



# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

## Long Term Overview Year 1

	Autumn 1 (8 weeks)	Autumn 2 (5 weeks, 2 weeks Christmas, 7 weeks in total)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Learning Theme Title	Toys Now and Then	The Gunpowder Plot	Poles Apart	Amazing Africa	Brilliant Barford	Oh, I do like to be beside the Seaside!
Key Lines of Enquiry	History	What did our grandparents used to play with?	Why do we remember Guy Fawkes?			How did Victorians spend their free time?
	Geography			What's the weather like at the North and South Poles?	What is it like to live in Africa?	What's special about Barford?
	Science	<b>How are wild plants different from the plants in my garden?</b>  Plants (names and structures of plants)	<b>Does it always snow at Christmas?</b>  Seasonal Changes Autumn and Winter	<b>Why are windows not made of wood?</b>  Everyday Materials	<b>Why can't pigs fly?</b>  Animals, including humans (naming animals and body parts)	<b>Who is David Attenborough?</b>  Famous Scientists (Liaise with year 2)



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## English Focus

	Autumn 1 (8 weeks)	Autumn 2 (5 weeks, 2 weeks Christmas, 7 weeks in total)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
English Texts	<ul style="list-style-type: none"> <li>Lost in the Toy Museum by David Lucas</li> <li>Dogger by Shirley Hughes</li> <li>Toys in Space by Mini Grey</li> </ul>	<ul style="list-style-type: none"> <li>Non-Fiction texts on 'The Gunpower Plot'</li> <li>Fiction text to coincide and help generate more writing opportunities – Orion and the Dark</li> </ul>	<ul style="list-style-type: none"> <li>Lost and Found by Oliver Jeffers</li> <li>The Rainbow Bear by Michael Morpurgo &amp; Michael Foreman</li> <li>The Great Explorer by Chris Judge</li> <li>Earnest Shackleton (Little People, Big Dreams)</li> <li>A Dot in the Snow by Corrinne Averiss &amp; Fiona Woodcock</li> <li>The Lights that Dance in the Night by Yuval Zommer</li> <li>Antarctica by Mario Cuesta Hernando &amp; Raquel Martin</li> </ul>	<ul style="list-style-type: none"> <li>1,2,3 to the zoo, the water protectors,</li> <li>Lion (non-fiction), animal fact files,</li> <li>Does a Kangaroo have a Mother, too?</li> <li>Handa's Surprise by Eileen Browne</li> <li>Meerkat Mail by Emily Gravett</li> <li>Sulwe by Lupita Nyong'o</li> <li>Lila and the Secret of Rain by David Conway &amp; Jude Daly</li> <li>One Day on our Blue Planet: In the Savannah by Ella Bailey</li> <li>Africa, Amazing Africa: Country by Country by Atinuke &amp; Mouni Feddag</li> <li>Catch that Chicken by Atinuke &amp; Angela Brooksbank</li> </ul>	<ul style="list-style-type: none"> <li>The River by Tom Percival</li> <li>A River by Marc Martin</li> </ul>	<ul style="list-style-type: none"> <li>A house for a hermit crab</li> <li>Who's hiding at the seaside</li> <li>Where the sea meets the shore</li> <li>The magic beach</li> <li>What a waste.</li> <li>A planet full of plastic. Mr Seahorse</li> <li>Here we are by Oliver Jeffers.</li> <li>Squishy McFluff Seaside Rescue by Pip Jones</li> <li>The Pirates Next Door by Jonny Duddle</li> <li>The Storm Whale by Benji Davis</li> <li>The Whale and the Snail by Julia Donaldson</li> <li>The Whale Whole Wanted More by Rachel Bright and Jim Field</li> </ul>



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				<ul style="list-style-type: none"> <li>○ On My Papa's Shoulders by Niki Daly</li> <li>○ Any of the Anna Hibiscus series</li> <li>○</li> </ul>		
<b>Writing Genres</b>	<p><b>To entertain</b> Narrative - retelling story / writing own version of story. Writing a lost poster.</p>	<p><b>To entertain</b> Wanted poster for Guy Fawkes. Firework poems.</p> <p><b>To inform:</b> Writing a letter to the King warning him about the plot.</p>	<p><b>To inform:</b> Writing an information text about a polar animal.</p> <p><b>To entertain:</b> Retell story of Lost and Found Diary entry as one of the characters.</p>	<p><b>To entertain:</b> Narrative - retelling the story of Handa's Surprise.</p> <p><b>To inform:</b> Fact file about Africa Recount of trip to Safari Park.</p>	<p><b>To inform:</b> Information text. Poster about local area.</p> <p><b>To entertain:</b> Setting description Poems.</p>	<p><b>To inform:</b> Instructions on how to make a sandcastle. Information text - Victorian seaside.</p> <p><b>To entertain:</b> Setting description Postcard from the seaside.</p>
<b>Phonics / Spelling Focus</b>	<p><b>Review Phase 3 GPCs:</b> ai ee igh oa oo ar or ur oo ow oi ear Week 2 air er /z/ s -es words with two or more digraphs e.g. queen thicker Week 3 Phase 4: CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Week 5 review longer words</p>	<p>/ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>/ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>/ur/ or word /oo/ u owl awful would /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>ay play a-e shake ea each e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant</p>	<p>/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more review</p>



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## Enrichment

	Autumn 1 (8 weeks)	Autumn 2 (5 weeks, 2 weeks Christmas, 7 weeks in total)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Parent Sharing Event dates		<b>Parent Share -</b> Thursday 20 <sup>th</sup> November	<b>Parent Share -</b> Thursday 5 <sup>th</sup> February	<b>Class assembly -</b> Wednesday 18 <sup>th</sup> March	<b>Parent Share -</b> Thursday 14 <sup>th</sup> May	<b>Cake Sale -</b> Friday 5 <sup>th</sup> June
Outdoor learning experiences	Forest School?					
Trips and Visitors	St John's Museum – Week 4 TBC			West Midlands Safari Park	Local Area Walk / Visit to King George Playing Fields	Punch and Judy Show
Whole school events	Family Service – 21 <sup>st</sup> Sep Reception Welcome – 26 <sup>th</sup> Sep Harvest Festival – 3 <sup>rd</sup> Oct Diwali Day – 17 <sup>th</sup> Oct	Barford Bonfire – 8 <sup>th</sup> Nov Remembrance Service- 11 <sup>th</sup> Nov Advent Service- 28 <sup>th</sup> Nov Christingle – 3 <sup>rd</sup> Dec KS1 Christmas show – 8 <sup>th</sup> Dec Christmas Service – 19 <sup>th</sup> Dec	Movie night - 23 <sup>rd</sup> Jan Valentines Disco – 13 <sup>th</sup> Feb	World Book Day – 5 <sup>th</sup> March Easter Egg Tombola – 27 <sup>th</sup> March	SATs week – 11 <sup>th</sup> May	Phonics Screening Check – 8 <sup>th</sup> June Sports Day – 19 <sup>th</sup> June Summer Fair – 19 <sup>th</sup> June Transition Day – 8 <sup>th</sup> July



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## Unit / Core Knowledge and Skills

	Autumn 1 (8 weeks)	Autumn 2 (5 weeks, 2 weeks Christmas, 7 weeks in total)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Science</b>	<p><b>SC1:</b></p> <ul style="list-style-type: none"> <li>-Observing closely, using simple equipment (to measure plant height etc)</li> <li>-Using their observations to suggest answers to questions and predicting ('why hasn't this plant grown as well as the others?')</li> </ul>	<ul style="list-style-type: none"> <li>- Gathering and recording data to help answer questions</li> <li>-asking simple questions (use sentence stems 'what would happen if...')</li> <li>-Using simple equipment, taking measurements (measuring rainfall)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying and classifying</li> <li>- Gathering and recording data to help answer questions or arguments (Which material will make the best umbrella?)</li> </ul>	<ul style="list-style-type: none"> <li>-Identifying and classifying</li> <li>- Asking simple questions ('what would happen if...?')</li> </ul>	<p>Famous Scientists - Links to be made</p>	<ul style="list-style-type: none"> <li>-Gathering and recording data to help answer questions</li> <li>-asking simple questions (use sentence stems 'what would happen if...')</li> <li>-Using simple equipment, taking measurements (measuring rainfall)</li> </ul>
	<p><b>NC objectives:</b></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants.</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>-Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>-Distinguish between and object and the material that from which it is made.</li> <li>-Identify and name a variety of everyday materials, including, wood, plastic, glass, metal, water and rock.</li> <li>-Describe the simple physical properties of a variety of everyday materials.</li> <li>-Compare and group together a variety of everyday materials on</li> </ul>	<ul style="list-style-type: none"> <li>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense.</li> </ul>	<p>Famous Scientists - Links to be made</p>	<ul style="list-style-type: none"> <li>-Observe changes across the four seasons and describe weather associated with the seasons and how day length varies.</li> </ul>



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			the basis of their simple physical properties.			
<b>History</b>	<p><b>NC objectives:</b></p> <p>Changes within living memory. Events beyond living memory.</p> <p><b>Chronology:</b> <b>Place events on timeline (beginning of unit)</b></p> <p>Order artefacts and pictures from different periods of time, using the terms 'old' and 'new/modern.'</p> <p><b>Continuity and Change:</b></p> <p>Compare and describe how their own life is different to that of their parents and grandparents.</p> <p><b>Similarities and Comparisons:</b></p> <p>Compare objects from the past to those used today.</p>	<p><b>NC Objectives:</b></p> <p>Events beyond living memory - <b>The Gunpowder Plot.</b></p> <p><b>Chronology:</b> <b>Place events on timeline (beginning of unit)</b></p> <p><b>Similarities and Comparisons:</b></p> <p>Compare objects from the past to those used today.</p> <p><b>Sources, evidence &amp; interpretation:</b></p> <p>Use photographs, pictures and artefacts to find out more about the past.</p>				<p><b>NC Objectives:</b></p> <p><b>Continuity and Change:</b></p> <p>Describe how places may be different now to how they were in the past.</p> <p><b>Chronology:</b> <b>Place events on timeline (beginning of unit)</b></p> <p>Order artefacts and pictures from different periods of time, using the terms 'old' and 'new/modern.'</p> <p><b>Sources, evidence &amp; interpretation:</b></p> <p>Use photographs, pictures and artefacts to find out more about the past. Describe their materials.</p> <p><b>Similarities and Comparisons:</b></p> <p>Explain what is the same and what is different.</p>



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	<p>Explain what is the same and what is different. Begin to explore why.</p> <p><b>Connections:</b> Development of technology.</p> <p><b>Sources, evidence &amp; interpretation:</b> Use photographs, pictures and artefacts to find out more about the past. Describe their materials.</p>					<p><b>Cause and consequence:</b> Describe why people made choices, for example going to the seaside.</p>
<p><b>Geography</b></p>		<p><b>NC Objectives:</b> 4 countries of the UK and their capital cities.  Compass points.</p>	<p><b>NC Objectives:</b> Identify seasonal and daily weather patterns in the UK and the <b>location of hot and cold areas of the world in relation to the equator and the North and South Poles.</b></p>	<p><b>NC Objectives:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the <b>countries, continents</b> and oceans studied at this key stage- <b>chn should be able to locate Africa on a world map</b>  Name and locate the world's seven continents and five oceans.  Understand geographical similarities and differences through</p>	<p><b>NC Objectives:</b> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use</p>	<p><b>NC Objectives:</b> Use basic geographical vocabulary to refer to: key physical features, including: <b>beach, cliff, coast</b>, forest, hill, mountain, <b>sea</b>, ocean, river, soil, valley, vegetation, season and weather.  key human features, including: city, <b>town</b>, village, factory, farm, house, office, <b>port, harbour and shop.</b>  Identify seasonal and <b>daily weather</b></p>



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				studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	and construct basic symbols in a key.  Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<b>patterns in the UK</b> and the location of hot and cold areas of the world in relation to the equator and the North and South Poles - <b>how does the weather in Barford differ to the weather in a seaside town?</b>
<b>R.E.</b>	<b>Unit K1.1</b> How might your religion or worldview be seen in the choices you take?	<b>Muslim Layover Unit</b>	<b>Unit K1.2</b> Where do people turn for guidance in life?	<b>Unit K1.3</b> How do people with similar religion and worldviews share and celebrate their beliefs?		
<b>P.E.</b>	<b>Class teacher:</b> Multi-skills Yoga  Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>External coach:</b> Multi-sports <b>Class teacher:</b> Dance  Perform dances using simple movement patterns.	<b>External coach:</b> Gymnastics <b>Class teacher:</b> HIIT  Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>External coach:</b> Team Games <b>Class teacher:</b> OAA  Participate in team games, developing simple tactics for attacking and defending.	<b>External coach:</b> Athletics <b>Class teacher:</b> Bench ball  Developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>External coach:</b> Tennis <b>Class teacher:</b> Athletics  Developing balance, agility and co-ordination, and begin to apply these in a range of activities.



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	<p>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>Participate in team games, developing simple tactics for attacking and defending.</p> <p>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>Participate in team games, developing simple tactics for attacking and defending.</p> <p>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>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>Participate in team games, developing simple tactics for attacking and defending.</p> <p>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>Participate in team games, developing simple tactics for attacking and defending.</p> <p>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><b>D.T.</b></p>	<p><b>Mechanisms</b>  <b>Levers and Sliders – Moving Toys</b></p> <p><b>Exploring</b>          Investigate a range of pop up books and toys with levers and sliders.          Discuss how they move and what makes them move.          Children explore ways to create movement with simple levers.</p> <p><b>Design</b>          To design products that appeal to themselves          To discuss their thought-out plans and draw them before making</p> <p><b>Making</b>          To use simple tools to effectively cut and shape materials needed for their products          To choose materials and components they need from those provided.</p>		<p><b>Textiles</b>  <b>African animal puppet</b></p> <p><b>Technical Knowledge</b>          That a template can be used to draw around and cut out a fabric shape.          To understand ways of joining features such as eyes.</p> <p><b>Practical Knowledge</b>          Use a basic stitch to join together two shapes in a piece of felt.          Thread a needle          Tie a knot          Draw around a template          Cut out a shape from felt</p> <p><b>Exploring</b>          To explore existing products to inform their own.          Explore a range of toy animal puppets          Investigate the inside of toy puppets, commenting on stitching and attachments.</p>		<p><b>Structures</b>  <b>Playground Equipment</b></p> <p><b>Practical Knowledge</b>          To begin to understand how materials can be joined together to create a stable structure using glue, blu tac, Sellotape and string.</p> <p><b>Exploring</b>          Explore the shapes and structures of different pieces of real play ground equipment, as well as those in toys such as lego.</p> <p><b>Designing</b>          To design products that appeal to themselves          To discuss their thought-out plans and draw them before making, beginning to add simple labels.          To consider the simple structure and pieces required to make their design.          Say how they might join pieces together.</p>	



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<b>Computing</b>	<p>To join pieces of card together using split pins.</p> <p><b>Evaluating</b> To discuss how successful their own project has been and say what they might change if they were to make it again.</p>		<p><b>Designing</b> Draw a basic outline of an animal. Add colour detail to the design Add facial features such as eyes and whiskers, considering how these will be attached.</p> <p><b>Making</b> Use a template to draw around the outline shape onto fabric Cut out the fabric shapes Use basic running stitch to join 2 pieces of fabric together. Use glue to add on facial features such as eyes and whiskers. Cut out and add additional pieces of fabric using glue. To discuss how successful their own project has been and say what they might change if they were to make it again. To discuss how successful their own project has been and say what they might change if they were to make it again.</p> <p><b>Evaluating</b> To discuss how successful their own project has been and say what they might change if they were to make it again.</p>		<p><b>Making</b> To use simple tools to effectively cut and shape materials needed for their products To choose materials and components they need from those provided.</p> <p><b>Evaluating</b> To discuss how successful their own project has been and compare it to their design, saying how it is the same or different. To explain what was challenging about the making stage.</p>
	<p><b>Computing Systems and Networks:</b></p> <p>Improving Mouse Skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p><b>Programming:</b></p> <p>Algorithms Unplugged</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices and that</p>	<p><b>Online Safety</b></p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully,</p>	<p><b>Programming:</b></p> <p>Programming Bee-Bots</p> <p>Understand what algorithms are, how they are implemented as programs on digital devices and that</p>	<p><b>Creating Media:</b></p> <p>Digital Imagery</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>



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	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p>	<p>keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	
<p><b>P.H.S.E.</b></p>	<p><b><u>Protective Behaviours</u></b></p>	<p><b><u>Families and Relationships</u></b></p> <p><b><u>Skills:</u></b>          Exploring how families are different to each other.</p> <p>Exploring how friendship problems can be overcome.</p> <p>Exploring friendly behaviours.</p> <p>Recognising how other people show their feelings. Identifying ways we can care for others when they are sad.</p> <p>Exploring the ability to successfully work with different people.</p>	<p><b><u>Health and Wellbeing</u></b></p> <p><b><u>Skills:</u></b>          Learning how to wash my hands properly.</p> <p>Learning how to deal with an allergic reaction.</p> <p>Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Exploring health-related jobs and people who help look after our health.</p> <p>Identifying personal strengths and qualities.</p>	<p><b><u>Safety and the Changing Body</u></b></p> <p><b><u>Skills:</u></b>          Practising what to do if I get lost.</p> <p>Identifying hazards that may be found at home.</p> <p>Understanding people's roles within the local community that help keep us safe.</p> <p>Learning what is and is not safe to put in or on our bodies.</p> <p>Practising making an emergency phone call.</p>	<p><b><u>Citizenship</u></b></p> <p><b><u>Skills:</u></b>          Recognising why rules are necessary and the consequences of not following rules.</p> <p>Discussing how to meet the needs of different pets.</p> <p>Exploring the differences between people.</p> <p>Recognising the groups that we belong to.</p>	<p><b><u>Economic Wellbeing</u></b></p> <p><b><u>Skills:</u></b>          Discussing how to keep money safe.</p> <p>Discussing what to do if we find money.</p> <p>Exploring choices people make about money.</p> <p>Developing an understanding of how banks work.</p>



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	<p><b><u>Knowledge:</u></b> To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.</p> <p>To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.</p> <p>To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Identifying different ways to manage feelings.</p> <p><b><u>Knowledge:</u></b> To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.</p> <p>To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.</p>	<p><b><u>Knowledge:</u></b> To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.</p> <p>To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.</p>	<p><b><u>Knowledge:</u></b> To know the rules in school. To know that different pets have different needs.</p> <p>To understand the needs of younger children and that these change over time.</p> <p>To know that voting is a fair way to make a decision.</p> <p>To understand that people are all different and that this is a good thing.</p>	<p><b><u>Knowledge:</u></b> To know that coins and notes have different values.</p> <p>To know some of the ways children may receive money.</p> <p>To know that it is wrong to steal money.</p> <p>To know that banks are places where we can store our money.</p> <p>To know some jobs in school. To know that different jobs need different skills.</p> <p><b><u>Transition</u></b></p> <p><b><u>Skills:</u></b> Recognising our own strengths.</p> <p><b><u>Knowledge:</u></b> To understand that changes can be both positive and negative.</p>
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# Barford St. Peter's C.E. (V.A.) Primary School

Together we love; together we learn

Music	Keeping the Pulse (Theme: My favourite Things)	Singing for Christmas Production	Tempo (Theme: Snail and Mouse)	Pitch (Theme: Superheroes)	Sound patterns (Theme: Fairytales)	Dynamics (Theme: Seaside)
Art	<p><b>Focus media:</b> Print/Collage</p> <p><b>Starting point:</b> Eric Carle</p> <p><b>Express an opinion on the work of famous, notable artists.</b> Explore website and books looking at how illustrations have been made.</p> <p><b>Key vocab:</b> Author, Illustrator, multimedia, paint, print, pattern, tools, pencil grades, colour, texture.</p> <p><b>1. Mark making exploration</b> – lines-up/down/straight/wavy/wide /narrow &amp; grades of pencils – HB 2B, 4B.</p>	<p><b>Focus media:</b> Painting</p> <p><b>Starting point:</b> Mondrian</p> <p><b>Express an opinion on the work of famous, notable artists.</b> Explore Twinkl PPT about his life / videos to explain about PM's work, e.g. <a href="#">Piet Mondrian for Kids!</a> <a href="#">🎨   Art History for Kids - YouTube</a></p> <p><b>Key vocab:</b> Colour names: Red, Blue, Yellow, Green, orange, Purple, Brown, Black, White, Pink Light, dark. Primary colours Secondary colours.</p> <p><b>1. Mark making exploration</b> – Soft pastels: explore ways to use – end/side application.</p>	<p>Focus media: Print</p> <p>Starting point: Eric Carle</p> <p>Express an opinion on the work of famous, notable artists.</p> <p><b>Key vocab:</b> Pencil grades: B, 2B 4B 6B, tone, shade, pressure Roll, print, pattern, repeat, collage, overlap.</p> <p>Drawing Explore mark making using a range of grades of pencil.</p>	<p>Focus media: Paint</p> <p>Starting point: Esther Mahangu</p> <p>Express an opinion on the work of famous, notable artists.</p> <p><b>Key vocab:</b> Lines, colour, vibrancy, Geometric, blend, rub, sharpen.</p> <p>Drawing Mark making with pencils and oil pastels.</p>	<p>Focus media: Sculpture</p> <p>Starting point: Andy Goldsworthy</p> <p>Express an opinion on the work of famous, notable artists.</p> <p><b>Key vocab:</b> Rubbing, imprint, landscape, photograph, natural, manmade, construct, form, line.</p> <p>Drawing Use crayons to create leaf, feather etc rubbings Combine rubbings to create a tree art image.</p>	<p>Focus media: Print / Textiles</p> <p>Starting point: Henri Edmond-Cross</p> <p>Express an opinion on the work of famous, notable artists.</p> <p><b>Key vocab:</b> Pointalism, lines, dots, marks, block print, repeat. tone, depth of tone, cool tone.</p> <p>Drawing Use a range of pencils, chalks and charcoal to create wavy lines and</p>



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	<p>Recreate a printing pattern of EC in pencils.</p> <p><b>2. Printing -</b> Pattern and marks. Print whole sheets of paper using single colours: sponge rollers and range of recycled printing resources.</p> <p><b>3 Planning: Use inspiration from famous, notable artists to create their own work and compare;</b> Linked to learning theme, children develop ideas for a collage in their sketch books.</p> <p><b>4. Collaging.</b> Using printed paper, develop a collage linked to their planned ideas. Explore overlapping printed papers with tissue papers. Explore PVA and Cellulose glue.</p> <p><b>5. Explanation</b> Children spend time explaining the steps of</p>	<p>Single primary colour blending/ 2 x primary colour blending.</p> <p><b>2. Painting exploration.</b> Making secondaries. Create Mondrian style grid using a ruler and pencil. Limited to 2 primaries only, T model starting with lightest colour (eg yellow and blue – start with yellow) add small amount of blue and use in part of the grid how many tones of green can you make. Create Mondrian style grid of a secondary. As a class, compare colours made using different pairs of primaries.</p> <p><b>3. Painting exploration</b> Explore range of mark makers for painting in sketch book. Range of brushes, relief markers: sticks etc. Direction of lines.</p> <p><b>4. Create an idea:</b> Make a wash for painting.</p>	<p>I can use different grades of pencil to explore tone. Print –Use a range of rollers and relief printing materials to create different patterns on paper with paint. Restricted cool colours palette. Creates patterns using different tools and colours. Collage Explore using different glues e.g. PVA, cellulose paste with tissue and collaged papers previously made to create ice landscape. I can collage by overlaying materials to create a finished landscape. Evaluation How does working on cool tones affect your emotions? I can say how a piece of art makes me feel.</p>	<p>Explore using a ruler to draw straight lines in different directions. I can create an image in the style of an artist. I can explain my own likes and dislikes from using media. Drawing / Paint Draw patterns with oil pastels inspired by Esther Mahangu. Over-wash with water based paint. Sunsets and silhouettes Explore bright colours on dark paper. I can identify changes that could be made to improve my own work Textiles See DT – African Animal Puppets. Esther Mahlangu <a href="#">South African Artist Esther Mahlangu by Lillian Gray - YouTube</a> Nedebele Art (See Twinkl)</p>	<p>I can make a rubbing from a natural object. I can combine rubbings to create an image. Photography Look at the work of Andy Goldsworthy and Ansell Adams. Children take photographs of trees. I can take a photograph framing an object. Sculpture Explore and collect leaf litter items from Forest School e.g. twigs and leaves. Using photograph, construct a Treescape out of natural materials. I can identify pattern and shape in natural objects. I can create a 2D sculpture from observation. 3D Sculpture – See DT - Structures.</p>	<p>dots: thick/ thin/sharp/smudged etc Artist Explore the works of Henri Edmond-Cross and talk about the marks he used to create his paintings. Ask children how his paintings make us feel. I can express my own feelings about another artists work. Restricted palette - create as many different colours from combining of blues white and black. Apply in sections using dots and lines. Create Ocean / sea theme art. I can combine dots and lines to create an image. I can mix colours to create shades and tones. Pritt Carve into surface of potatoes - wavy lines / dots etc Explore repeat block printing. Textiles Seascape weaving. Discover different weaving patterns using hole punched card and string/ribbon. Paper weaving.</p>
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	<p>how their work was created either orally or in sketch books.</p>	<p>Look at firework patterns and create ideas using pencils and soft pastels.</p> <p><b>5. Painting</b> Create firework painting. How many different colours can you create using just primaries. Make tabletop gallery to share learning and discuss colours made.</p>				<p>Make an outdoor sea using large outdoor mesh</p>
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