





 1m and 1/20 Long Term Plan	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Science)	Spring 2	Summer 1 (Environmental study)	Summer 2 (Science)
Cornerstones	Bright lights, Big city 	Street Detectives 	Paws , Claws and Whiskers 	Superheroes 	The Enchanted Woodland 	Splendid Skies 
Memorable Experience	Local Area Walk- Batley	Abbey House Museum- What was it like in Leeds years ago?	Visit from a Vet	Superhero workshop- invite parents Mask & Badge Making	Forbidden corner/ Round hay Park Oakwell Hall	Batley- Park Kite making
Innovate/Challenge	Giving routes to different places	Improve the local area	Design your perfect pet	Create a superhero movie trailer- Lit Film Fest	A Woodland Party for Mr Fox	Design and make a kite.
English	The Town Mouse and the Country Mouse <i>Katie Morag Stories</i> <i>Traction Man</i>	Paddington Bear Charlie and Lola (stories with familiar settings) <i>Detective dog - By Julia Donaldson</i>	The tiger who came to tea Meg and Mog stories <i>Sneakers the Seaside Cat</i> <i>Six Dinner Sid</i> <i>The Mousehole Cat</i>	Movie trailer Superhero stories / comics <i>Grace Darling</i> <i>Leopards Drum</i>	Into the Forest- Anthony Brown <i>Little Red Riding Hood</i>	Matildas rainbow by Riuthy Bar
Maths Maths Hub	Number: Place value (within 10) Addition and subtraction(within10)	Geometry: shape Place Value (within 20)	Consolidation Addition and subtraction (within 20) Place Value (within 50)	Measurement: Length and Height Measurement: Weight and Volume Consolidation	Number: Multiplication and Division Fractions Geometry: Position and Direction	Place Value (within 100) Money Time
Science	Year 1- Everyday materials- Parts 1 <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties <ul style="list-style-type: none"> I can observe closely, using simple equipment. I can perform simple tests. 	Year 1-Plants <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies. I can observe closely, using simple equipment. I can perform simple tests. 	Year 1- Animals, including humans part 1 <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	Year 1- Everyday materials- Part 2 <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties 	Year 1-Animals, including humans part 2 <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	Year 1-Seasonal changes <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.

	<ul style="list-style-type: none"> I can identify and classify different groups. I can use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> I can identify and classify different groups. I can gather and record data to help in answering questions. 	<ul style="list-style-type: none"> I can identify and classify different groups. I can ask simple questions and recognise that they can be answered in different ways 	<ul style="list-style-type: none"> I can observe changes across the four seasons I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense I can observe closely, using simple equipment. I can perform simple tests. I can identify and classify different groups. I can use observations and ideas to suggest answers to questions. 	<ul style="list-style-type: none"> I can say which part of the body is associated with each sense I can identify and classify different groups. I can ask simple questions and recognise that they can be answered in different ways 	<ul style="list-style-type: none"> I can observe closely, using simple equipment. I can perform simple tests. I can ask simple questions and recognise that they can be answered in different ways I can gather and record data to help in answering questions.
Art & Design	<ul style="list-style-type: none"> I can paint or sculpt things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal I can use a range of materials creatively to design and make products. <p>Observational drawings- chalk, pencil, crayon Imagined paintings</p> <p>Sculpture- clay buildings, mark making</p>	<ul style="list-style-type: none"> I can understand that different artistic works are made by craftspeople from different areas. I can paint or sculpt things I have seen, remembered or imagined. <p>Famous Local Artists; pencil line Drawing, then painting views from the local area (watercolour – washes and mixing)</p>	<ul style="list-style-type: none"> I can try out making different tones and colours using pencils, chalk or charcoal I can use a range of materials creatively to design and make products. <p>Talking about art: drawing: Collage / painting animals.</p>	(DT) Designing and Making fabric capes and masks	<ul style="list-style-type: none"> I can paint or sculpt things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal <p>Working with natural materials (collage / sculpture); Drawing & painting, rubbings</p>	<ul style="list-style-type: none"> I can understand that different artistic works are made by craftspeople from different areas. I can paint things I have seen, remembered or imagined I can try out making different tones and colours using pencils, chalk or charcoal Collage and weather painting- patterns e.g. swirls
Computing Rising Stars	We are treasure hunters Using programmable toy	We are TV chefs Filming the steps of a recipe	We are painters Illustrating an eBook	We are collectors Finding images using the web	We are storytellers Producing a talking book	We are celebrating Creating a card digitally
Design & Technology	<ul style="list-style-type: none"> I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. I can select from and use a range of tools and equipment to perform practical tasks. I can explore and use mechanisms such as levers, sliders, wheels and axles in products. 	<ul style="list-style-type: none"> I can understand that all food has to be farmed, grown or caught. I can use the basic principles for a healthy and varied diet to prepare dishes. I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<ul style="list-style-type: none"> I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT. I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. 	<ul style="list-style-type: none"> I can design useful, pleasing products for myself and other users based on a design brief. I can generate, develop, model and communicate my ideas through talking, drawing, templates, mock-ups and IT. I can select from and use a range of tools and 	<ul style="list-style-type: none"> I can understand that all food has to be farmed, grown or caught. I can use the basic principles for a healthy and varied diet to prepare dishes. I can select from and use a range of materials and components, including construction materials, textiles and ingredients, 	<ul style="list-style-type: none"> I can design useful, pleasing products for myself and other users based on a design brief. I can evaluate and assess existing products and those that I have made using a design criteria. I can use the basic principles for a healthy

	Exploring mechanisms; construction moving models of significant iconic buildings i.e. the London eye.	Selecting Tools & Materials; Baking; Marmalade sandwiches, Sign making; Designing buildings	Designing labels; designing and making animal closures	equipment to perform practical tasks. - I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Capes and masks	according to their characteristics. •I can investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. Building structures; making party food	and varied diet to prepare dishes. - I can select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Designing and making the best kite.
Geography	•I can use basic geographical vocabulary. •I understand geographical similarities and differences Countries and capital cities in the UK; Using locational language; using maps: geographical similarities and differences.	•I can use world maps, atlases and globes. •I can use basic geographical vocabulary. •I understand geographical similarities and differences - I can identify seasonal and daily weather patterns in the United Kingdom. Fieldwork in the local area; Human & physical features; Using & making maps with keys; Looking at aerial images	•I can use basic geographical vocabulary. •I can use world maps, atlases and globes. Describing physical features ;using and making maps- safari park map, animal maps of the world	(History)	•I can use basic geographical vocabulary. •I understand geographical similarities and differences •I can use simple compass directions. •I can use world maps, atlases and globes. •I can name and locate the world's seven continents and five oceans. •I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Locating woodlands in the UK and world	•I can use world maps, atlases and globes. •I can name and locate the world's seven continents and five oceans. •I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - I can identify seasonal and daily weather patterns in the United Kingdom. Seasonal and daily weather patterns
History	•I can ask and answer questions. •I can describe events beyond living memory that are significant nationally or globally. The Great fire of London- using historical sources, describing events	•I can sequence events and recount changes within living memory. •I can ask and answer questions. •I can describe changes within living memory and aspects of change in national life. Significant People, places and events in the local area- Ovenden and Piece Hall local history, interview Mrs Lawler to find out what Ovenden was like when she was little	(Geography)	•I can ask and answer questions. •I can describe events beyond living memory that are significant nationally or globally. •I can discuss the lives of significant individuals in the past. Events beyond living memory that are significant- superheroes of the past- Grace Darling, Florence Nightingale	(Geography)	•I can ask and answer questions. •I can describe events beyond living memory that are significant nationally or globally. •I can discuss the lives of significant individuals in the past. Significant individuals- Sir Frances Beaufort and wind measures
Music Collins Scheme	Ourselves Number	Animals Weather	Machines Seasons	Our School Patterns	Story time Our bodies	Travel Water

<p>PE Spiral</p>	<p>Throwing and catching (Boccia) focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Gymnastics focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p>Animal movement and dance focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.</p>	<p>Dance focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.</p>	<p>Multi skills focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.</p>	<p>Sticking and fielding (rounder's/cricket) focus - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.</p>
<p>PSHCE Jigsaw</p>	<p>Being me in my world I feel safe and special in my class</p> <p>I know that I belong to my class</p> <p>I understand the rights and responsibilities as a member of my class</p> <p>I know my view are callused and can contribute to the learning Charter</p> <p>I can recognise the choices I made and understand the consequences</p> <p>I understand my rights and responsibilities within our Learning Charter</p>	<p>Celebrating difference I can tell you some ways in which I am the same as people in my class.</p> <p>I can tell you some ways in which I am different from people in my class.</p> <p>I can tell you what bullying is</p> <p>I know some people I could talk to if I was feeling unhappy or being bullied.</p> <p>I know how to make new friends.</p>	<p>Dreams and Goals I can set simple goals and identify my successes and achievements.</p> <p>I can set a goal and work out how to achieve it.</p> <p>I understand how to work well with a partner.</p> <p>I can tackle a new challenge and understand this might stretch my learning.</p> <p>I can identify obstacles and work out how to overcome them.</p> <p>I can tell you how I feel when I succeed and how I celebrate this</p>	<p>Healthy me I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy.</p> <p>I know how to make healthy lifestyle choices</p> <p>I know how to keep myself clean and healthy, and understand how germs cause disease/illness</p> <p>I understand that medicines can help me if I feel poorly and I know how to use them safely</p> <p>I know how to keep safe when crossing the road, and about people who can help me to stay safe</p> <p>I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy</p>	<p>Relationships I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise the qualities as a person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	<p>Changing me I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these</p> <p>I understand that every time I learn something new I change a little bit</p> <p>I can tell you about the change that have happened in my life</p>
<p>RE</p>	<p>Special Books and Stories - I can describe why some books are special.</p> <p>- I can talk about how holy books are treated with respect - I can name all the members of their family, especially those who live in their home.</p>	<p>Special Books and Stories - I can explore and ask questions about the meanings of stories - I can retell morals from stories - I know what it means to belong - I can understand that symbols have meanings</p>	<p>Why do we care? -I can identify people they care about.</p> <p>-I can explore ways in which people care for others. -I can listen to stories that encourage caring and</p>	<p>What Do We Mean By Celebration? unit 1a - I know what celebration means and be able to express how this makes them feel. - I can understand why saying thank you is important.</p>	<p>Belonging to a Church and Mosque - I can talk about what makes a place special. - I can name a church and a mosque as a special place for Christians and Muslims.</p>	<p>Belonging to a Church and Mosque I can tell you how some Muslims show that they belong by what they wear? I can learn about Muslim prayer and name the objects used in Muslim prayer</p>

	<ul style="list-style-type: none"> - I can explore and ask questions about the meanings of stories - I can retell morals from stories 	<ul style="list-style-type: none"> - I can recognise and talk about some Christian and Muslim symbols 	<p>explore ways people follow these examples</p> <ul style="list-style-type: none"> -I can talk and ask questions about how they can care for others (link to animals) 	<ul style="list-style-type: none"> - I know that festival days are celebrated by followers of religions. - I can understand about the festival of Easter and have the opportunity to try food and crafts. - I can work together to design a celebration - I can explain something they are thankful for. - I can talk about what makes a place special. - I can name a church and a mosque as a special place for Christians and Muslims. - I can explore how Easter is celebrated in church. 	<ul style="list-style-type: none"> - I can explore the idea that all churches/ mosques do not look the same. - I can learn that Sunday is a special day for Christians, when they meet together as a community - I can find out what some Christians do at church to show they belong. - I can become familiar with the story of Ramadan - I can outline what and when they eat and drink, and consider what it might be like not to eat or drink during daylight hours. - I can gain an understanding of the celebration of Eid in a Mosque. 	<ul style="list-style-type: none"> I can identify some important parts of a church and why there are important. I can explore what goes on inside a church I can think about why people want to belong to the church I can explore what goes on inside a church or a mosque. I can think about why people want to belong to the church / mosque. I can compare what it means to belong to a church and a mosque
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