**Frodsham CE Primary School Long Term Plan 2023/2024 Year 1**

**Love each other as God loves us.**

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|  | **Autumn** | | **Spring** | | **Summer** | |
| **Christian Values** | **Love** | **Respect** | **Kindness** | **Community** | **Faith** | **Resilience** |
| **RE**  (Year A)  A visit will be made to Frodsham Methodist Church | **Creation**  How did Adam and Eve spoil creation in Genesis?  I can talk about how the Bible explains the world was made and how we look after it.  I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story.  I can explain how Adam and Eve’s sin spoilt the world in the story.  I can talk about what beauty means and what beauty I can see in the world around me.  **Good News**  What good news stories did Jesus tell?  I can describe details from a story Jesus told.  I can talk about what is important to me and relate it to a parable Jesus told.  I can identify good news in a parable and say why it is important to Christians.  I can recall key teachings Christians believe about God found in the parable.  I can talk about what Christians mean when building good foundations in the Parable of the Two Builders.  **Incarnation**  What can be learnt about Jesus from the nativity story?  Why was Jesus good news for Christians?  I can retell almost all the parts of the Christmas story studied.  I can describe several things that can be learnt about Jesus making reference to the parts of the Christmas story studied. | | **Judaism**  What do Jews believe about God?  I can explain why the Torah is important to Jews.  I can explain what Jews believe about God.  I can explain who Joseph was.  I can explain how Miriam showed courage and truthfulness and choose between right and wrong.  I can explain what rules are important to Jews.  I can explain what Jews believe about a creator God.  I can identify different artefacts and symbols of Judaism and recognise some of these in the Synagogue.  **Discipleship**  Why did Zacchaeus change when he met Jesus?  I can describe three changes that happened to Zacchaeus after he met Jesus.  I can talk about why Zacchaeus changed when he met Jesus.  I can talk about how Christians believe they can change when they meet Jesus.  I can explain why Christians might choose to follow Jesus.  **Easter**  Why did Jonah change his mind?  How is the cross an important symbol for Christians?  I can recall most of the details of the story of Jonah.  I can describe how Jonah wanted to please God and changed his mind and actions accordingly.  I can say how & why the cross is an important symbol for Christians. Eg palm cross; crucifix; San Salvadorian; plain cross. | | **Islam**  What do Muslims use to learn about and express their faith?  I can explain that the Qur’an is the holy book of Islam and say how it should be treated.  I can show an understanding of at least two Muslim artefacts and explain how they are used.  I can explore Islamic art.  **Free Choice Enquiry**  How is light used in religion?  I can talk about how and why light is used within different religions, beliefs and services. | |
| **RE**  (Year B)  A visit will be made to Frodsham Methodist Church | **Love each other as God loves us**  What commandment did Jesus give about love?  I can explain what the school vision ‘Love as God loves us’ means.  **God**  **Incarnation**  What can be learnt about Jesus from the nativity story?  Why was Jesus good news for Christians?  I can retell almost all the parts of the Christmas story studied.  I can describe several things that can be learnt about Jesus making reference to the parts of the Christmas story studied. | | **Judaism**  What do Jews believe about God?  I can explain why the Torah is important to Jews.  I can explain what Jews believe about God.  I can explain who Joseph was.  I can explain how Miriam showed courage and truthfulness and choose between right and wrong.  I can explain what rules are important to Jews.  I can explain what Jews believe about a creator God.  I can identify different artefacts and symbols of Judaism and recognise some of these in the Synagogue.  **Holy Spirit**  **Easter**  Why did Jonah change his mind?  How is the cross an important symbol for Christians?  I can recall most of the details of the story of Jonah.  I can describe how Jonah wanted to please God and changed his mind and actions accordingly.  I can say how & why the cross is an important symbol for Christians. Eg palm cross; crucifix; San Salvadorian; plain cross. | | **Islam**  What do Muslims use to learn about and express their faith?  I can explain that the Qur’an is the holy book of Islam and say how it should be treated.  I can show an understanding of at least two Muslim artefacts and explain how they are used.  I can explore Islamic art.  **Free Choice Enquiry**  What are some books, stories and places special? | |
| **English** (Pathways to Write) | **Lost and Found**  Fiction – adventure stories  **Spoken language:**  Listen and respond  Ask relevant questions  Build vocabulary  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Retell stories and consider their particular characteristics  Discuss words meanings, lining new meanings to those already known  Discuss the significance of the title and events  Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Participate in discussion about what has been read to them  **Writing Composition:**  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher  **Writing outcome:**  To write an adventure story based on the structure of ‘Lost and Found’ with a new animal  **Greater depth writing outcome:**  To write an adventure story based on the structure of ‘Lost and Found’ with two new characters and details about the setting  **Gateway keys:**  Break down speech into words  Link sounds to letters  Make phonetically plausible attempts at words  Write some irregular common words  **Mastery keys:**  Combine words to make sentences  Leave spaces between words  Begin to use capital letters and full stops  Use capital letters for names of people and the personal pronoun ‘I’  **Feature keys:**  Use some story language  Include and describe a new animal character  Include and describe the setting (new setting for greater depth)  Write simple sentences in sequence  Include a beginning, middle and end | **Nibbles the Book Monster**  Recount - diary  **Spoken language:**  Listen and respond  Ask relevant questions  Build vocabulary  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Become familiar with key stories, fairy stories and traditional tales  Retell stories and consider their particular characteristics  Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Participate in discussion about what has been read to them  **Writing Composition:**  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read what they have written to check that it makes sense  Discuss what they have written with the teacher or other pupils  Read aloud their writing clearly enough to be heard by their peers and the teacher  **Writing outcome:**  To write a diary entry in the first person (Nibbles) based on Nibbles’ adventures in the story  Greater depth writing outcome:  To add a new adventure based on a previous text i.e. Lost and Found, Naughty bus, The Gingerbread Man  **Gateway keys:**  Make phonetically plausible attempts at words (ELG 10)  Compose a sentence orally before writing it  Combine words to make sentences  Use capital letters for names of people and the personal pronoun ‘I’  Leave spaces between words  Begin to use capital letters and full stops  **Mastery keys:**  Join words using and  Punctuate sentences using a capital letter and a full stop  Use capital letters for names of people  Sequence sentences to form short narratives (link ideas or event by pronoun)  Opportunity to apply word skills:  Spell words containing phonemes already taught  Use plural noun suffixes –s and -es  **Feature keys:**  Some simple description  1st person (based on own experiences)  Begin to link events using and  Events in order  Past tense | **The Lion Inside**  Fiction - journey  **Spoken language:**  Build vocabulary  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Link what is read or heard to own experiences  Retell stories and consider their particular characteristics  Discuss word meanings, linking new meanings to those already known  Draw on what they already know  Discuss the significance of the title and events  Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Participate in discussion about what has been read to them  Explain clearly understanding of what is read to them  **Writing composition:**  Say out loud what is going to be written about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read what they have written to check that it makes sense  Discuss what has been written with the teacher or other pupils  Read writing aloud clearly enough to be heard by peers and the teacher  Spell words containing phonemes already taught  Spell common exception words  **Writing outcome:**  To write a story about a small animal (mouse) who befriends a large animal in the African savannah  Greater depth writing outcome:  To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)  **Gateway keys:**  Compose a sentence orally before writing it  Join words using and  Use plural noun suffixes –s and -es  Punctuate sentences using a capital letter and a full stop  Use capital letters for names of people  Leave spaces between words  **Mastery keys:**  Punctuate sentences using a capital letter and a full stop, some question marks and exclamation marks  Join words and clauses using and  Some accurate use of the prefix un-  Some accurate use of suffixes (where no change is needed to the root of the word) e.g. ed, -ing, -er, -est  **Feature keys:**  Use some story language  Include and describe new characters  Include and describe the setting  Write simple sentences in sequence (link ideas with pronouns)  Include a beginning, middle and end | **The Curious Case of the Missing Mammoth**  Fiction – adventure stories  **Spoken language:**  Ask relevant questions  Build vocabulary  Articulate and justify answer  Use spoken language: speculating, hypothesising, imagining and exploring ideas  **Reading comprehension:**  Retell stories and consider their particular characteristics  Learn to appreciate rhymes and poems  Recite some rhymes and poems by heart  Draw on what they already know  Check that the text makes sense  Make inferences on the basis on what is being said and done  Predict what might happen on the basis of what has been read so far  **Writing composition:**  Say out loud what is going to be written about  Compose a sentence orally before writing it  Sequence sentences to form short narratives  Re-read what they have written to check that it makes sense  Discuss what has been written with the teacher or other pupils  Read writing aloud clearly enough to be heard by peers and the teacher  Spell words containing phonemes already taught  Spell common exception words  **Writing outcome:**  To write a story based on the structure of ‘The Curious Case of the Missing Mammoth’ with a change of character  Greater depth writing outcome:  To write a story based on the structure of ‘The Curious Case of the Missing Mammoth’ with a change of character and setting  **Gateway keys:**  Punctuate sentences using a capital letters and a full stop, some question marks and exclamation marks  Use ‘and’ between words and some clauses  Some accurate use of the prefix un-  Some accurate use of suffixes (where no change is needed to the root of the word)  e.g. - ed, -ing, -er, -est  Leave spaces between words  **Mastery keys:**  Join words and clauses using and  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Add suffixes to verbs where no change is needed to the root e.g. -ed, -ing, -er, -est  **Feature keys:**  Use some story language  Include and describe a character  Include and describe the setting (new setting for greater depth)  Write simple sentences in sequence  Include a beginning, middle and end | **Toys in Space**  Fiction – Fantasy Story  **Spoken language:**  Build vocabulary  Articulate and justify answers  Give well-structured descriptions, explanations and narratives  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Learn to appreciate rhymes and poems  Recite some rhymes and poems by heart  Discuss word meanings, linking new meanings to those already known  Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Participate in discussion about what has been read to them  Explain clearly understanding of what is read to them  **Writing composition:**  Say out loud what is going to be written about  Sequence sentences to form short narratives  Re-read what they have written and check that it makes sense  Discuss what has been written with the teacher or other pupils  Read writing aloud clearly enough to be heard by peers and the teacher  Spell words containing phonemes already taught  Spell common exception words  **Writing outcome:**  To write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters from the original story are changed.  Greater depth writing outcome:  To write a fantasy story about some toys who are taken onto a spaceship ensuring that the characters and settings from the original story are changed.  **Gateway keys:**  Join words and clauses using and  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est  **Mastery keys:**  Join words and clauses using and  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est  Change the meaning of verbs and adjectives by adding the prefix un-  **Feature keys:**  Use some story language  Include and describe characters  Include and describe the setting  Write simple sentences in sequence  Include a beginning, middle and end | **Goldilocks and just the one bear**  Fiction - Traditional Story  Spoken language:  Listen and respond  Ask relevant questions  Build vocabulary  Participate in discussions, presentations, performances, role play, improvisations and debates  **Reading comprehension:**  Become familiar with key stories, fairy tales and traditional tales  Retell stories and consider their particular characteristics  Make inferences on the basis of what is being said and done  Predict what might happen on the basis of what has been read so far  Participate in discussion about what has been read to them  **Writing composition:**  Re-read what they have written and check that it makes sense  Discuss what has been written with the teacher or other pupils  Read writing aloud clearly enough to be heard by peers and the teacher  Spell words containing phonemes already taught  Spell common exception words  **Writing outcome:**  To write a new version of the story with a new character or new setting  Greater depth writing outcome:  To write a new version of the story with a new character and a new setting  **Gateway keys:**  Join words and clauses using and  Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark  Add suffixes to verbs where no change is needed to the root e.g –ed, -er, -ing, -est  Change the meaning of verbs and adjectives by adding the prefix un-  **Mastery keys:**  Join words and clauses using and  Use simple description  Sequence sentences to form short narratives (link ideas or events by pronouns)  Use a capital letter for places and days of the week  Punctuate sentences using a capital letters, full stop, question mark or exclamation mark  **Feature keys:**  Story language  Simple description for character and setting  Sequence of events  Include a beginning, middle and end  Past tense |
| **Maths**  (White Rose) | **Number**  Place Value(within 10)  **Number**  Addition and Subtraction(within 10)  **Geometry**  Shape  [Click here for small steps](https://assets.whiterosemaths.com/new-schemes/Year%201%20Scheme%20of%20Learning%20Small%20Steps.pdf) | | **Number**  Place Value(within 20)  **Number**  Addition and Subtraction(within 20)  **Number**  Place Value(within 50)  **Measurement**  Length and Height  **Measurement**  Mass and Volume  [Click here for small steps](https://assets.whiterosemaths.com/new-schemes/Year%201%20Scheme%20of%20Learning%20Small%20Steps%20Spring.pdf) | | **Number**  Multiplication and Division  **Number**  Fractions  **Geometry**  Position and Direction  **Number**  Place Value (within 100)  **Measurement**  Money  **Measurement**  Time  [Click here for small steps](https://assets.whiteroseeducation.com/new-schemes/Year%201%20Scheme%20of%20Learning%20Small%20Steps%20Summer.pdf) | |
| **Science** | **ANIMALS INCLUDING HUMANS**  **Children can…**  Identify the human body parts and say which of the senses each part uses?  Ask simple questions about the human body  Identify and understand how to care for pets | **SEASONAL CHANGES**  **Children can…**  Identify the seasons and the associated weather  Use observations and gather recordings of the seasons across the year to identify key changes  Perform a simple test with equipment to find out what happens to the length of the day  Recognise features of day and night including temperature | **EVERYDAY MATERIALS**  **Children can…**  Name a variety of everyday materials (wood, plastic, glass, metal, water and rock)  Identify, classify and group materials based on their physical features  Carry out a simple test to answer a question about materials a range of materials | **ANIMALS INCLUDING HUMANS**  **Children can…**  Identify, label and classify animals including fish, amphibians, reptiles, birds and mammals  Explain what an omnivore,  carnivore and herbivore is, with an example of each  Understand how to care for pets | **PLANTS**  **Children can…**  Identify, label and name a variety of common wild and garden plants, including deciduous and evergreen trees  Label the structure of plants, including roots, stem, flower, etc.  Identify and describe the basic structure of a variety of common flowering plants | **SRE**  **Children can…**  Know that we can be friends with people who are di­fferent to us  Understand that babies need care and support  Know that older children can do more by themselves  Know there are di­fferent types of families know which people we can ask for help |
| **PSHE**  (PSHE Association + KAPOW) | **Relationships**  **Families and friendships**  Roles of different people; families; feeling cared for  **Safe relationships**  Recognising privacy; staying safe; seeking permission  **Respecting ourselves and others**  How behaviour affects others; being polite and respectful  **No Outsiders**  Ten Little Pirates – Learning to play with boys and girls  Going to the Volcano – Learning how to join in | | **Living in the Wider World**  **Belonging to a community**  What rules are; caring for others’ needs; looking after the environment  **Media literacy and digital resilience**  Using the internet and digital devices; communicating online  **Money and work**  Strengths and interests; jobs in the community  **No Outsiders**  Want to play trucks – Learning to find ways to play together  Elmer – Being proud to be me | | **Health and Well-being**  **Physical health and mental wellbeing**  Keeping healthy; food and exercise; hygiene routines; sun safety  **Growing and changing**  Recognising what makes them unique and special; feelings; managing when things go wrong  **Keeping safe**  How rules and age restrictions help us; keeping safe online  **No Outsiders**  My World Your World – Learning to share the world with lots of people  Errol’s Garden – Learning to work together | |
| **Art and Design**  (KAPOW) | **Drawing – Make your mark**  Pupils know:  That a continuous line drawing is a drawing with one unbroken line.  Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.  How to:  Hold and use drawing tools in different ways to create different lines and marks.  Create marks by responding to different stimulus such as music.  Overlap shapes to create new ones.  Use mark making to replicate texture.  Look carefully to make an observational drawing.  Complete a continuous line drawing | | **Painting and mixed media – colour splash**  Pupils know how to:  Combine primary coloured materials to make secondary colours.  Mix secondary colours in paint.  Choose suitable sized paint brushes.  Clean a paintbrush to change colours.  Print with objects, applying a suitable layer of paint to the printing surface.  Overlap paint to mix new colours.  Use blowing to create a paint effect.  Make a paint colour darker or lighter (creating shades) in different ways eg. adding water, adding a lighter colour. | | **Sculpture and 3D – Paper play**  Pupils know how to:  Roll and fold paper.  Cut shapes from paper and card.  Cut and glue paper to make 3D structures.  Decide the best way to glue something.  Create a variety of shapes in paper, eg spiral, zig-zag.  Make larger structures using newspaper rolls. | |
| **Computing**  (Rising Stars:  Switched On) | **We are treasure hunters**  Using programmable toys  Understand that a programmable toy can be controlled by inputting a sequence of instructions.  Develop and record sequences of instructions as an algorithm.  Program the toy to follow their algorithm.  Debug their programs.  Predict how their programs will work.  **Outcome**: A sequence of instructions that will move a  programmable toy along a given route | **We are TV chefs**  Filming the steps of a recipe  Break down a process into simple, clear steps, as in an algorithm. Use different features of a video camera. Use a video camera to capture moving images. Develop collaboration skills. Discuss their work and think about how it could be improved.  **Outcome**: A short video showing how to make a simple meal  or snack | **We are painters**  Illustrating an eBook  Use the web safely to find ideas for an illustration.  Select and use appropriate painting tools to create and change images on the computer.  Understand how this use of ICT differs from using paint and paper.  Create an illustration for a particular purpose.  Know how to save, retrieve and change their work.  Reflect on their work and act on feedback received.  **Outcomes**: A piece of electronic artwork to illustrate a traditional tale, collated into an eBook | **We are collectors**  Finding images using the web  Find and use pictures on the web.  Know what to do if they encounter pictures that cause concern. Group images on the basis of a binary (yes/no) question.  Organise images into more than two groups according to clear rules.  Sort (order) images according to some criteria.  Ask and answer binary (yes/no) questions about their images.  **Outcomes**: A number of presentation slides, each with  different collections of animals, organised  according to rules | **We are storytellers**  Producing a talking book  Use sound recording equipment to record sounds.  Develop skills in saving and storing sounds on the computer.  Develop collaboration skills as they work together in a group.  Understand how a talking book differs from a paper-based book.  Talk about and reflect on their use of ICT.  Share recordings with an audience.  **Outcome**: A talking book | **We are celebrating**  Creating a card digitally  Develop basic keyboard skills, through typing and formatting text.  Develop basic mouse skills.  Use the web to find and select images develop skills in storing and retrieving files.  Develop skills in combining text and images.  Discuss their work and think about whether it could be improved.  **Outcomes**: A greetings card created digitally, which combines an image with text |
| **Design Technology** (Projects on a Page) | **Food**  Focus - Preparing fruit & vegetables  Product - Fruit kebab  **Technical knowledge and understanding**  Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eat-well plate.  Know and use technical and sensory vocabulary relevant to the project.    **Designing**  Design appealing products for a particular user based on simple design criteria.  Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.  Communicate these ideas through talk and drawings.    **Making**  Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.  Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.    **Evaluating**  Taste and evaluate a range of fruit and vegetables to determine the intended user’s preferences.  Evaluate ideas and finished products against design criteria, including intended user and purpose. | | **Mechanisms**  Focus – Sliders & Levers  Product – Group storybook  **Technical knowledge and understanding**  Explore and use sliders and levers.  Understand that different mechanisms produce different types of movement.  Know and use technical vocabulary relevant to the project.    **Designing**  Generate ideas based on simple design criteria and their own experiences, explaining what they could make.  Develop, model and communicate their ideas through drawings and mock-ups with card and paper.    **Making**  Plan by suggesting what to do next.  Select and use tools, explaining their choices, to cut, shape and join paper and card.  Use simple finishing techniques suitable for the product they are creating.    **Evaluating**  Explore a range of existing books and everyday  products that use simple sliders and levers.  Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. | | **Structures**  Focus – Freestanding structures  Product – African Animals  **Technical knowledge and understanding**  Know how to make freestanding structures stronger, stiffer and more stable.  Know and use technical vocabulary relevant to the project.    **Designing**  Generate ideas based on simple design criteria and their own experiences, explaining what they could make.  Develop, model and communicate their ideas through talking, mock-ups and drawings.    **Making**  Plan by suggesting what to do next.  Select and use tools, skills and techniques, explaining their choices.  Select new and reclaimed materials and construction kits to build their structures.  Use simple finishing techniques suitable for the structure they are creating.    **Evaluating**  Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.  Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. | |
| **Geography**  (FCE long term plan) | Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features of its surrounding environment.  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 and human features; devise a simple map; and use and construct basic symbols in a key. | |  | | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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  Identify seasonal and daily weather patterns in the United Kingdom. | |
| **History**  (FCE long term plan) |  | | Significant historical events, people and places in Frodsham.  Changes within living memory.  To know about the lives of significant individuals in the past who have contributed to national and international achievements. To make comparisons between aspects of life in different periods. | |  | |
| **Music**  (Kapow) | **Pulse and Rhythm**  (All About Me)  To know that rhythm means a pattern of long and short notes.  To know that pulse is the regular beat that goes through music.  To understand that the pulse of music can get faster or slower.  To know that a piece of music can have more than one section, e.g. a verse and a chorus. | **Classical music, dynamics and tempo** (Animals)  To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo.  To know that sounds can help tell a story.  To know that tempo is the speed of the music.  To know that dynamics means how loud or soft a sound is. | **Musical vocabulary** (Under the sea)  To understand that pitch means how high or low a note sounds.  To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.  To know that music has layers called ‘texture’. | **Timbre and rhythmic patterns** (Fairy tales)  To know that an instrument or rhythm pattern can represent a character in a story.  To know that my voice can create different timbres to help tell a story.  To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936. | **Pitch and tempo** (Superheroes)  To understand that tempo can be used to represent mood or help tell a story.  To understand that ‘tuned’ instruments play more than one pitch of notes.  To know that following a leader when we perform helps everyone play together accurately. | **Vocal and body sounds** (By the sea)  To know that dynamics can change how someone listening feels about music.  To know that your voice can be used as a musical instrument.  To know that body percussion means making sounds with your body not your voice, e.g. clapping or slapping knees.  To understand that music can be represented by pictures or symbols. |
| **PE**  (Complete PE) | **Health and Wellbeing**  The focus of the learning is to introduce agility, balance and co-ordination.  Pupils will understand what agility means and explore ways of being more 'agile', ‘balanced’ and ‘coordinated’ when moving.  Pupils will understand why we need to be agile, balanced and coordinated when playing sport.  **Running**  The focus of learning is to explore running, they will apply this to a competitive game, beginning to understand the basic principles of attack and defence.  Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently  The focus of learning is for pupils to develop their running technique applying it into a game.  Pupils will develop their understanding of where we need to run and why and at what speed for a racing context.  The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team | **Jumping**  The focus of learning is to introduce jumping and skipping in different directions, at different speeds and different levels and how this affects our bodies.  Pupils will begin to understand the different reasons when, where and why we jump in different ways and apply this to a competition.  The focus of learning is for pupils to begin to develop their understanding of how to jump efficiently.  Pupils will learn how we jump applying the most effective technique using our head, arms and feet.  **Gymnastics – narrow, wide Curled**  The focus of learning is to apply 'champion gymnastics' to explore movements and balances in a wide, narrow and curled way on the floor and on apparatus.  Pupils will explore different ways of transitioning between each shape and linking them together using apparatus. | **Team building**  The focus of the learning is to introduce teamwork to become an effective team.  Pupils will understand why it is important to include everyone when working as a team and how it feels to be left out.  Pupils will start to learn and understand what makes an effective team and to trust each other.  Pupils will start to develop their communication skills, enabling them to create simple strategies to complete a challenge and solve a problem.  **Dance – Heroes**  The focus of the learning is for pupils to create a range of controlled movements that represent a superhero character, showing a narrative of rescuing / saving, someone/something, a villain and real-life heroes.  Pupils will learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position). | **Gymnastics -body parts**  The focus of the learning is to apply 'champion gymnastics' to explore movements and balances using the 'big' and ‘small’ parts of our bodies on the floor and on apparatus.  Pupils will explore the different theme words, ('big' and 'small' with 'narrow,' 'wide' or 'curled,) creating combinations and sequences on different apparatus and explore how we can make them more creative.  **Hands**  The focus of learning is to develop bouncing (dribbling) and stopping the ball. Pupils will understand why we need to keep the ball away from the defender and keep possession.  Pupils will explore different ways of sending (passing) and receiving the ball with their partner.  Pupils will learn and understand why we need to be accurate when sending the ball. Pupils will learn why and how we aim when sending a ball.  Pupils will learn why we need to send a ball using different force and speeds. | **Feet**  The focus of learning is to learn the different ways of using our feet to move with a ball.  Pupils will develop their understanding of the meaning of the word, 'control,' and why it is important to keep the ball close to them.  Pupils will develop using the inside and outside of their feet to dribble the ball.  **Games for understanding**  The focus of the learning is to understand the basic principles of attack and defence.  Pupils will learn what 'attacking' and ‘defending’ means and where / why we attack and defend during a game.  Pupils will understand why we need to prevent the attackers from scoring. | **Rackets, bats and balls**  The focus of the learning is for pupils to explore using a racket and a ball together.  Pupils will explore moving the ball using the racket, beginning an understanding of how and why we keep the ball close and controlled.  Pupils will continue to develop an understanding of why moving a ball into a space is so important to evade defenders.  The focus of the learning is for pupils to explore hitting (pushing) a ball using a racket accurately.  Pupils will begin to understand why we need to aim at a target when hitting (pushing) the ball in a variety of games.  **Sports day – Athletics**  The focus of the learning of for pupils to understand the correct technique for;  sprint, egg and spoon, sack race, bouncy hopper and relay races.  Pupils will learn how to staying in their own lane, correct use of arms, legs and eyes and setting pace. |
| **Outdoor Learning** | **Forest School:**  Team Building Games  Exploring the school grounds  Observing creation  Treasure hunts  Shapes outdoors  Seasonal changes | | **Forest School:**  Shelters  Special journeys in the Bible  Outdoor measures  Seasonal changes  Materials  Actively looking after our community  Identify and classify animals found in the forest/ pond habitat | | **Forest School:**  Fires for cooking  Position and Direction  Growing plants  Naming plants and trees in the school grounds | |
| **Enrichment** | Visitors  Trips  Penguin Day  Nativity Play | | Visitors E.g. Judaism  Trips E.g. Frodsham Methodist Church  Wild Animals Day  Exploring Frodsham history | | Visitors E.g. Imam  Trips E.g. Frodsham Library  Prayer Week  Toys Adventure Day  Walk to the woods/ park to identify plants and trees | |