
Computing	<p>Identifying technology in school and home</p> <p>Begin to recognise common uses of information technology beyond school</p>	<p>How to deliver toys - beebots</p> <p>Begin to develop an understanding of algorithms</p> <p>Begin to understand that programs work by following instructions</p> <p>Create simple programs and begin to debug them</p> <p>Develop reasoning to predict the behaviour of simple programs</p>	<p>Create and save an Antarctic picture</p> <p>Use technology to create, store and retrieve digital content</p>	<p>E-safety</p> <p>Develop an understanding of how to use technology safely</p> <p>Know where to go for help/support when they have concerns about content/contact on internet</p>	<p>Mexico poster</p> <p>Use technology to create, store and retrieve digital content</p>	<p>Beebot maps</p> <p>Begin to develop an understanding of algorithms</p> <p>Begin to understand that programs work by following instructions</p> <p>Create simple programs and begin to debug them</p> <p>Develop reasoning to predict the behaviour of simple programs</p>
Art	<p>Produce a portrait</p> <p>In pencil, draw lines of different length and thickness</p> <p>In painting, mix colours to make secondary colours</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Talk about the work of an artist, craft maker or designer</p>	<p>Joining materials – seasons of the year calendar as Christmas present.</p> <p>In pencil, draw lines of different length and thickness</p> <p>In painting, mix colours to make secondary colours</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p> <p>In textiles, join materials using glue</p>	<p>Collage - postcard</p> <p>In pencil, draw lines of different length and thickness</p> <p>In collage, sort and use a range of materials that are cut, torn and glued</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p>	<p>Use painting with different brushes to recreate a picture of the fire.</p> <p>Use different brushes to create a Mothering Sunday card.</p> <p>In painting, mix colours to make secondary colours</p> <p>In painting, use thick and thin brushes to produce lines and shapes</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p>	<p>Create a sculpture (snail / whale)</p> <p>In sculpture, use techniques such as rolling, cutting, moulding and carving</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Talk about the work of an artist, craft maker or designer</p>	<p>Printing</p> <p>In painting, mix colours to make secondary colours</p> <p>In print, use repeat or overlapping shapes (using objects to create print)</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p> <p>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark</p>

		<p>Talk about the work of an artist, craft maker or designer</p> <p>Discuss their own and others' work</p> <p>Begin to use art and design techniques in using colour, patterns, texture, line, shape, form and space with range of materials</p>		<p>Begin to develop artistic vocabulary eg primary / secondary colour, line, light, dark</p>		<p>Talk about the work of an artist, craft maker or designer</p>
DT	<p>Simple mechanisms – making a moving space buggy</p> <p>Design simple products that work and look appealing</p> <p>Discuss and draw ideas and use ICT to communicate</p> <p>Explore simple mechanisms</p> <p>Discuss own ideas and designs</p> <p>Start to build structures, exploring ways to stiffen, stabilise and strengthen.</p> <p>Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p>	<p>Simple mechanisms- pop-up toy</p> <p>Design simple products that work and look appealing</p> <p>Discuss and draw ideas and use ICT to communicate</p> <p>Explore existing products eg home, school</p> <p>Discuss own ideas and designs</p> <p>Use a range of materials and components</p> <p>Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p>	<p>Investigate structures to build an igloo</p> <p>Explore real and existing products</p> <p>Discuss own ideas and designs</p> <p>Use a range of materials and components</p> <p>Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p>	<p>Design a simple product – a boat</p> <p>Design simple products that work and look appealing</p> <p>Discuss and draw ideas and use ICT to communicate</p> <p>Explore existing products</p> <p>Discuss own ideas and designs</p> <p>Use a range of tools and equipment to perform practical tasks eg cut, shape, join and finish</p>	<p>Begin to find out where food comes from and what they might eat on holiday. Making tacos.</p> <p>Begin to understand where food comes from</p> <p>Prepare simple dishes using knowledge of healthy food</p> <p>Design simple products that work and look appealing</p> <p>Discuss own ideas and designs</p>	<p>Create a 3D map</p> <p>Design simple products that work and look appealing</p> <p>Explore existing products</p> <p>Discuss own ideas and designs</p> <p>Use a range of tools and equipment to perform practical tasks</p> <p>Start to build structures, exploring ways to stiffen, stabilise and strengthen</p>
Music		<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Nativity singing</p>		<p>Higher and lower, using a simple stave to show high and low, long and short.</p> <p>To singing in parts. Lambeth Walk London Bridge Great Fire Song</p>	<p>To play tuned and untuned instruments musically.</p> <p>glockenspiels</p>	<p>To use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Jack and the Beanstalk</p>
PE	Mrs Hookway					