



Long Term Plan		
Year 1		
Autumn Term	Spring Term	Summer Term
Our Place in Space	Roots, Shoots and Muddy Boots	We're All Going on a Summer Holiday
<p><b>Enquiry Question:</b> Why do we travel in space?</p>	<p><b>Enquiry Question:</b> Where does our food come from?</p>	<p><b>Enquiry Question:</b> How has the seaside evolved over time?</p>
<p><b>Core texts:</b> Whatever Next – Jill Murphy Aliens Love Underpants – Claire Freedman Here Come the Aliens - Colin McNaughton Here We Are – Oliver Jeffers Look Up – Nathan Bryon</p>	<p><b>Core texts:</b> The Tiger Who Came to Tea – Judith Kerr The Very Hungry Caterpillar – Eric Carle The Tiny Seed – Eric Carle Jasper's Beanstalk – Nick Butterworth and Mick Inkpen The Little Red Hen Jack and the Beanstalk</p>	<p><b>Core texts:</b> The Snail and the Whale – Julia Donaldson The Rainbow Fish – Marcus Pfister Little Turtle and the Song of the Sea – Sheridan Cain The Lighthouse Keepers Lunch – David Armitage and Ronda Armitage Commotion in the Ocean – Giles Andreae The Singing Mermaid – Julia Donaldson Somebody Swallowed Stanley – Sarah Roberts Tiddler – Julia Donaldson</p>
<p><b>Educational visits/visitors and community projects:</b> This term we will have a visit from a planetarium to encourage the children's thinking about what is in space. We will plan a stargazing evening with parents/carers to raise money for the homeless shelter and foodbank linked to our PSHE and thinking about our community. During this term an alien invasion will take place in the school grounds!</p>	<p><b>Educational visits/visitors and community projects:</b> We will have a visit from a representative for the Co-Op to learn about healthy foods and make fruit kebabs. We will also design and make a healthy fruit salad as well as tasting different fruits and vegetables. We will visit Sacrewell Farm for the day to see the animals and the working mill.</p>	<p><b>Educational visits/visitors and community projects:</b> A day at the beach! For our WOW day this term we will be bringing the beach to Meadowside. The children will dress up in summer clothes and participate in a range of seaside activities.</p>
<p>As <b>readers</b> we will...</p> <ul style="list-style-type: none"> <li>• Read and listen to different texts to help immerse ourselves into our topic.</li> <li>• Listen to and discuss a range of poems and stories.</li> <li>• Use our phonic knowledge to decode words.</li> <li>• Familiarise ourselves with new topic words by discussing their meaning.</li> <li>• Recognise and join in with familiar predictable phrases.</li> </ul>	<p>As <b>readers</b> we will...</p> <ul style="list-style-type: none"> <li>• Enjoy stories with predictable and patterned endings including some traditional tales.</li> <li>• Continue to apply phonic knowledge to decode words.</li> <li>• Read with increasing fluency and accuracy.</li> <li>• Read longer texts.</li> <li>• Develop our comprehension skills.</li> <li>• Discuss word meanings.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<p>As <b>readers</b> we will...</p> <ul style="list-style-type: none"> <li>• Immerse ourselves in a range of both fiction and non-fiction texts.</li> <li>• Explore the books above as well as non-fiction texts about Victorian seaside's and Grace Darling.</li> <li>• Read texts and demonstrate our understanding.</li> <li>• Begin to make simple inferences.</li> <li>• Recite simple poems by heart.</li> </ul>
<p>As <b>writers</b> we will...</p> <ul style="list-style-type: none"> <li>• Develop our sentence writing skills.</li> <li>• Continue the Kinetic Letters programme (making bodies stronger, learning the letters and holding the pencil).</li> <li>• Use capital letters and full stops correctly.</li> <li>• Write captions and labels.</li> <li>• Write questions.</li> <li>• Develop knowledge of rhyming words</li> <li>• Write poems including a class acrostic poem.</li> <li>• Use our imaginations to retell stories.</li> <li>• Use adjectives to describe.</li> <li>• Write a recount based on the exciting alien invasion that happened in Year 1!</li> <li>• Learn how to form plurals using 's' and 'es'.</li> </ul>	<p>As <b>writers</b> we will...</p> <ul style="list-style-type: none"> <li>• Improve our sentence writing skills by adding conjunctions.</li> <li>• Develop use of punctuation including question marks and exclamation marks.</li> <li>• Continue the Kinetic Letters programme (learning the letters).</li> <li>• Write a letter to the Hungry Caterpillar.</li> <li>• Retell stories with a focus on including spelling the days of the week.</li> <li>• Create story maps and use these to support our writing.</li> <li>• Write character descriptions.</li> <li>• Write invitations.</li> <li>• Write an information text about tigers.</li> <li>• Learn how to use the prefix 'un'.</li> </ul>	<p>As <b>writers</b> we will...</p> <ul style="list-style-type: none"> <li>• Continue to map stories and retell them.</li> <li>• Add conjunctions to extend our sentences.</li> <li>• Add adjectives to improve our writing.</li> <li>• Use the suffixes 'ing', 'er', 'est and 'ed'.</li> <li>• Write short narratives including our own stories.</li> <li>• Write an information text about an animal of our choice.</li> <li>• Begin to write for longer periods independently.</li> <li>• Continue the Kinetic Letters programme (flow and fluency).</li> </ul>

<p>In <b>phonics</b> we will...</p> <ul style="list-style-type: none"> <li>• Consolidate our knowledge of set 1 sounds and begin to learn set 2 sounds.</li> <li>• Develop our blending skills by using 'Fred in your head' blending to develop fluency.</li> <li>• Begin to learn how to spell the Year 1 common exception words</li> <li>• Learn spelling rules for changing words to plural</li> <li>• Read alien/nonsense words using taught sounds.</li> </ul>	<p>In <b>phonics</b> we will...</p> <ul style="list-style-type: none"> <li>• Revisit set 2 sounds.</li> <li>• Begin to learn set 3 sounds.</li> <li>• Read multisyllabic words.</li> <li>• Continue to learn how to spell the Year 1 common exception words.</li> <li>• Learn to spell the days of the week.</li> <li>• Begin to spell words with the prefix 'un'.</li> <li>• Read alien/nonsense words using taught sounds.</li> </ul>	<p>In <b>phonics</b> we will...</p> <ul style="list-style-type: none"> <li>• Continue to learn set 3 sounds.</li> <li>• Read and say the additional sounds wh,ck, e-e, au, kn, e and ie.</li> <li>• Revisit sets of sounds where needed.</li> <li>• Learn the additional sounds alongside alternative spellings for sounds.</li> <li>• Develop understanding of different vocabulary.</li> <li>• Revise the Year 1 common exception words.</li> <li>• Begin to spell words with the suffixes 'er', 'est', 'ed' and 'ing'.</li> <li>• Read alien/nonsense words using taught sounds.</li> </ul>
<p>As <b>mathematicians</b> we will ...</p> <ul style="list-style-type: none"> <li>• Learn about place value within 10. We will count, sort and represent numbers to 10.</li> <li>• Add and subtract numbers to 10.</li> <li>• Recognise name and sort 2-D and 3-D shapes.</li> <li>• Learn about place value within 20. We will count, sort and represent numbers to 20.</li> </ul>	<p>As <b>mathematicians</b> we will...</p> <ul style="list-style-type: none"> <li>• Add and subtract numbers to 20.</li> <li>• Learn about place value within 50.</li> <li>• Learn how to measure length and height.</li> <li>• Learn how to measure weight and volume.</li> <li>• Consolidate our learning so far.</li> </ul>	<p>As <b>mathematicians</b> we will ...</p> <ul style="list-style-type: none"> <li>• Learn how to multiply and divide numbers by grouping and sharing.</li> <li>• Count in 2s, 5s and 10s.</li> <li>• Learn about fractions by finding and making halves and quarters.</li> <li>• Describes positions and directions.</li> <li>• Learn about place value within 100.</li> <li>• Learn about British money by recognising notes and coins.</li> <li>• Learn about time to the hour and half hour.</li> </ul>
<p>As <b>scientists</b> we will...</p> <ul style="list-style-type: none"> <li>• Identify, name, label and draw basic parts of the human body.</li> <li>• Use and investigate our five senses and understand which part of the body is associated with each sense.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> <li>• Observe changes across the four seasons.</li> </ul>	<p>As <b>scientists</b> we will ...</p> <ul style="list-style-type: none"> <li>• Continue to observe and describe weather associated with the seasons and how day length varies.</li> <li>• Continue to observe changes across the four seasons.</li> <li>• Look at healthy living and how we can contribute to a healthy lifestyle.</li> <li>• Learn about different food groups and the importance of a balanced diet and incorporating exercise.</li> <li>• Identify and name common wild and garden plants including evergreen and deciduous trees.</li> <li>• Name and label the basic structure of flowers and trees and discuss their functions.</li> </ul>	<p>As <b>scientists</b> we will ...</p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>• Describe and compare the structure of a variety of common animals including pets.</li> <li>• Group animals according to what they eat and name common animals that are herbivories, carnivores and omnivores.</li> <li>• Learn about what a habitat is and explore a range of habitats.</li> <li>• Explore materials and categorise the different types including wod, metal, plastic, glass, water and rock.</li> <li>• Investigate what objects are made from and describe their texture using scientific vocabulary.</li> </ul>
<p>As <b>historians</b> we will...</p> <ul style="list-style-type: none"> <li>• Identify and discuss famous astronauts including Neil Armstrong and Tim Peak.</li> <li>• Identify and discuss historical events such as the Race to Space and the first moon landing.</li> <li>• Ask questions about the significant space events.</li> <li>• In groups we will use a timeline to put significant events and dates in order.</li> </ul>	<p>As <b>historians</b> we will ...</p> <ul style="list-style-type: none"> <li>• Learn about Jethro Tull and his impact on the agricultural revolution by inventing the seed drill.</li> <li>• Look at how farming and food production has changed over time.</li> <li>• Learn about Her Majesty the Queen and recount changes to the royal family that have happened in our lives.</li> </ul>	<p>As <b>historians</b> we will ...</p> <ul style="list-style-type: none"> <li>• Explore the seaside and how the seaside has changed over time by comparing the Victorian era and present day.</li> <li>• Discuss Grace Darling and identify the famous rescue of the shipwrecked Forfashire.</li> </ul>
<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Learn about planet Earth by naming and locating the seven continents.</li> <li>• Name, locate and identify characteristic of the United Kingdom.</li> <li>• We will use satellite images to identify places within our local community such as the town of Burton Latimer and our school.</li> <li>• Investigate weather conditions through observation and by making and using simple measurement devises.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Visit a local facility and talk about what happens there and investigate why people go there (Church).</li> <li>• Emotion mapping (year 1 area).</li> </ul>	<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Name and locate the capital cities of the UK using maps and atlases.</li> <li>• Explore the similarities and differences between cities, towns and villages.</li> <li>• Learn about and know the difference between human and physical features.</li> <li>• Continue to use maps, atlases, globes and satellite images to learn locations.</li> <li>• Use aerial images to recognise landmarks within the UK.</li> <li>• Use simple compass directions to navigate from one place to another.</li> </ul>	<p>As <b>geographers</b> we will ...</p> <ul style="list-style-type: none"> <li>• Review the seven continents and The UK.</li> <li>• Name and locate the five oceans.</li> <li>• Compare two seaside locations within the UK.</li> <li>• Learn about the UK's surrounding seas.</li> <li>• Continue to develop our knowledge of weather and seasons.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Study the geography of our school.</li> </ul>

<ul style="list-style-type: none"> <li>Explore the school grounds (seasonal changes).</li> </ul>	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>Investigate the human and physical features of the school grounds, naming and describing what we see. Explore what the areas are used for and what routes to take to different areas.</li> <li>Explore the school grounds (seasonal changes).</li> </ul>	
<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>Begin to record experimentations in our sketch books.</li> <li>Use brushes of two different thicknesses and experiment with dots, dabs and long/short brush strokes.</li> <li>Mix colours to show how primary colours can be mixed to make secondary colours.</li> <li>Make shades and tints of colours and use the mixed colours for a purpose.</li> <li>Work in the style of artists such as Wassily Kandinsky and Van Gogh.</li> </ul>	<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>Use different pencils to draw lines of different sizes and thickness.</li> <li>Create observational drawings of food using colouring pencils to neatly colour in,</li> <li>Use fruit and vegetables to print with, investigating different ways to manipulate the objects to create texture and mimic print from the environment by repeating shapes.</li> <li>Tie dye materials using natural dyes.</li> <li>Describe the work style Giuseppe Arcimboldo.</li> <li>Work in the style of Henri Matisse by using a selection of materials that are torn, cut and glued.</li> </ul>	<p>As <b>artists</b> we will ...</p> <ul style="list-style-type: none"> <li>Use watercolour washes as a background.</li> <li>Use a variety of materials to create sculptures.</li> <li>Learn about Andrew Goldsworthy and link own ideas to his work.</li> <li>Develop our clay skills by using the techniques of rolling, cutting and moulding.</li> <li>Create a collaborative sculpture.</li> </ul>
<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>Design, make and construct a mechanical structure of a moon buggy with wheels and axles to link with our space topic.</li> <li>Explore how our products have been created.</li> <li>Explore a range of joining techniques (such as gluing, hinges and combining materials to strengthen).</li> <li>Measure to the nearest cm.</li> <li>Explore drilling, screwing and gluing pieces of wood.</li> <li>Make split pin moving puppets by cutting card and paper safely using scissors.</li> <li>Measure ingredients using electronic scales.</li> </ul>	<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>Assemble our own fruit salad by selecting and cutting up fruit using a butter knife safely. We will design, make and evaluate our food product and learn about where the food in our ingredients come from.</li> <li>Explore objects and identify likes and dislikes of the designs.</li> <li>Weigh or measure ingredients using measuring cups to bake bread rolls.</li> <li>Tie-dye textiles using natural dyes.</li> <li>Understand the importance of washing hands before food preparation.</li> </ul>	<p>As <b>designers</b> we will ...</p> <ul style="list-style-type: none"> <li>Create finger puppets by cutting fabric (felt) around a template whilst safely using scissor then glue material together.</li> <li>Practise threading using a plastic needle then creating a running stitch in fabric.</li> <li>Fold, tear, cut and curl material to make a kite.</li> </ul>
<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>Sing songs with our friends and move to music in a range of ways.</li> <li>Participate in games that embed finding the pulse, rhythm and pitch.</li> <li>Listen to a range of songs and classify music into different genres.</li> <li>Learn how to handle instruments and treat them with respect.</li> </ul>	<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>Use our voices creatively to sing songs and rhymes as well as learning about singing notes of different pitches.</li> <li>Play music on the Glockenspiel to accompany our 'Bread is Baking' song for our assembly.</li> <li>Reflect on our performance to parents/carers.</li> </ul>	<p>In <b>music</b> we will ...</p> <ul style="list-style-type: none"> <li>Consolidate our learning by creating our own music and performing it to our friends.</li> <li>Continue to improvise using the three challenges (clapping, singing and playing).</li> <li>Begin to learn about musical notes and how they can be written down or changed.</li> </ul>
<p>In <b>RE</b> we will...</p> <ul style="list-style-type: none"> <li>Visit a local Christian church and learn about its features.</li> <li>Explore stories connected with the church.</li> <li>Know that Jesus was a historical person.</li> <li>Know some stories about Jesus and the stories he told.</li> <li>Know that these stories can be found in the Bible.</li> </ul>	<p>In <b>RE</b> we will ...</p> <ul style="list-style-type: none"> <li>Listen to stories from the Bible.</li> <li>Explore practice of a Christian family.</li> <li>Revisit a Christian church.</li> <li>Find out how Christians celebrate the festival of Easter.</li> </ul> <p>Making connections:</p>	<p>In <b>RE</b> we will ...</p> <ul style="list-style-type: none"> <li>Find out what happens in a Mosque.</li> <li>Meet people who go to Mosque.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Explore likely feature of a Muslim family eg. Mosque, Qur'an, daily prayers</li> </ul>

<ul style="list-style-type: none"> <li>Find out how Christians celebrate the festivals of Harvest and Christmas.</li> </ul> <p>Make connections:</p> <ul style="list-style-type: none"> <li>Explore practice we would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals).</li> </ul>	<ul style="list-style-type: none"> <li>Explore practice we would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals).</li> </ul>	
<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>Learn how to keep ourselves self online and learn about the importance of keeping information, such as usernames and passwords private (Unit 1.1).</li> <li>Take ownership of our work and save it in individual folders such as 'My Work' (Unit 1.1).</li> <li>Sort, group and collate simple digital content (Unit 1.2)</li> <li>Understand that data can be represented using pictures and use pictogram software such as 2Count (Unit 1.3).</li> <li>Learn that an algorithm is a set of instructions used to solve a problem or achieve an objective (Unit 1.4).</li> <li>Understand that an algorithm written for a computer is called a programme (Unit 1.4).</li> <li>Create a piece of digital artwork (Christmas card and poppy for Remembrance).</li> </ul>	<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>Develop our typing skills on the Chrome Books.</li> <li>Consolidate our knowledge of directions using the maze explorer programme (Unit 1.5).</li> <li>Make good attempts to envision the bigger picture of the overall effect of the programme e.g. 2Go (Unit 1.5)</li> <li>Understand what an e-book is and create our own animated stories (Unit 1.6).</li> <li>Learn how to add animations and sounds to animated stories (Unit 1.6)</li> <li>Learn how to copy and paste (Unit 1.6)</li> <li>Learn how to read code one line at a time (Unit 1.7)</li> <li>Understand that an unexpected outcome is due to the code and make logical attempts to fix the code also known as debugging (Unit 1.7)</li> <li>Work out what is wrong with a simple algorithm when the steps are out of order (Unit 1.7)</li> </ul>	<p>In <b>computing</b> we will ...</p> <ul style="list-style-type: none"> <li>Understand that data can be displayed in cells on a spreadsheet (Unit 1.8)</li> <li>Use the language of cells, rows and columns (Unit 1.8)</li> <li>Understand what is meant by technology and identify examples inside and outside of school (Unit 1.9).</li> <li>Be able to make a distinction between objects that use modern technology and those that do not e.g. a microwave vs. a chair (Unit 1.9).</li> <li>Consolidate our learning in computing this year.</li> </ul>
<p>In <b>PE</b> we will ...</p> <ul style="list-style-type: none"> <li>Develop our physical, social, emotional and thinking.</li> <li>Learn how to dance by exploring travelling actions, movement skills and balancing.</li> <li>Understand why it is important to count to music and this in our dances.</li> <li>Copy and repeat actions linking them together to make short dance phrases.</li> <li>Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping.</li> <li>Explore these skills in isolation as well as in combination.</li> <li>Identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</li> <li>Take part in a range of fitness activities to develop components of fitness.</li> <li>Begin to explore and develop agility, balance, co-ordination, speed and stamina.</li> <li>Develop perseverance and show determination to work for longer periods of time.</li> <li>Develop our sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball.</li> <li>Use equipment to send and receive a ball.</li> <li>Apply our skills individually, in pairs and in small groups and begin to organise and self-manage our own activities.</li> </ul>	<p>In <b>PE</b> we will...</p> <ul style="list-style-type: none"> <li>Develop our aim using both underarm and overarm actions.</li> <li>Be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</li> <li>Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball.</li> <li>Develop our understanding of attacking and defending and what being 'in possession' means.</li> <li>Have the opportunity to play uneven and even sided games.</li> <li>Learn how to score points in these types of games and how to play to the rules.</li> <li>Learn to use space safely and effectively.</li> <li>Explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.</li> <li>Be given opportunities to select our own actions to build short sequences and develop our confidence in performing.</li> <li>Begin to understand the use of levels, directions and shapes when travelling and balancing.</li> <li>Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing.</li> </ul>	<ul style="list-style-type: none"> <li>In <b>PE</b> we will ...</li> <li>Explore fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball.</li> <li>Explore their own ideas in response to tasks.</li> <li>Develop our basic understanding of striking and fielding games such as Rounders and Cricket.</li> <li>Learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball.</li> <li>Be given opportunities to play one against one, one against two, and one against three.</li> <li>Learn how to score points and how to use simple tactics.</li> <li>Learn the rules of the games and use these to play fairly.</li> <li>Show respect towards others when playing competitively and develop communication skills</li> <li>Develop our communication and problem solving skills.</li> <li>Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</li> <li>Be given the opportunities to discuss and plan our ideas.</li> <li>Be introduced to the basic skills required in Net and Wall games.</li> <li>Learn the importance of the ready position.</li> <li>Develop throwing, catching and racket skills, learning to track and hit a ball.</li> <li>Learn to play against an opponent and over a net.</li> </ul>



<ul style="list-style-type: none"> <li>Understand the importance of abiding by rules to keep ourselves and others safe.</li> </ul> <p><b>Units covered by Get Set 4 PE</b> Term1 Dance / Fundamentals Term 2 Fitness / Sending and Receiving</p>	<ul style="list-style-type: none"> <li>Engage in performing skills and measure performance, competing to improve on our own score and against others.</li> </ul> <p><b>Units covered by Get Set 4 PE</b> Term 3 Target / Invasion Term 4 Gymnastics / Athletics</p>	<ul style="list-style-type: none"> <li>Be encouraged to demonstrate good sportsmanship and show respect towards others.</li> </ul> <p><b>Units covered by Get Set 4 PE</b> Term 5 Ball skills / Striking and Fielding Term 6 Team Building / Net and Wall</p>
<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>Learn about roles and responsibilities at home and school.</li> <li>Learn how to be co-operative with others.</li> <li>Understand what makes us and others special.</li> <li>Learn about different types of feelings and how to manage them.</li> <li>Be aware of change and loss, how it makes us feel.</li> <li>To recognise when people are being unkind to each other, how to respond, who to tell and what to say, different types of bullying and strategies to resist.</li> <li>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond</li> <li>To recognise the difference between secrets and nice surprises and understanding the importance of not keeping secrets that makes us feel uncomfortable.</li> </ul> <p><b>Protective Behaviours</b> Networks and using them – Drawing and identifying people on our hands of safety who will be able to help us if we feel unsafe about anything. Feelings - Know what a ‘feeling’ is and we have the right to feel safe.</p>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>Learn what can go into bodies and how it can make people feel</li> <li>Learn what can go onto bodies and how it can make people feel.</li> <li>Understand that food that is associated with special times, in different cultures.</li> <li>Find out different active playground games from around the world.</li> <li>Understand the importance of sun-safety.</li> </ul> <p><b>Protective Behaviours</b> Networks and using them – Recapping who is on our hand of safety and what qualities they have that explains why they are on there. Unsafe feelings and Body Awareness – Understand our bodies tell us if we don’t feel safe and we call this ‘Early Warning Signs’. We begin to understand it is our body and we make choices for it.</p>	<p>In <b>PSHE</b> we will ...</p> <ul style="list-style-type: none"> <li>Learn about the different jobs people do.</li> <li>Learn where money comes from and how to make choices when spending money.</li> <li>Understand how to save money and how to keep it safe.</li> <li>Discuss safety in familiar situations and personal safety.</li> <li>Discuss people who can help keep them safe outside the home.</li> </ul> <p><b>Protective Behaviours</b> Networks and using them – Recap of who on our hand of safety Body Privacy and Secrets – Think about how our bodies are private to us and recap what we call our private parts. We will discuss secrets and make decision about when to tell and when not to.</p>
<p><b>As confident individuals (basic skills)</b> we will develop our letter formation through the Kinetic Letters programme. We will work on developing a high standard of presentation when completing work.</p> <p><b>As Meadowside representatives (school values)</b> We will be learning the rules of the classroom and showing respect to both adults and our peers. We will encourage the children to take on more responsibility in the classroom.</p> <p><b>As British citizens (British Values)</b> we will be promoting the importance of democracy. We will learn to take responsibility for our own choices. We will vote for our peers to represent us.</p>	<p><b>As confident individuals (basic skills)</b> we will continue to develop our letter formation through the Kinetic Letters programme but focusing on letter families and capital letters. We will develop our independence as learners.</p> <p><b>As Meadowside representatives (school values)</b> we will be reflecting on our learning and how we are as individuals. We will be able to discuss this with both adults and our peers.</p> <p><b>As British citizens (British Values)</b> we will be focusing on the British Value of Individual Liberty. We will be learning to voice views in lessons in an appropriate manner.</p>	<p><b>As confident individuals (basic skills)</b> we will be using a variety of resources to help us with our research. We will be learning how to use these resources such as atlases and the internet to find information which will support our learning.</p> <p><b>As Meadowside representatives (school values)</b> we will be promoting the personal value of resilience. We will be developing our ‘keep trying’ attitude as activities get trickier in preparation for Year 2.</p> <p><b>As British citizens (British Values)</b> we will be focusing on the British value of Democracy, looking into equality and acknowledging that everyone is equal. We will be discussing our responsibilities in preparation for Year 2.</p>