

Character Education Theme: <b>There's no place like home</b>		Key Vocabulary (Schema):	Subject, Scheme, Unit & Lesson Focus	Key Knowledge
Enquiry question: <b>Do we all have a place where we feel safe?</b>		Belonging, resilience, strength, safe, home, disaster, historical event, Science rocket words, past, country, city, capital cities, oceans, seas, specific vocabulary linked to faith communities, dreams and goals, sculpture, senses, directional language, rhythm and pulse, human and physical features.	<b>Science – Developing Experts: About Me</b>	
English Application Writing facts about the GFOL Labelling body parts			1. Human body 2. Sight and eyes 2. Hearing & ears	4. Taste and tongue 5. Touch 6. Smell and nose
Maths Application Using and following directional language Counting, operations and problem solving Building with shapes and using money		History S&K/Geography S&K <ul style="list-style-type: none"> <li>To learn about events beyond living memory that are significant nationally or globally: The Great Fire of London</li> <li>To place events in chronological order using a timeline</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>To look at key human and physical features of towns and countryside.</li> </ul>	<b>Teach Computing: Programming A – Moving a robot</b>	
STEM Application Applying knowledge of materials when building shelters. Identifying, naming and describing fruits. Using knowledge of different directions when looking at maps.			1. Commands & Outcomes 2. Instructions 3. Forwards and backwards	4. Four directions & Sequences 5. Simple program 6. Solving problems
Retrieval practices/Assessment: Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it note, massage		Learning Activities: <ul style="list-style-type: none"> <li>Find out about The Great Fire of London: What happened, when, where, how and why?</li> <li>Learn about how the UK is made of 4 different countries: Name them, learn the capital city of each one.</li> <li>To look at the physical features of towns and the countryside – to compare and understand the key differences between the two.</li> <li>To engage in a range of activities exploring how we use our senses.</li> <li>To engage in peer to peer massage sessions.</li> </ul>	<b>PSHE – Jigsaw: Dreams and Goals</b>	
Milestones: Re-capping previous learning Adding knowledge to the working walls Talking Trios – answering 'Question of the day'. Short quizzes Mind maps			1. My treasure chest of success 2.Steps to goals 3.Achieving together	4.Stretchy learning 5. Overcoming obstacles 6.Celebrating my success
Golden Rules: <b>Ready, Respect, Safe</b> School Values: <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i>		Project Concepts: <b>Belonging, resilience, strength, safe</b>	<b>Music – Charanga: How does music make the world a better place?</b>	
Outdoor Learning: Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be the best to use and why?			1. If you're happy and you know it 2. Sing me a song 3. Sparkle	4. Rhythm in the way we walk 5. Big bear funk 6.Baby elephant /Cinderella
Outdoor Learning: Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be the best to use and why?		Outcomes: To begin to know the names of the countries in the UK, capital cities and surrounding seas. To describe features of an urban town and the rural countryside. To know how, when and where The Great Fire of London started.	<b>PE – Real Dance – Cognitive Skills</b>	
Outdoor Learning: Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be the best to use and why?			1.Give your dance a shape. 2.Feel the beat, feel the rhythm 3.With 2 dancing is twice as good	4. Turning, jumping, moving 5. Follow the silk 6. Show us your best.
Outdoor Learning: Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be the best to use and why?		Art & Design – Access Art: Playful making	<b>D&amp;T – Projects on the Page: Fruit Salad</b>	
Outdoor Learning: Acorn Hub – To build a shelter – linked to the people of London who lost their homes. What materials would be the best to use and why?			1, Introducing sculpture 2, Making – How can I manipulate materials.	Lessons 3, 4 and 5: How can I use materials, tools and ideas to invent. 6, Share, reflect and discuss

Foundation Subject  
Overviews

Key Stage One

### Geography

**Key Stage One**

**Locational Knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place Knowledge**

- 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

**Human & Physical Geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical Skills & Fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

### History

**Key Stage One**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Cannon and Jim Brown-Lee, Prince George the Earl and US Liberty Bells, Mary Queen of Scots, the Titanic and the Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

### Physical Education

**Swimming & Water Safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

**Key Stage One**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Computing

**Key Stage One**

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, retrieve and exchange data and ideas
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

### Design & Technology

**Key Stage One**

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, slings, wheels and axles), in their products
- Cooking and nutrition
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

### Art & Design

**Key Stage One**

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

### Music

**Key Stage One**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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.

## Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary	Key Questions	Content	Application
Title: The Great Fire of London Author: Emma Adams	London bustling population rapidly disease enormous poorest pitch electricity essential candles crowded dangerous bakery maid devastation Parliament panic firebreak deadly combination destroying unstoppable burying belongings gunpowder	What do you think this book is about? What do the pictures show? What are the key events? What hash tags can you think of to describe the events of this page?	Have copies of some of the pictures from the text – Look at pictures, describe them and discuss what they think the pictures are about. Read the text a section at a time discussing events, content etc...	Children to gain facts about the fire from listening to the text – Sequence events, summarise events, hash tagging Place events on a time line. Identify the important events from the text.
Grounding Text 2 and 3	Vocabulary	Key Questions	Content	Application
Title: A seed in Need / Eating Plants Author: Sam Godwin/Rhonda Jenkins	seeds roots shoots leaves plants germinate fruit flowers plant cycle vegetables stem stalk pods seedling bud nectar grow warmth light sun rain air die wilt droop moisture petals pollen	Can you name the parts of a plant? What does a plant need to grow? Which part of a plant can we eat? Do all plants need seeds to grow? Can all plants grow in the same place?	<ul style="list-style-type: none"> <li>• Parts of a plant</li> <li>• What a plant needs to grow</li> <li>• What happens when a plant dies</li> <li>• The different parts of plants that we can eat.</li> </ul>	Children to be able to label plants, sort, name and describe plants. To use knowledge of plants to grow a variety of different plants from seeds in a range of different conditions.
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: Sharing a shell Author: Julia Donaldson	Title: Splash Author: Claire Cashmore	Title: Rhyming Rabbit Author: Julia Donaldson	Title: Ravi's Roar Author: Tom Percival	Title: The day the crayons quit Author: Drew Daywalt
Focus Relationships	Focus Following your dreams	Focus Being who you want to be	Focus Controlling your emotions	Focus Expressing what you want
Vocabulary: Rhyming words Theme: Story about finding a home and friendship Other: Link to the enquiry question – Having a place where they feel safe.	Vocabulary: Paralympic gold medallist disability Theme: Achieving your ambitions by stepping out of your comfort zone. Other: Linked to Dreams and Goals - PSHE	Vocabulary: Rhyming words Theme: Showing off your talents and following your heart Other: Linked to PSHE and English	Vocabulary: furious growled breath roared nervous angry cross Theme: How to cope with different situations and express your feelings in the right way. Other: Linked to PSHE	Vocabulary: quit stacks favourite tired creativity beige unused colouring Theme: complaining and letter writing Other:
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: Billy's Sunflower Author: Nicola Moon	Title: A dark, dark tale Author: Ruth Brown	Title: Seeds Author: Gemma McMullen	Title: A squash and a squeeze Author: Julia Donaldson	Title: Oliver's vegetables Author: Vivian French
Focus Seasons	Focus Old homes and toys	Focus The plant cycle	Focus Homes	Focus Plants we eat
Vocabulary: beautiful admire taller golden Autumn different stem rushed wrinkled droopy bent shorter Theme: Plant life cycle Other: Linked to plants in Science	Vocabulary: moor passage hall behind Theme: old homes and toys Other: Linked to History – Homes in the past	Vocabulary: contents glossary plant related vocabulary Theme: Looking at seeds Other: Linked to Science - plants	Vocabulary: grumble grouse curious fireside tickle sneeze curtains nibble jig raiding larder titchy tiny implore weeny shooed Enormous frolic fiddle-de-dees Theme: A place to feel happy and safe Other: Linked to enquiry question	Vocabulary: vegetables - names of veg crinkly garden big delicious peel cut scrub Theme: Looking at different plants Other: Linked to Science and DT – Plants



Theme: There's no place like home		Key Vocabulary (Schema):	Subject, Scheme, Unit & Lesson Focus	Skills + Knowledge
<b>Enquiry question: Do we all have a place where we feel safe?</b> <b>English Application</b> Writing facts about Samuel Pepys Labelling plants Instructions for growing plants		Belonging, resilience, strength, safe, home, disaster, historical event, Science rocket words, past, country, city, capital cities, oceans, seas, specific vocabulary linked to faith communities, dreams and goals, sculpture, senses, directional language, rhythm and pulse, human and physical features.	<b>Science – Developing Experts: Introduction to Plants</b> 1. Understand that seeds grow into plants. 2. Identify basic parts of a plant and tree. 3. Understand that different plants can grow in the same environment. 4. Difference between evergreen/deciduous plants 5. Fruit trees and vegetables are varieties of plants. 6. Record the growth of a plant	<ul style="list-style-type: none"> <li>identify and describe the basic structure of a variety common plants</li> <li>observe change over time</li> <li>explore plants in their habitat</li> </ul>
<b>Maths Application</b> Using and following directional language Counting, operations and problem solving Building with shapes and using money		<b>History S&amp;K/Geography S&amp;K</b> <ul style="list-style-type: none"> <li>To learn about events beyond living memory that are significant nationally or globally: The Great Fire of London</li> <li>To place events in chronological order using a timeline</li> <li>To find out about a significant individual – Samuel Pepys and why he is a significant historical figure.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>To use simple compass directions when locating places on a map</li> </ul>	<b>Computing – Teach Computing: Grouping Data</b> 1, Label and match 2, Group and count 3, Describe an object 4, Making different groups 5, Comparing groups 6, Answering questions	<ul style="list-style-type: none"> <li>use a variety of tools</li> <li>create a picture in the style of an artist</li> <li>explain the differences between digital and paper art</li> </ul>
<b>STEM Application</b> Applying knowledge of how to use different tools safely. Comparing and grouping different types of plants. Sensory journey through London in 1666			<b>RE – SACRE: What is a celebration?</b> 1, What do you celebrate and why? 2, What happened at Easter and how does it make people feel? 3, How do Christians celebrate Easter? 4, What matters most at Easter? 5, Why do Jewish people tell the story of Passover? 6, What do Muslims celebrate at Eid – ul Fitr?	<ul style="list-style-type: none"> <li>Recognise symbols of belonging from their own experience</li> <li>Recognise symbols of belonging for Jews and Muslims</li> <li>Compare and contrast ceremonies between faith groups</li> </ul>
<b>Retrieval practices/Assessment:</b> Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it note, massage	<b>Learning Activities (including outdoor):</b> <ul style="list-style-type: none"> <li>To sequence the events from The Great Fire of London on a time line.</li> <li>To know the significant changes that happened because of The Great Fire of London.</li> <li>To compare homes in the past with homes today.</li> <li>To find out about Samuel Pepys and the role he played during The Great Fire of London.</li> <li>Re-cap countries and cities and learn the names of surrounding seas and oceans.</li> <li>To engage in a range of activities exploring different plants.</li> <li>To engage in peer to peer massage sessions.</li> </ul>		<b>PSHE – Jigsaw: Healthy Me</b> 1. Being Healthy 2. Healthy Choices 3. Clean and Healthy 4. Medicine Safety 5. Road Safety 6. Happy, Healthy Me	<ul style="list-style-type: none"> <li>Understand ways to keep myself healthy</li> <li>Recognise the connection between healthy choices and feeling happy</li> <li>Know ways to keep myself safe</li> </ul>
<b>Milestones:</b> Re-capping previous learning Adding knowledge to the working walls Talking Trios – answering 'Question of the day'. Short quizzes Mind maps	<b>Outdoor – Acorn Hub – Using a compass and creating physical maps outdoors.</b>	<b>Outcomes:</b> To know that it is important that everyone has somewhere they feel safe and why this is important. To know that people may feel safe in different places. To recall countries, capital cities and seas/oceans of the UK and place on a map. To recall events of The Great Fire of London in chronological order.	<b>Music – Charanga: How does music help us understand our neighbours?</b> 1. Days of the week 2. Name song 3. Cuckoo 4. Upside down 5. Hush Little Baby 6. Who took the cookie? /The Planets - Mars	<ul style="list-style-type: none"> <li>Combining pulse, rhythm and pitch</li> <li>Singing with expression</li> <li>Listening with concentration</li> </ul>
<b>School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</b>	<b>Project Concepts:</b> Belonging, resilience, strength, safe		<b>PE – Real Gym: Unit One</b> 1, Mirror, mirror 2, Shape Off 3, Hide and Seek 4, Tree Hop 5, Jungle trip using apparatus 6, Follow my leader in apparatus	<ul style="list-style-type: none"> <li>Balls skills</li> <li>Counter balance with a partner</li> <li>Compare skills of others</li> </ul>
			<b>Art &amp; Design – Access Art: Exploring Water colour</b> 1, Exploration – what can water colour do? 2, Explore the work of Paul Klee and Emma Burleigh. 3, Building imagery through water colour. 4 and 5, Working with momentum and focus. 6, Share, reflect and discuss.	<ul style="list-style-type: none"> <li>Develops drawing skills</li> <li>Explores:                             <ul style="list-style-type: none"> <li>Drawing spirals in nature</li> <li>Using chalk and oil pastels</li> </ul> </li> </ul>
			<b>D&amp;T – Projects on the Page: Fruit Salad</b> 6. Design 7. Make 8. Evaluate	<ul style="list-style-type: none"> <li>To know how to plan a recipe</li> <li>To follow a recipe to create a dish</li> </ul>

Foundation Subject  
Overviews

Key Stage One

**Geography**

**Key Stage One**

**Locational Knowledge**

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place Knowledge**

- 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

**Human & Physical Geography**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

**Geographical Skills & Fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**History**

**Key Stage One**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Cannon and Tim Berners-Lee, Prince George the Earl and LS Lowry, Rosa Parks, Mahatma Gandhi, Martin Luther King and Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

**Physical Education**

**Swimming & Water Safety**

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

**Key Stage One**

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**Computing**

**Key Stage One**

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, retrieve and exchange data and content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Design & Technology**

**Key Stage One**

**Design**

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

**Make**

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics

**Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, slings, wheels and axles), in their products
- Cooking and nutrition
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

**Art & Design**

**Key Stage One**

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- 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.

**Music**

**Key Stage One**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 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.