

<p><b>Character Education Theme: Who are we?</b></p> <p><b>Enquiry question: Is being strong always a good thing?</b></p> <p><b>English Application</b> Non chronological reports/fact files about countries and continents or significant historical people. Write letters to soldiers.</p> <p><b>Maths Application</b> Reading scales and intervals. Recording observations and data handling. Timelines</p> <p><b>STEM Application</b> Poppy Art Installation Bombed out Church.</p>		<p><b>Key Vocabulary (Schema):</b></p> <p>Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. Symbols, compass, direction, north, South, East and West human, physical, map, Ariel, features, photographs, perspective, near, far, schema. Similarities, differences, chronological order, historical events, significant people, past, long ago, decade, century, primary and secondary sources, national and international, time, time line.</p> <p><b>History S&amp;K/Geography S&amp;K</b></p> <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Investigate significant historical events, people and places in their locality</li> <li>Know where and people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods (within and beyond living memory)</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which is represented</li> <li>Investigate the lives of individuals who have contributed to national and international achievements</li> </ul> <p>Geography Knowledge/Skills · Use simple compass directions and locational and directional language to describe the location of features and routes on a map · Use basic geographical vocabulary to refer to human and physical features and recognise them in aerial photographs and plan perspectives · devise a simple map; and use and construct basic symbols in a key</p> <p>Identify seasonal and 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</p>	<p><b>Subject, Scheme, Unit &amp; Lesson Focus</b></p> <p><b>Science: Developing Experts -Everyday Materials</b></p> <table border="1"> <tr> <td>1. Compare the uses of everyday materials</td> <td>4. Understand how the properties of materials can be changed</td> </tr> <tr> <td>2. Explain why we use certain materials</td> <td>5. Recognise that new materials are constantly being invented</td> </tr> <tr> <td>3. Investigate squashing, bending, twisting and stretching</td> <td>6. Identify and compare the usefulness of materials when forces are applied</td> </tr> </table> <p><b>Teach Computing: Computing Systems and Networks – IT Around Us</b></p> <table border="1"> <tr> <td>1. What is IT?</td> <td>4. The benefits of IT</td> </tr> <tr> <td>2. IT in school</td> <td>5. Using IT safely</td> </tr> <tr> <td>3. IT in the world</td> <td>6. Using IT in different ways</td> </tr> </table> <p><b>RE – SACRE: Who is Jewish and what do they believe?</b></p> <table border="1"> <tr> <td>1. What is precious? What is precious to Jewish people?</td> <td>4. What does the story of Chanukah make us think about?</td> </tr> <tr> <td>2. What does a mezuzah remind Jewish people about?</td> <td>5. How do Jewish people think about miracles at Chanukah?</td> </tr> <tr> <td>3. How and why do Jewish people celebrate Shabbat?</td> <td></td> </tr> </table>	1. Compare the uses of everyday materials	4. Understand how the properties of materials can be changed	2. Explain why we use certain materials	5. Recognise that new materials are constantly being invented	3. Investigate squashing, bending, twisting and stretching	6. Identify and compare the usefulness of materials when forces are applied	1. What is IT?	4. The benefits of IT	2. IT in school	5. Using IT safely	3. IT in the world	6. Using IT in different ways	1. What is precious? What is precious to Jewish people?	4. What does the story of Chanukah make us think about?	2. What does a mezuzah remind Jewish people about?	5. How do Jewish people think about miracles at Chanukah?	3. How and why do Jewish people celebrate Shabbat?		<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Know how new materials have helped solve problems</li> <li>Sort and classify materials</li> <li>Use suitable materials to build models</li> <li>To recognise the key features of computers</li> <li>To identify that IT can be used in more than one way</li> <li>To understand IT is used all over the world</li> <li>To know why we use IT</li> <li>To be to explain how to use IT safely and what we do if we find something that is unsafe</li> <li>What do different people believe about God?</li> <li>Talk about how a Jewish artefact reminds Jewish people about God or an event</li> <li>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways</li> </ul>
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<p><b>Retrieval practices/Assessment:</b> Pre and Post Assessment</p>	<p><b>Learning Activities:</b></p> <p><b>Weather;</b> Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times). Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season.</p> <p><b>Local Study including Map skills;</b> 1.Review knowledge of local area. What is in West Derby? My sense of place. 2.West Derby located in Liverpool. What is in my city? 3.Liverpool within the UK, explore countries of UK. 4.UK as an island; seas around UK. 5.Europe. 6.Continents. <b>Significant Historical Individuals;</b> Pete Best/Beatles, Henry Tate (Tate and Lyle/Tate Gallery), Molyneux family/Earl of Sefton (Croxtheth Park). Guided Read; Amelia Earhart, Marie Curie,</p>	<p><b>PSHE – Jigsaw: Being Me in the World</b></p> <table border="1"> <tr> <td>1. Hopes and Fears</td> <td>4. Follow the learning charter</td> </tr> <tr> <td>2. Member of my class</td> <td>5. Recognise choices and consequences</td> </tr> <tr> <td>3. Ideas about rewards and consequences</td> <td></td> </tr> </table> <p><b>Music – Charanga: How does music help us to make friends?</b></p> <table border="1"> <tr> <td>1. Music is in the soul (part 1)</td> <td>4. Hey friends (part 2)</td> </tr> <tr> <td>2. Music is in the soul (part 2)</td> <td>5. Hello</td> </tr> <tr> <td>3. Hey friends (part 1)</td> <td>6. Assessment Checkpoint</td> </tr> </table>	1. Hopes and Fears	4. Follow the learning charter	2. Member of my class	5. Recognise choices and consequences	3. Ideas about rewards and consequences		1. Music is in the soul (part 1)	4. Hey friends (part 2)	2. Music is in the soul (part 2)	5. Hello	3. Hey friends (part 1)	6. Assessment Checkpoint	<ul style="list-style-type: none"> <li>setting realistic goal and think about how to achieve it</li> <li>persevering</li> <li>recognise who I work well with and why</li> <li>recognising what works well in a group dynamic</li> <li>Exploring Simple Patterns</li> <li>Singing with expression</li> <li>Listening with concentration</li> </ul>							
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<p><b>Milestones:</b></p>	<p><b>Outdoor Learning:</b> Trip to Croxeth House and Country Park. Walk around the locality of the school.</p>	<p><b>PE – Real Dance – Cognitive Skills</b></p> <table border="1"> <tr> <td>1. Footwork – Follow the Leader</td> <td>4. One Leg – Mirror image</td> </tr> <tr> <td>2. Footwork – Lose your shadow</td> <td>5. One leg – Mirror leg</td> </tr> <tr> <td>3. Footwork – Matching pairs</td> <td>6. One Leg – Balloon Balance</td> </tr> </table>	1. Footwork – Follow the Leader	4. One Leg – Mirror image	2. Footwork – Lose your shadow	5. One leg – Mirror leg	3. Footwork – Matching pairs	6. One Leg – Balloon Balance	<ul style="list-style-type: none"> <li>Changing speed and level of actions</li> <li>Select movements in time with music</li> <li>Apply these skills and form their own dances</li> </ul>													
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	<p><b>Outcomes:</b></p>	<p><b>Art &amp; Design – Access Art: Drawing and Sketchbooks - Explore &amp; Draw</b></p>	<ul style="list-style-type: none"> <li>Developing observational skills</li> </ul>																			

Foundation Subject  
Overviews

Key Stage One

<p><b>Geography</b></p> <p><b>Key Stage One</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>use basic geographical vocabulary to refer to:</li> <li>Key physical features, including board, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical Skills &amp; Fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>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</li> <li>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.</li> </ul>	<p><b>History</b></p> <p><b>Key Stage One</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>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)</li> <li>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 Caxton and Jim Bennett-Lee, Peter Dinklage the Blair and US Court, Rosalind Franklin, Mary Queen of Scots, Marie Curie and Florence Nightingale and Edith Cavell)</li> <li>significant historical events, people and places in their own locality</li> </ul>	<p><b>Physical Education</b></p> <p><b>Swimming &amp; Water Safety</b></p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)</li> <li>perform safe self-rescue in different water-based situations.</li> </ul> <p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>	<p><b>Computing</b></p> <p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> <li>use technology purposefully to create, organise, store, retrieve and exchange data and information</li> <li>recognise common uses of information technology beyond school</li> <li>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.</li> </ul>	<p><b>Design &amp; Technology</b></p> <p><b>Key Stage One</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> <li>technical knowledge</li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms (for example, levers, slings, wheels and axles), in their products</li> <li>Cooling and nutrition</li> <li>use the basic principles of a healthy and varied diet to prepare dishes</li> <li>understand where food comes from.</li> </ul>	<p><b>Art &amp; Design</b></p> <p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>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.</li> </ul>	<p><b>Music</b></p> <p><b>Key Stage One</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
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	<b>Increased children's knowledge of where they live and it's place in the world.</b>	1. Introduction 2. Explore and Collect 3. Sketchbook work	4. Project – Wax Resist Autumn Leaves 5. Projects – Autumn Floor Drawings 6. Reflect, Share, Talk	<ul style="list-style-type: none"> <li>• Explore and use art materials, being inventive</li> <li>• Creating compositions</li> </ul>
<p><b>Golden Rules:</b> Ready, Respect, Safe  <b>School Values:</b> <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i></p>	<b>Project Concepts:</b> Individuality, conflict, morality, freedom, belonging	<p><b>D&amp;T – Projects on the Page: Textiles: Templates and Joining Techniques - Toy related to a celebration for a group of children</b></p> 1. Research/Evaluate what exists 2. Focus Practical Tasks 3. Focus Practical Tasks	4. Designing and Planning 5. Designing and Planning	<ul style="list-style-type: none"> <li>• Investigate fabrics, templates and tools</li> <li>• Design a functional and appealing product</li> </ul>

Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary	Key Questions	Content	Application	
Title: The Gigantic Turnip Author: Aleksei Tolstoy	Gigantic Turnip Crooked Overgrown Pot-bellied sowed	produced harvested yanked fetch speckled heaved	Why were they successful when they worked as a team? Who is the strongest character?	Introduce text after mind mapping children's ideas of the project key questions and ideas.	Compare and contrast with key moments and figures in history and their strength.
Grounding Text 2	Vocabulary	Key Questions	Content	Application	
Title: The Lion and the Mouse Author: Miles Kelly	Grassy Feared During Particularly Ventured Scampered entangled	plains warned meant curious gaspd prowled gnawing	What are your strengths? Is the biggest always the strongest? Is strength always physical?	Introduce text after mind mapping children's ideas of the project key questions and ideas	Compare and contrast with key moments and figures in history and their strength
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a	
Title: The Huge Bag of Worries Author: Virginia Ironside	Title: Clarice Bean – My Uncle is a Hunkle. Author: Lauren Child	Title: How Big are your Worries little bear? Author: Jayneen Sanders	Title: The Emperors Egg Author: Martin Jenkins	Title: The Way Back Home Author: Oliver Jeffers	
Focus	Focus	Focus	Focus	Focus	
Vocabulary: recently, gloomier, ignoring, health, decided, 'tossing and turning', 'stood its ground', nonsense, astonished  Theme: Talking about, sharing and exploring how to deal with worries.	Vocabulary: Toppling, westerns, lassoed, responsible, whimpering, property, scuttling, charging  Theme: Family life and getting along.	Vocabulary: worrier, wandered, carefully, brightly, underneath,  Theme: Talking about, sharing and exploring how to deal with worries.	Vocabulary: Antarctica, females, waddled, generally, mainly, shrimp-like, krill, shuffle, slippery, finally.  Theme: Exploring facts about penguins.	Vocabulary: Lifted off, spluttered, steering, flicker, Martian, realised, lowered, spanner, wondered.  Theme: Story of friendship and family.	

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 ship

**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 Caxton and Jim Barnes-Lee, Prince George the Earl and US Court), Rosalind Franklin, Mary Queen of Scots, Marie Curie and for 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 information
- recognise common uses of information technology beyond school
- 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.

Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: Clarice Bean – That’s Me Author: : Lauren Child	Title: Great Women Who Saved the World – Jane Goodhall Author: Kate Pankhurst	Title: Edgar and the Sausage Inspector Author: Jan Fearnley	Title: Long Live Princess Smarty Pants Author: Babette Cole	Title: Jim and the Beanstalk Author: Raymond Briggs
<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>	<b>FOCUS</b>
Vocabulary: ‘at sixes and sevens’, nonsense, irritating, adolescence, swivelling, acrobat.  Theme: Family life and getting along.	Vocabulary: respect, protection, chimpanzee reserve, deforestation, hunting, habitats, intelligence.  Theme: Environmental change and animal welfare. Significant people who used their skills and voices to look after the world.	Vocabulary: narrow, alley, particularly, hurried, declared, inspector, suspected, delightful, patisserie, thrilled, boomed, familiar, decidedly, plumper, trailed, ravenous, determined, trundled, official, duty, seized, snatched, tumbling, appetite.  Theme: Exploring humour and right and wrong.	Vocabulary: dumb, certainly, possible, forthcoming, exhibition, banquet, contents, litre, stir violently.  Theme: Equality for everyone.	Vocabulary: beanstalk, pesky, hardly, heap, wig-maker, harp, gnashing, champing, oculist.  Theme: Alternative to a traditional tale.

<b>Theme: Who are we?</b>		Key Vocabulary (Schema):	<b>Subject, Scheme, Unit &amp; Lesson Focus</b>		<b>Skills + Knowledge</b>
<i>Enquiry question: Is being strong always a good thing?</i>			Temperature, rainfall, wind direction, sunlight hours, thermometer, rain gauge, wind sock, compass, North, South, East, West, seasons, Spring, Summer, Autumn, Winter, symbols, meteorological, average, total, compare, daily, weekly, monthly, seasonal, Met Office. Symbols, compass, direction, north, South, East and West human, physical, map, Ariel, features, photographs, perspective, near, far, schema,	<b>Science – Developing Experts: Diet &amp; Health</b>	
<b>English Application</b> Write reports about Armistice Day. Create a poster about healthy living and fact files about how to look after animals.		1. Describe the needs of animals, including humans, for survival 2. Describe how animals obtain their food from other animals 3. Learn about the importance of nutrition for humans		4. Explore what’s in your packed lunch 5. Understand why exercise, a healthy diet, and hygiene is important 6. Know how to keep healthy through daily exercise	
<b>Maths Application</b> Data handling, graphs, charts and pictograms. Reading scales and intervals. Timelines		<b>History S&amp;K/Geography S&amp;K</b>  <ul style="list-style-type: none"> <li>Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>Investigate significant historical events, people and places in their locality</li> <li>Know where and people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods (within and beyond living memory)</li> <li>Understand some of the ways in which we find out about the past and identify different ways in which is represented</li> <li>Investigate the lives of individuals who have contributed to national and international achievements</li> <li>Geography Knowledge/Skills</li> <li>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</li> <li>Use basic geographical vocabulary to refer to human and physical features and recognise them in aerial photographs and plan perspectives</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>Identify seasonal and 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</li> </ul>	<b>Computing – Teach Computing: Creating Media – Digital Photography</b>		<ul style="list-style-type: none"> <li>To take a photograph and explain how you capture photographs in both portrait and landscape</li> <li>To use a variety of tools to improve the quality of the photograph</li> <li>To know that a photographs can be changed and be able to identify the changes</li> </ul>
<b>STEM Application</b>			1. Taking photographs 2. Landscape or portrait 3. What makes a good photograph?	4. Lighting 5. Project design 6. Is it real?	
<b>Retrieval practices/Assessment:</b>	<b>Learning Activities (including outdoor):</b> <b>Significant Historical Events:</b> 1.Armistice Day, what is it and why do we remember? 2.How do we remember? 3. Symbols. Create poppies. 4.Exploring the significance of West Derby (barracks and cenotaph). <b>Weather;</b> Daily recording of; Temperature · Rainfall · Wind direction – reinforce knowledge of compass directions Refer to the Met Office Website for: · Sunlight hours (use sunrise and sunset times).		<b>PSHE – Jigsaw: Celebrating Difference</b>		<ul style="list-style-type: none"> <li>Understand ways to keep my body healthy and about relaxation</li> <li>Understand how some medicines work and how to use them safely</li> <li>Decide which foods are healthy and why</li> </ul>
<b>Milestones:</b>	Weekly; look at the highest and lowest temperature for the week. Calculate the average temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the week. Record this data on the monthly chart. Monthly; look at the monthly data. Calculate the average monthly temperature (children could use calculators given the formula). Total the amount of rainfall and sunlight hours for the month. Add the monthly chart to the year grid in the correct season.		1. Stereotypes – boys and girls 2. Boys and girls – how are they different? 3. Bullying – difference	4. Recognise right and wrong 5. How am I different from my friends?	
	<b>Outcomes:</b>		<b>Music – Charanga: How does music teach us about the past?</b>		<ul style="list-style-type: none"> <li>Inventing a Musical Story</li> <li>Singing with expression</li> <li>Listening with concentration</li> </ul>
			1. Sparkle in the sun (part 1) 2. Sparkle in the sun (part 2) 3. Listen (part 1)	4. Listen (part 2) 5. The orchestra song 6. Assessment checkpoint	
			<b>PE – Real PE: Creative Skills</b>		<ul style="list-style-type: none"> <li>Balls skills</li> <li>Counter balance with a partner</li> <li>Make up their own rules and versions of activities</li> </ul>
			1.Jumping and Landing –Clapping 2. Jumping and Landing – combinations 3. Jumping and Landing - combinations	4.Seated – exchange objects 5.Seated – mirror image 6.Seated – exchange objects	
			<b>Art &amp; Design – Access Art: Paint, Collage and Colour - Exploring the World through Monoprint</b>		<ul style="list-style-type: none"> <li>Exploring mono printing</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
- 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 Caxton and Jim Bennett-Lee, Prince George the Earl and LS Lortie), Rosalind Wiseman, Marjorie Jackson and/or 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 digital 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 ingredients, 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

- 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
- 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.

# Project Plan

Term: Aut1/Aut2

Phase: Y2

Stage: Discover (HUMS)

KEY PRINCIPLES: UNIQUE CHILD, POSITIVE RELATIONSHIPS, ENABLING ENVIRONMENT, LEARNING & DEVELOPMENT

	<p><b>Increased children's knowledge of the historical importance of significant events which impacted both globally and locally.</b></p>	<p>1. Explore – Draw from still and film 2. Drawing from observation – drawing small 3. Introducing Mono Prints</p>	<p>4. Find your focus – choose a theme i. 'Change, Grow, Live' ii. Inventions 6. Display &amp; Reflect -Present, Talk, Share and Celebrate</p>	<ul style="list-style-type: none"> <li>Generating narratives and inventions through drawing</li> <li>Create responses to different stimuli and personalising their work</li> </ul>
<p><b>School Values:</b> <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i></p>	<p><b>Project Concepts:</b> : Individuality, conflict, morality, freedom, belonging</p>	<p><b>D&amp;T – Projects on the Page: Textiles: Templates and Joining Techniques - Toy related to a celebration for a group of children</b></p> <p>1. Research/Evaluate what exists 2. Focus Practical Tasks 3. Focus Practical Tasks</p>		<ul style="list-style-type: none"> <li>Select appropriate tools, equipment and textiles</li> <li>Evaluate and compare their design and product against criteria</li> </ul>
<p>1. Research/Evaluate what exists 2. Focus Practical Tasks 3. Focus Practical Tasks</p>		<p>4. Designing and Planning 5. Designing and Planning</p>		