

| Theme                              | Family History  | Here I Am  | Homes  | There You Are  | The History of Transport  | Where We Are   |
|------------------------------------|---|--|--|--|---|--|
| Term                               | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
| <b>English Genre and Key Texts</b> | <p><b>Developing Vocabulary and Sentences:</b><br/> <b>Text:</b> Beegu (Alexis Deacon)<br/> <b>Writing Outcomes:</b><br/>                     Use adjectives to write a character description.<br/>                     Create a shared class poem.</p> <p><b>Developing Vocabulary and Sentences:</b><br/> <b>Text:</b> The Lonely Beast (Chris Judge)<br/> <b>Writing Outcomes:</b><br/>                     Write a diary entry<br/>                     Retelling parts of the story.</p> <p><b>Author Visit: Fay Evans (14<sup>th</sup> October)</b></p> <p><b>Developing Vocabulary and Sentences:</b><br/> <b>Text:</b> Ralph Tells a Story (Abby Hanlon)<br/> <b>Writing Outcomes:</b><br/>                     Create their own story to publish and role play.</p> <p><b>Supplementary Texts:</b><br/>                     A Bit Lost (Chris Haughton)<br/>                     The Word Collector (Peter H. Reynolds)<br/>                     Today I Feel (Poem) (Gervase Phinn)<br/>                     Mr Big (Ed Vere)</p> | <p><b>Innovating Narratives:</b><br/> <b>Text:</b> Lost in the Toy Museum (David Lucas)<br/> <b>Writing Outcomes:</b><br/>                     Create a notice/poster for the school community.<br/>                     Develop descriptions of their favourite toys.</p> <p><b>Inventing Narratives:</b><br/> <b>Text:</b> Stanley's Stick (John Hegley)<br/> <b>Writing Outcomes:</b><br/>                     Write a diary entry<br/>                     Retelling parts of the story.</p> <p><b>Writing About Real Life:</b><br/> <b>Text:</b> The Big Book of the UK (Imogen Russell Williams)<br/> <b>Writing Outcomes:</b><br/>                     Create a report about their local area.</p> <p><b>Supplementary Texts:</b><br/>                     The Gingerbread Man (Mara Alperin)<br/>                     That Rabbit Belongs to Emily Brown (Cressida Cowell &amp; Neal Layton)<br/>                     Dogger (Shirley Hughes)<br/>                     Stick Man (Julia Donaldson)<br/>                     A Walk in London (Salvatore Rubbino)<br/>                     The Skies Above My Eyes (Charlotte Gullain)<br/>                     The World Around Me (Charlotte Gullain)</p> | <p><b>Innovating Narratives:</b><br/> <b>Text:</b> Little Red (Bethan Woollvin)<br/> <b>Writing Outcomes:</b><br/>                     Develop their use of question marks through creating their own role play scene.<br/>                     Create a poem.</p> <p><b>Innovating Narratives:</b><br/> <b>Text:</b> Billy and The Beast (Nadia Shireen)<br/> <b>Writing Outcomes:</b><br/>                     Write a character description with a focus on using un – words (unkind, unhappy)<br/>                     Retell the story</p> <p><b>Making Links and Inventing Narratives:</b><br/> <b>Text:</b> Mixed Up Fairy Tales (Hilary Robinson &amp; Nick Sharratt)<br/> <b>Writing Outcomes:</b><br/>                     Invent their own traditional tale.</p> <p><b>Supplementary Texts:</b><br/>                     Little Red Riding Hood (Mara Alperin)<br/>                     To The Countryside and Animal Poems (Lion, Frog, Ant, Sparrow) from Poems Aloud (Joseph Coelho)<br/>                     Three Little Pigs (Mara Alperin)<br/>                     You Choose Fairy Tales (Pippa Goodheart &amp; Nick Sharratt)</p> | <p><b>Developing Punctuation and Vocabulary:</b><br/> <b>Text:</b> Look Up!<br/> <b>Writing Outcomes:</b><br/>                     Create their own fact file using questions.</p> <p><b>Writing a Report</b><br/> <b>Text:</b> Here We Are<br/> <b>Writing Outcomes:</b><br/>                     Create a report about their own imaginary planet.<br/>                     Develop their use of prepositional language.</p> <p><b>Developing Punctuation:</b><br/> <b>Text:</b> Traction Man is Here<br/> <b>Writing Outcomes:</b><br/>                     Create your own comic scene, based on your own ideas.</p> <p><b>Supplementary Texts:</b><br/>                     Hidden Figures (Margot Lee Shetterly)<br/>                     Counting on Katherine (Helaine Becker)<br/>                     Meet the Planets (Caryl Hart)<br/>                     Man on the Moon (Simon Bartram)<br/>                     The Skies Above My Eyes (Charlotte Gullain)<br/>                     The World Around Me (Charlotte Gullain)<br/>                     Dr Xargle's Book of Earthlets (Jeanne Willies)</p> | <p><b>Creating Descriptions:</b><br/> <b>Text:</b> Journey (Aaron Becker)<br/> <b>Writing Outcomes:</b><br/>                     Create your own story and poem based on the picture book.</p> <p><b>Writing Recounts:</b><br/> <b>Text:</b> On the Way Home (Jill Murphy)<br/> <b>Writing Outcomes:</b><br/>                     Write a recount about their everyday journeys to and from school.</p> <p><b>Writing Instructions:</b><br/> <b>Text:</b> Nimesh the Adventurer (Ranjit Singh)<br/> <b>Writing Outcomes:</b><br/>                     Write a set of instructions for a range of penalties and rewards for an invented board game.</p> <p><b>Supplementary Texts:</b><br/>                     Out &amp; About: The First Book of Poems (Shirley Hughes)<br/>                     Belonging Street (Mandy Coe)<br/>                     Variety of instructions manuals for board games (e.g., Orchard Games)</p> | <p><b>Writing Letters:</b><br/> <b>Text:</b> Where the Wild Things Are (Maurice Sendak)<br/> <b>Writing Outcomes:</b><br/>                     Write their own letters to the characters in the story.</p> <p><b>Creating Interviews and Fact Files:</b><br/> <b>Text:</b> What do Grown-Ups Do All Day? (Virginie Morgand)<br/> <b>Writing Outcomes:</b><br/>                     Develop fact files about a range of jobs.</p> <p><b>Writing About Real Life Events:</b><br/> <b>Text:</b> Super Duper You (Sophy Henn)<br/> <b>Writing Outcomes:</b><br/>                     Create their own memory books with 'top tips' for being a good friend and student in Year 1.</p> <p><b>Supplementary Texts:</b><br/>                     Ada Twist, Scientist<br/>                     Rosie Revere, Engineer<br/>                     Iggy Peck, Architect (Andrea Beaty)<br/>                     Meesha Makes Friends (Tom Percival)<br/>                     Hello Friend! (Rebecca Cobb)</p> |

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|                       | The Bear and the Piano (David Litchfield)<br>How a Book is Made (Aliki)   |  | Dear Fairy Godmother (Michael Rosen & Nick Sharratt)  |   |  |  |
| <b>Guided Reading</b> | <p><b>Text:</b> The Witch's Kitchen (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Lost Truck (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Don't Hog the Hedge (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Autumn – A Sign of the Seasons (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Dogs (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> A Stroll Through The Seasons (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> | <p><b>Text:</b> Beth's Chip Shop (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Yap, Yap! (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Out and About (Enjoy) (Poem)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Bats (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Boo's Coolest Day (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Last Stop on Market Street (Enjoy)<br/><b>Reading Domain:</b> Sequence</p> | <p><b>Text:</b> The Three Little Pigs (Part 1) (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Three Little Pigs (Part 2) (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Grendel: A Cautionary Tale About Chocolate (Enjoy)<br/><b>Reading Domain:</b> Predict</p> <p><b>Text:</b> The Gingerbread Man (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Enormous Turnip (Part 1) (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Enormous Turnip (Part 2) (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> | <p><b>Text:</b> The Paper Bag Princess (Enjoy)<br/><b>Reading Domain:</b> Sequence</p> <p><b>Text:</b> Little Red Riding Hood (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> We Can Play (Decode)<br/><b>Reading Domain:</b> Define</p> <p><b>Text:</b> Castles Poem (Enjoy)<br/><b>Reading Domain:</b> Inference</p> <p><b>Text:</b> The Dragon Who Swallowed a Knight (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Three Little Princesses (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> | <p><b>Text:</b> All About Spring (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> How To Repair a Bicycle Puncture (Enjoy)<br/><b>Reading Domain:</b> Sequence</p> <p><b>Text:</b> The London Underground) (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Naughty Bus (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> The Titanic (Enjoy)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> From a Railway Carrage (Enjoy)<br/><b>Reading Domain:</b> Inference</p> | <p><b>Text:</b> At The Zoo (Poem) (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Bear on Toast (Enjoy)<br/><b>Reading Domain:</b> Sequence</p> <p><b>Text:</b> Mary Had a Little Lamb (Decode)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Our Senses (Photograph)<br/><b>Reading Domain:</b> Retrieve</p> <p><b>Text:</b> Willow's Dream Rocket<br/><b>Reading Domain:</b> Predict</p> <p><b>Text:</b> Jack and Jill (Decode)<br/><b>Reading Domain:</b> Define</p> |
| <b>Maths</b>          | <b>Number and Place Value</b>   | <b>Number and Geometry</b>   | <b>Number</b>   | <b>Measurement</b>  | <b>Number and Geometry</b>   | <b>Number and Measurement</b>  |

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|                  | Number and Place Value - Numbers to 10<br>Number: Addition and subtractions within 10.   | Number: Addition and subtractions within 10.<br>Geometry: Shape<br>Number and Place Value – Numbers to 20   | Number: Addition and Subtractions within 20.<br>Number: Place value within 50.   | Measurement: Length and Height<br>Measurement: Weight and Volume  | Multiplication and Division<br>Fractions<br>Geometry: Position and Directions  | Number: Place Value to 100<br>Measurement: Money and Time   |
| <b>Science</b>   | <p><b>Plants - Biology</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. E.g. five examples of each from our school's locality.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. E.g. leaves, flowers, roots, stem/trunk.</p> <p>Identify and describe the different parts of a plant and how they grow.</p> | <p><b>Seasonal Changes - Biology/Physics</b></p> <p>Observe changes across the four seasons (Autumn, Spring, Summer and Winter)</p> <p>Observe and describe the weather and how it varies. Look at local weather compared to weather in different countries.</p> <p>Observe and describe how the length of the day changes at different times of the year. (Carry out an investigation)</p> | <p><b>Everyday materials - Chemistry</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Make a prediction about different types of materials.</p> <p>Perform simple tests to investigate different materials.</p> | <p><b>Everyday materials - Chemistry</b></p> <p><b>What are toys made from?</b></p> <p>Describe the simple physical properties of a variety of everyday materials focusing on toys.</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties focusing on toys.</p> | <p><b>Animals, Including Humans - Biology</b></p> <p>Identify and name a variety of common animals that they have seen.</p> <p>Compare first-hand similarities and differences of different animals.</p> <p>Group familiar animals according to what they eat.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify</p> <p>Describe and compare features of a variety of common animals (fin, wing, claw, scales, feather etc.)</p> | <p><b>Animals, Including Humans – Biology</b></p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body.</p> <p>Investigate which parts of the human body are related to each sense</p> |
| <b>Geography</b> |  | <p><b>Here I am Location and Place</b></p> <p>Identify the UK: four countries, capital cities and surrounding seas. What are the key landmarks of the UK and your local area. Include at least one physical and one human landmark in each country. (Consider British</p>   |  | <p><b>There you are Location and Place</b></p> <p>Identify Europe on a map and that it is a continent. Europe is made up of a number of different countries. Identify a non-European country.</p> <p><b>Geographical Scale</b></p>  |  | <p><b>Where we are Location and Place</b></p> <p>Identify, name and locate the world's seven continents and five oceans. Introduce the Equator.</p> <p><b>Geographical Scale</b></p> <p>Continents are at the <b>global</b> scale.</p>  |

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|                       |   | <p>values here including the use of the Union Jack flag).</p> <p><b>Geographical Scale</b><br/>The home and school are <b>local</b>; and the UK is at a <b>national</b> scale. The world is at a <b>global</b> scale.</p> <p><b>Making Connections</b><br/>There are both human and physical features around us. Humans interact with the physical world and it affects us on a daily basis such as the weather.<br/>Record the daily weather in weather diary and note that the UK has four seasons.</p> |  | <p>Europe is a continent, and it is at the <b>international</b> scale. The world is at a global scale.</p> <p><b>Making Connections</b><br/>Compare the UK with a contrasting non-European location (rural vs urban).<br/>Develop a case study of human and physical features of the location.</p> |  | <p><b>Making Connections</b><br/>Why do people travel between countries – to visit a city, town, forest, mountain and beach for holidays, or they may move for other reasons such as migration.</p> |
| <p><b>History</b></p> | <p><b>What was life, like in the past?</b></p> <p><b>Family History</b><br/><i>What is my family history?</i></p> <p>An introduction to the discipline of history with my family tree, and how schools, toys and the way we communicate have changed over time<br/>Community &amp; family:<br/>My local community was different for families at different times in history.</p> |   | <p><b>How did people travel in the past?</b></p> <p><b>The History of Transport</b><br/><i>How has transport changed over time?</i></p> <p>The development of transport by land, sea, air and space and the roles of key individuals<br/>Community &amp; family: In the past, communities were smaller because people could not travel so far</p> <p>Significant historical events, people and places in their own locality.</p> |  | <p><b>Where did people live in the past?</b></p> <p><b>Homes</b><br/><i>Why do people's homes look different at different points in history?</i></p> <p>How homes looked different in the past, using pictures and videos<br/>Quest for knowledge: It took a long time for the knowledge that we have today to develop</p> |   |

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|                              |  |  | Using sources (pictures) to find information about the past.<br><br>Finding similarities and differences between the past and the present.   |   |   |  |
| <b>Art</b>                   |  | Self Portraits<br><b>(Observational Drawing)</b><br>Hold a range of drawing tools accurately and control with dexterity to investigate marks that represent their observations<br>Use lines to represent objects seen<br>Accurately represent face with the correct features in the correct relative position<br>Select and use different brushes to make marks of different thickness |  | Junk Modelling<br>Castles<br><b>(Sculpture)</b><br>Handle and manipulate rigid and malleable materials and found objects to represent something known<br>Select materials considering content, shape, surface and texture<br>Modify materials by tearing and cutting and find ways of joining them to assemble basic forms<br>Add surface features<br>Consider the difference between a 2D and 3D image | Press printing using objects<br>Transport<br><b>(Printing)</b><br>Produce creative work, exploring their ideas<br>Apply ink or paint to a shape or surface – cotton reels, vegetables, corks etc. to experiment with printing, improving the placement of the image<br>Select objects for printing on the basis of their size and shape and suitability to combine to create an image of a form of transport from the past/from modern day<br>Create patterns that repeat |  |
| <b>Design and Technology</b> | <b>Cooking and Nutrition</b><br>Fruit Kebabs<br><br>Designing and making with food<br>Understanding Health and nutrition<br>Combining tastes and textures to make a product<br>Using basic cutting tools | .  | <b>Castles (Static Structures)</b><br>Castles<br><br>creating models from sheet and reclaimed materials<br>Understand about basic structures and how they can be made stronger/more stable<br>Use range of fixing techniques |   |   | <b>Mechanisms –Pushes, pulls and levers</b><br>Transport<br><br>Understand simple mechanisms that create movement e.g. simple levers and sliders<br>A book with moving parts |
| <b>Music</b>                 | <b>Our School</b><br>Children explore sounds found in their  | <b>Weather</b><br>Children use voices,   | <b>Number</b><br>Children develop a sense of steady beat   | <b>Machines</b><br>Children explore beat through using  | <b>Animals</b><br>Children develop an understanding of  | <b>Travel</b><br>Children develop their  |

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|                  | <p>school environment. They investigate ways to produce and record sounds, using ICT to stimulate musical ideas related to geography.</p> <p><b>Ourselves</b><br/>Children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.</p> | <p>movement and instruments to explore different ways that music can be used to describe the weather.</p> <p><b>Seasons</b><br/>Children develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p> | <p>through using movement, body percussion and instruments.</p> <p><b>Story Time</b><br/>Children learn how music can be used to tell a story. They identify contrasts of fast and slow, loud and quiet, leading to a performance.</p> | <p>movement, body percussion and instruments. They combine a steady beat with word rhythms, and explore changes in tempo.</p> <p><b>Pattern</b><br/>Children develop an understanding of metre - groups of steady beat – through counting, body percussion and reading scores.</p> | <p>pitch through using movement, voice and instruments. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.</p> <p><b>Our Bodies</b><br/>In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p> | <p>performance skills and learn songs about travel and transport from around the world.</p> <p><b>Water</b><br/>Children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> |
| <b>Computing</b> | <p>Developing online safety Guidelines</p> <p>We are Year 1 rule writers Creating rules that help us stay safe online</p> <p>We are treasure hunters Using programmable toys</p>   | <p>Social and emotional wellbeing and developing resilience</p> <p>We are kind and thoughtful</p> <p>Understanding the impact of our behaviour on others</p> <p>We are TV chefs Filming the steps of a recipe</p>   | <p>Responsible internet use</p> <p>We are responsible internet and device users</p> <p>Remembering to take time out from technology</p> <p>We are painters Illustrating an eBook</p>   | <p>Keeping information safe</p> <p>We are information protectors</p> <p>Understanding what is meant by personal information</p> <p>We are collectors Finding images using the web</p>  | <p>Digital citizenship</p> <p>We are good digital citizens</p> <p>Finding out what it means to be a good digital citizen</p> <p>We are storytellers Producing a talking book</p>   | <p>Playing games and having fun</p> <p>We are responsible gamers Learning how to stay safe when playing online games</p> <p>We are celebrating Creating a card digitally</p>  |
| <b>RE</b>        | <p><b>Theme:</b> Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> Does God want Christians to look after the world?</p> <p><b>Religion:</b> Christianity</p>   | <p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p>   | <p><b>Theme:</b> Jesus As a Friend</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p>  | <p><b>Theme:</b> Easter – Palm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on palm Sunday?</p> <p><b>Religion:</b> Christianity</p>  | <p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>  | <p><b>Theme:</b> Rosh Hashanah and Yom Kippur</p> <p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p>  |

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| <b>PE</b>                      | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Move to music</li> <li>• Copy dance moves</li> </ul> <p><b>Fitness</b></p> <p>To be able to hop/jump over ropes</p> | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Make my body curled, tensed, stretched and relaxed.</li> <li>• Control my body when travelling and relaxing.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Throw and kick in different ways</li> </ul> | <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Perform my own dance moves</li> <li>• Make up a short dance</li> <li>• Move safely in a space</li> </ul> <p><b>Basketball</b></p> <ul style="list-style-type: none"> <li>• Throw and catch a ball with both hands</li> </ul> | <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>• Copy sequences and repeat them.</li> <li>• Roll, curl, travel and balance in different ways.</li> </ul> <p><b>Hockey</b></p> <ul style="list-style-type: none"> <li>• Hit a ball with a bat</li> </ul> | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Move and stop safely</li> </ul> <p><b>Ball and bat games</b></p> <ul style="list-style-type: none"> <li>• Throw underarm</li> </ul> | <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>• Move and stop safely</li> </ul> <p><b>Ball and bat games</b></p> <ul style="list-style-type: none"> <li>• Hit a ball with a bat</li> </ul>  |
| <b>PSHE and Growth Mindset</b> | <p><b>Growth Mindset</b></p> <p>How do I develop a growth mindset?</p>   | <p><b>Mental and Emotional Health</b></p> <p>What makes me happy?<br/>         What are feelings?<br/>         What is the difference between good secrets and bad secrets?<br/>         How does my behaviour affect others?</p>   | <p><b>Keeping Safe</b></p> <p>What are the rules for keeping me safe at school and outside?<br/>         What are rules about household substances? What is an emergency and what do I do?</p>  | <p><b>Healthy Lifestyles</b></p> <p>What foods should I eat?<br/>         How can I look after my teeth?<br/>         Why is it important to wash my hands?</p>  | <p><b>Living in the Wider World</b></p> <p>What are class rules? (British Values)<br/>         Where does our money come from?<br/>         What is the environment?</p>                             | <p><b>Relationships and Sex Education</b></p> <p>Who are the people in my life who love and care for me?<br/>         What are the differences and similarities between people?<br/>         What are the similarities between girls and boys?</p> |