



Year 1: Long Term Learning Map – 2022-23

		Term 1 A School through Time History	Term 2 Materials to keep us warm and dry Science	Term 3 Paddington's Travels Round the UK Geography	Term 4 Planes Trains and Automobiles History	Term 5 Living things and Habitats Science	Term 6 On with the show! The Arts
Enrichment Opportunities	After School Clubs				Arts & Crafts club	Games club	
	Trips / Visitors	Di Bilton- History of the school			Double Decker Vintage Bus	Trip to Saul Junction- Canal & River trust	First Aid: what to do and who to call in case of an emergency
	Other			UK tea party			
	Class assemblies						
Maths	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least read and write numbers from 1 to 20 in numerals and words. 	<p>Addition & Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract 1-digit and 2-digit numbers to 20, including zero <p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres] 	<p>Place Value (Within 20)</p> <ul style="list-style-type: none"> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s Given a number, identify 1 more and 1 less <p>Addition & Subtraction</p> <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs 	<p>Length and Height</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: lengths and height Measure and begin to record the following: lengths and heights <p>Mass and Volume</p> <ul style="list-style-type: none"> Compare, describe and solve practical problems for: mass/weight; capacity and volume Measure and begin to record the following: mass/weights; capacity and volume 	<p>Multiplication & Division</p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. count in multiples of twos, fives and tens <p>Fractions</p> <ul style="list-style-type: none"> recognise, find and name a half as one of two equal parts of an object, shape or quantity recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. 	<p>Geometry: Position & Direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three quarter turns. <p>Place Value (within 100)</p> <ul style="list-style-type: none"> count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens given a number, identify one more and one less identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least 	

			<ul style="list-style-type: none"> Add and subtract 1-digit and 2-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$ 			<p>Measurement: Money</p> <ul style="list-style-type: none"> recognise and know the value of different denominations of coins and note <p>Measurement: Time</p> <ul style="list-style-type: none"> measure and begin to record the following: time (hours, minutes, seconds) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] recognise and use language relating to dates, including days of the week, weeks, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
English Writing	<ul style="list-style-type: none"> Learn to spell red words: to me go baby all like want call we her she some so what do they old was saw watch school small their were who tall one brother there any where does other two <ul style="list-style-type: none"> To hold a pencil comfortably to form lower-case letters that have the correct orientation <ul style="list-style-type: none"> To leave spaces between words To form letters of relative size to each other To learn how to form capital letters To begin forming the digits 0-9 accurately 					
English Writing	To know phonemes can be blended to form words and can be represented by graphemes	To know phonemes can be blended to form words and can be represented by graphemes	To begin to spell the days of the week To learn the spelling rules for adding -s/-es and use of the terms singular and plural	To learn the spelling rules for the prefix -un	To learn the spelling rules for -ing/-ed To apply their phonetic knowledge and use letter names to distinguish alternative spellings for the same sound	To learn the spelling rules for -er/-est To apply their phonetic knowledge and use letter names to distinguish alternative spellings for the same sound
			To take responsibility for the presentation of my work. To ensure letters are on the line and show ascenders and descenders clearly	To know that upper case letters are taller than lower case letters	To write using a legible handwriting style that can be read by others and has letters on the line and of a relative size to others.	To write using a legible handwriting style that can be read by others and has letters on the line and of a relative size to others.
	To know that a sentence needs to make sense To know words can be put together to make sentences To form a coherent sentence orally	To form a coherent sentence orally To write a dictated sentence independently with capital letters to start and punctuation to end.	To compose orally and write my own sentence that makes sense. To read my words to someone else. To write a sentence from memory using phonetically plausible spellings so it is readable by others	To begin to reread and edit my work to check it makes sense To read their writing aloud clearly enough to be heard by their peers and teacher	To begin to make word choices that add interest to my writing. To write more than one sentence about an event or an object.	To edit and improve a piece of work To sequence sentences to form a short narrative
	To use full stops in sentences To use a sentence stem to ask a question orally	To use full stops in sentences To use a sentence stem to ask a question orally	To recognise capital letters To apply their knowledge of capital letters when writing names and places To use a capital letter for the pronoun 'I'	To use capital letters for days of the week To begin to recognise a question mark and apply it in their writing To begin to recognise other forms of punctuation in stories and texts	To know that suffixes can be added to verbs To use 'and' to join words and clauses together	To write a compound sentence using the correct punctuation and grammar.

			To introduce the term noun and verb	To learn how to join clauses using 'and'		
Reading:	<p>Reading - word reading</p> <ul style="list-style-type: none"> • apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading <p>Reading - comprehension</p> <ul style="list-style-type: none"> • develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear to their own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases • learning to appreciate rhymes and poems, and to recite some by heart • discussing word meanings, linking new meanings to those already known • understand both the books they can already read accurately and fluently and those they listen to by: • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read, and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 					
Writing Text	Memory Bottles by Beth Shoshan Lost and Found by Oliver Jeffers	Stick Man by Julia Donaldson Twas the Night Before Christmas by Clement C Moore	Dick Whittington and his Cat	Where the wild things are by Maurice Sendak	The Extraordinary Gardener by Sam Boughton The things I LOVE about TREES by Chris Butterworth	
Art	<ul style="list-style-type: none"> • produce creative work, exploring their ideas and recording their experiences. • Work towards becoming proficient in drawing, painting, sculpture, and other art, craft and design techniques. • Evaluate creative works using the language of art, craft and design. • Know about great artists, craft makers and designers and begin to understand about the historical and cultural development of their art forms. 					
		<ul style="list-style-type: none"> • To use drawing, painting, sculpture to develop their ideas, experiences and imagination. To use a range of materials creatively to design and make products. 		To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space.	To develop a wide range of Art and Design techniques in using colour, pattern, texture, line, shape, form and space.	To look at the work of a range of Artists, craft makers and designers, describing the differences between different practices and making links to their own work.
DT		<ul style="list-style-type: none"> • To evaluate their ideas and products against design criteria. 	<ul style="list-style-type: none"> • To build structures, exploring how they can be made stronger, stiffer and more stable. 	<ul style="list-style-type: none"> • to explore and use mechanisms in their products. 		
Science	<p>Working Scientifically:</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment 					

	<ul style="list-style-type: none"> performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions <p>Seasonal changes</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 					
		<p>Materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 			<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous (trees that have leaves that drop off seasonally) and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants (root, stem leaves petals), including trees. 	<p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
History	<ul style="list-style-type: none"> Sequence some events in chronological order. Recount past changes from their own lives. Understand the difference between things that happened in the past and the present. 			<ul style="list-style-type: none"> With support use a simple (blank of dates) timeline to sequence a few events, objects or processes from beyond living memory and into living memory. Sequence some events in chronological order. 		
Geography	<p>Forest school</p> <ul style="list-style-type: none"> To know and recognise main weather symbols. To know which is the hottest and coldest season in the UK. To know which is N, E, S, W on a compass. To begin to use directional and locational languages such as near and far. To follow a route on a simple map. 					
		<ul style="list-style-type: none"> To be able to say they go to a school in a town called Stonehouse. To use simple fieldwork and observational skills to study the geography of our school and its grounds. 	<ul style="list-style-type: none"> To know the names of and locate the four counties that make up the UK. To name and locate the seas that surround the UK. To use maps and globes to locate the UK and its countries. to use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features including, beach, hill, cliff, river, coast and season. 		<ul style="list-style-type: none"> To know where the equator, North pole and south pole are on a globe. 	

			<ul style="list-style-type: none"> - key human features, including, city, town, port, harbour, shop. • To know the main difference between a city and a town. • Begin to use aerial photographs to recognise landmarks. • To be able to talk about the geographical similarities and differences between Stonehouse and a city 			
RE	<p>Christianity (Creation) Who do Christians say made the world?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world • Give at least one example of what Christians do to say 'thank you' to God for Creation • Give at least one example of what Christians do to say 'thank you' to God for Creation 	<p>Christianity (Christmas – Incarnation) Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that stories of Jesus' life come from the Gospel • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Judaism (God/Torah/The People) Who is Jewish and how do they live?</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>Christianity (Gospel) Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas 		<p>Comparing Beliefs (Caring for the world) How should we care for others and the world and why does it matter? (1.9, pg.51)</p> <ul style="list-style-type: none"> • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world
PE		<p>Dance:</p> <ul style="list-style-type: none"> • To be able to select and use a variety of movements to form a short dance phrase based on a different colour each week 	<p>Games</p> <ul style="list-style-type: none"> • To be able to understand what attacking and defending is using simple practices. • To be able to demonstrate basic defending skills. 	<p>Dance</p> <ul style="list-style-type: none"> • To be able to explore a range of movements related to the different Seasons and Weather. • To be able to create a simple dance phrase to portray the 	<p>Games</p> <ul style="list-style-type: none"> • To be able to work at a high intensity when completing a fitness circuit. 	<p>Athletics</p> <ul style="list-style-type: none"> • To be able to run fast from a standing start. • To be able to jump and throw. • To be able to run and kick for accuracy.

		<ul style="list-style-type: none"> To be able to perform a variety of movements to form a group dance phrase based on the colours in a rainbow. <p>Games</p> <ul style="list-style-type: none"> To be able to develop control and accuracy when rolling a ball. To be able to send and receive a bouncing ball whilst positioning body correctly. To be able to underarm throw with control and accuracy. To be able to show control and accuracy when throwing and aiming. To be able to gain rhythm when throwing and striking a ball. To be able to strike and kick a moving ball with accuracy and control. To be able to understand the concept of dribbling and the skills required. 	<ul style="list-style-type: none"> To be able to defend a space against other pupils in small sided games. To be able to demonstrate basic attacking skills. To be able to move past a defender using quick movements. To be able to put all attacking and defending skills learnt into team games. <p>Gymnastics</p> <ul style="list-style-type: none"> To be able to take weight on hands and feet. To be able to learn, copy and name basic low-level shapes. To be able to learn, copy and name advanced low-level shapes. To be able to explore different styles of travelling; under, over and through. To be able to jump and land safely, whilst exploring different jumping techniques. To be able to copy, mirror and create a small routine using springs, bounces and jumps. <p>Nutrition</p> <ul style="list-style-type: none"> To find out what nutrition means and why it matters in relation to a healthy lifestyle. To learn about food groups and how these are all part of a balanced diet. 	<p>narrative of Spring/ Summer/ Autumn/Winter</p> <ul style="list-style-type: none"> To be able to create a class performance based on the Seasons and Weather. <p>Games</p> <ul style="list-style-type: none"> To be able to demonstrate the dribbling skills required for football. To be able to demonstrate the passing skills required for football. To be able to demonstrate the shooting skills required for football. To be able to familiarise and understand the passing / movements required in rugby. To be able to develop the skill of tagging an opponent in rugby. To be able to improve the passing, catching and movement skills in rugby. 	<ul style="list-style-type: none"> To be able to work at a high intensity for short bursts of time. To be able to complete fitness exercises using their leg muscle strength. To be able to complete varying activities to strengthen core muscles. To be able to improve their motor skills through fun aerobic games. To be able to perform to their maximum efforts and record results. <p>Gymnastics</p> <ul style="list-style-type: none"> To be able to familiarise the use of a bench in a variety of ways. To be able to balance on apparatus using a different number of points. To be able to travel on apparatus using a different number of points. To be able to understand and perform matching actions. To be able to understand and perform mirroring actions. To be able to link shapes and rolls to form a short sequence. <p>Mindfulness</p> <ul style="list-style-type: none"> To learn what the word 'Mindfulness' means and try some mindful techniques. To practise a mindful exploration of the sounds around. To explore breathing with a breathing buddy. To explore barefoot walking. To practice close attention with the aid of stones and leaves as focus objects. To reflect upon their experiences of mindfulness using guided walk visualisation and think of everyday mindful activities to try. 	<ul style="list-style-type: none"> To be able to throw and catch. To be able to bowl and step. To be able to throw and skip. <p>Dance</p> <ul style="list-style-type: none"> To be able to create a simple dance phrase explore the movement of a gentle sea/ stormy sea To be able to create a simple dance phrase to explore the shapes of shells. To be able to create a simple dance phrase based on activities at the beach. To be able to create and rehearse simple dance phrases based on activities at the beach. To be able to create a class performance based on a day at the beach. <p>Yoga</p> <ul style="list-style-type: none"> To be able to settle themselves for a yoga session by exploring breathing. To follow instructions for poses. To be able to participate in a game involving the poses learnt. To be able to complete a short session involving a flow from breathing for focus to poses for movement to relaxation. To be able to create a story to link at least three animal poses. To be able to practise some yoga relaxation techniques.
<p>PHSE</p>	<p>Me and my relationships</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. 	<p>Valuing Difference</p> <ul style="list-style-type: none"> Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. 	<p>Keeping Safe</p> <ul style="list-style-type: none"> Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. 	<p>Rights and Respect</p> <ul style="list-style-type: none"> Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; 	<p>Being my best</p> <ul style="list-style-type: none"> Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. 	<p>Growing and changing</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle.

	<ul style="list-style-type: none"> • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Recognise how others might be feeling by reading body language/facial expressions; • Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). Identify a range of feelings; • Identify how feelings might make us behave; • Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Recognise that people's bodies and feelings can be hurt; • Suggest ways of dealing with different kinds of hurt. • Identify simple qualities of friendship; • Suggest simple strategies for making up. 	<ul style="list-style-type: none"> • Explain the difference between unkindness, teasing and bullying; • Understand that bullying is usually quite rare. • Explain some of their school rules and how those rules help to keep everybody safe. • Recognise and explain what is fair and unfair, kind and unkind; • Suggest ways they can show kindness to others. • Identify some of the people who are special to them; • Recognise and name some of the qualities that make a person special to them. • Recognise that they belong to various groups and communities such as their family; • Explain how these people help us and we can also help them to help us. 	<ul style="list-style-type: none"> • Recognise emotions and physical feelings associated with feeling unsafe; • Identify people who can help them when they feel unsafe • Understand and learn the PANTS rules; • Name and know which parts should be private; • Explain the difference between appropriate and inappropriate touch; • Understand that they have the right to say "no" to unwanted touch; • Start thinking about who they trust and who they can ask for help. • Start thinking about how to stay safe online, including safety around sharing images; • Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable. • Understand that medicines can sometimes make people feel better when they're ill; • Explain simple issues of safety about medicines and their use. • Recognise the range of feelings that are associated with loss. 	<ul style="list-style-type: none"> • Recognise who cares for and looks after the school environment. • Demonstrate responsibility in looking after something (e.g. a class pet or plant); • Explain the importance of looking after things that belong to themselves or to others. • Explain where people get money from; • List some of the things that money may be spent on in a family home. • Recognise that different notes and coins have different monetary value; • Explain the importance of keeping money safe; • Identify safe places to keep money; • Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). 	<ul style="list-style-type: none"> • Recognise that they may have different tastes in food to others; • Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Sequence personal hygiene routines into a logical order. • Understand how diseases can spread; • Recognise and use simple strategies for preventing the spread of diseases. • Recognise that learning a new skill requires practice and the opportunity to fail, safely; • Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. • Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); • Understand and explain the simple bodily processes associated with them. 	<ul style="list-style-type: none"> • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Identify things they could do as a baby, a toddler and can do now; • Identify the people who help/helped them at those different stages. • Explain the difference between teasing and bullying; • Give examples of what they can do if they experience or witness bullying; • Say who they could get help from in a bullying situation. • Explain the difference between a secret and a nice surprise; • Identify situations as being secrets or surprises; • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Identify parts of the body that are private; • Describe ways in which private parts can be kept private; • Identify people they can talk to about their private parts.
Computing	<ul style="list-style-type: none"> • Learn that a programmable robot can be controlled by inputting a sequence of instructions • to develop and record sequences of instructions as an algorithm • to program a robot to follow their algorithm • to predict how their programs will work • to debug programs. 	<ul style="list-style-type: none"> • break down a process into simple, clear steps (an algorithm) • use different features of a video camera • use a video camera to capture moving images record a video using ground rules for filming • edit a video to include an audio commentary • develop collaboration skills 	<ul style="list-style-type: none"> • how to select and set brushes and colours • to create artwork in a range of styles on iPads • to use the undo function if they make mistakes and to encourage experimentation • to use multiple layers in their art • to transform layers • to paint on top of photographs 	<ul style="list-style-type: none"> • plan a small multimedia eBook • choose and import images • record audio commentary • add and format titles and other text • think carefully about protecting their privacy • respect other people's copyright • revise and improve their work. 	<ul style="list-style-type: none"> • record audio on a digital device • program sprites to playback recorded audio in ScratchJr • program ScratchJr to create repeating rhythms • explore different effects that can be applied to audio • create a repeating percussion pattern using a virtual drum machine • experiment with a range of virtual instruments 	<ul style="list-style-type: none"> • how data can be structured as records with fields for information • how data can be organised into groups and subgroups • how data can be structured as a tree • how data can be organised into a table • how data in a table can be filtered and searched.

		<ul style="list-style-type: none"> discuss their work and think about how it could be improved. 				
Music	Continuous across the year: Knowledge and Skills Objectives					
	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 				
	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: <ul style="list-style-type: none"> Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching to the steady beat Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. 				
	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 				
	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader 				
	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<ul style="list-style-type: none"> Use the improvisation tracks provided. Improvise using the three challenges: <ul style="list-style-type: none"> Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes 				
	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 				
	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 				