

Theme: This is us!		Key Vocabulary (Schema):		Subject, Scheme, Unit & Lesson Focus		Key Knowledge	
Enquiry question: Is it important to find out about people from the past?		historical event Significant historical people		Science – Developing Experts: Exploring Everyday Materials			
English Application Cracking comprehension scheme – Gingerbread man, 3 Billy Goats Gruff, Sam and Misty, Cat and Mouse, Very little Rapunzel, Bal puts his shoes on Label and caption writing to match pictures, list writing, Hey you! instructions on how to make Christmas decorations, story writing		Past important time line Algorithms tone shade collage materials left right forward backwards beat pulse		1. Identify the materials objects are made from 2. Describe some simple physical properties of materials 3. Group together materials by their physical properties		4. Explore everyday materials which are opaque or transparent 5. Know the story of Wilbur and Orville Wright 6. Explore everyday materials which are absorbent or non-absorbent	
Maths Application Place value, counting, one more/less, missing numbers, addition, subtraction, Pattern making, subitising		History/Geography – A Local Study – West Derby		Teach Computing: Computing Systems and Networks – Technology Around Us			
STEM Application Materials; names, exploration, uses. Fruit; types, uses, equipment to cut.		1. Exploring local area maps 2. Comparing and contrasting historical and current maps 3. Exploring school environment and make maps 4. Investigate a local person – The Beatles		1. To identify technology 2. To identify a computer and its main parts		3. To use a keyboard to type on an I pad 4. To use a keyboard to edit text 5. To create rules for using technology responsibly	
				RE – SACRE: Who is a Christian and what do they believe? (Pt1)			
		Significant people – The Beatles		1. Who is a Christian and what do they believe? 2. What do Christians believe about God?		3. What does the Bible teach us about God? a. Jonah b. The Lost Son	
				PSHE – Jigsaw: Being Me in My World			
				1. Special and Safe 2. My Class 3. Rights and Responsibilities		4. Special and Safe 5. My Class 6. Rights and Responsibilities	
Retrieval practices/Assessment: Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it notes,		Learning Activities: (Things we do within the project) Developing drawing skills Creating own simple maps Creating simple flaps and levers – linked to Our City		Music – Charanga: How can we make friends when we sing together? (Introducing beat)			
				1. Find the beat 2. 1-2-3-4-5 3. Head shoulders, knees and toes		4.Shapes 5.We talk to animals 6.We are together	
				PE – Real PE: Personal Skills			
				1, Imaginary bike ride 2, Off for a pretend ride 3, The instructor says		4, Oh! You'll never get to sea 5, Popping Pirates 6, Pirate Statues	
Milestones: (Things we put in to check learning is happening) Quiz, picture (to discuss), true/false, low stakes		Outdoor Learning: Den building – best material? Team games – working together Activities involving instructions and directions		Art & Design – Access Art: Drawing and Sketchbooks – Spirals			
				1. Make drawings using your body 2. Develop your drawings 3. Introduce sketchbooks 4a. Observational drawings of shells		4b. Experimental mark-making with water soluble pens (choose a. or b.) 5. Explore colour and line Celebrate, Share, Reflect, Discuss	
		Outcomes: To be able to say why it is important to find out about people from the past.		D&T – Projects on the Page: Mechanisms – Sliders and Levers – Moving celebration cards for a specific person			
				1. Research/Evaluate what exists 2. Focus Practical Tasks 3. Designing and Planning		Focus Tasks • Explore examples of sliders and levers • Demonstration of simple levers and sliders (up and down, side to side) • Looking at simple mechanism and flaps	
						Design • Generating ideas related to a Celebration card • Explaining their design Developing a drawing of their design idea	
School Values: Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity				Project Concepts: Friendship, diversity, happiness, belonging			

Foundation Subject
Overviews

Key Stage One

Geography

Key Stage One

Locational Knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country

Human & Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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

Geographical Skills & Fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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 and construct basic symbols in a key and physical features, devise a simple map, and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

History

Key Stage One

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Jim Bennett-Lee, Prince George the Blair and US Coast, Beatrix Potter, Mary Queen of Scots, the Titanic and the Florence Nightingale and Edith Cavell)
- significant historical events, people and places in their own locality

Physical Education

Swimming & Water Safety

All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations.

Key Stage One

- 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.

Computing

Key Stage One

- understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, retrieve and exchange data and ideas
- recognise common uses of information technology beyond school
- 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.

Design & Technology

Key Stage One

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria
- technical knowledge
- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products
- Cooking and nutrition
- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

Art & Design

Key Stage One

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music

Key Stage One

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Grounding Texts & Favourite 5 x 2

Grounding Text 1	Vocabulary	Key Questions	Content	Application
Title: John Lennon/We are the Beatles Author: Maria Vegara	Historical facts Rebel Attitude Musician Inspire Dreamer Talented	What type of book is this? Fact/fiction What does the past mean? What are the names of the band members? What instruments did they play? Why do we remember the Beatles? What was John Lennon's band called?	Discuss the band members and where they came from. Discuss the main events of the Beatles story. Sequence events from the story. Discuss feelings. Discuss links to Liverpool. Discuss friendships.	Geography – location of there the Beatles lived. History – timelines, facts, historical relevance PHSE – feelings and emotions Music – instruments, songs, actions, where the music is used
Grounding Text 2	Vocabulary	Key Questions	Content	Application
Title: The Smeds and the Smoos Author: Julia Donaldson	Planet Smed Smoos Strange Exploring Antennae	What type of book is this? Fact/fiction How do Bill and Janet feel? How are Bill and Janet different/ same? Is it right that they are not allowed to play together? Why?	Recall the events of the story. Has this ever happened to you? How did you feel? Can you think of any people this may have happened to? Is it right?	Art – Colour mixing, primary/secondary colours PHSE – feelings, acceptance, diversity, friendship RE – discuss cultural beliefs and differences
Favourite Text 1a	Favourite Text 2a	Favourite Text 3a	Favourite Text 4a	Favourite Text 5a
Title: Incredible You Author: Rhys Brisenden and Nathan Reed	Title: Some dogs do Author: Jez Alborough	Title: Hey Grandude! Author: Paul McCartney	Title: Ruby's worry Author: Tom Percival	Title: The Three Little Super Pigs Author: Claire Evans
Focus Celebrating who we are	Focus Following your dreams	Focus Family and adventure	Focus Knowing what to do if you have a worry	Focus Twist on a traditional tale
Vocabulary: remarkable, rather, fierce, amazing, squiggle Theme: Celebrating the amazing things you can do Other:	Vocabulary: Rhyming words, repeated phrases Theme: Self belief Other: Speech marks (inverted commas), questions, exclamation marks	Vocabulary: lovable, intrepid, explorer, compass, avalanche Theme: Spending time with family, relationships Other:	Vocabulary: unexpected, barely, enormous, realised pretend, noticed, hovering, worry Theme: fiction, feelings and understanding emotions Other:	Vocabulary: captured, defeating, revelled, fame, plotting, revenge, mysteriously, investigate, residence, disguise, cunning, sneered, menacingly Theme: fiction/ link to traditional story Other: Traditional stories that they know
Favourite Text 1b	Favourite Text 2b	Favourite Text 3b	Favourite Text 4b	Favourite Text 5b
Title: Look up! Author: Nathan Bryan	Title: But Martin? Author:	Title: Elmer Author: David McKee	Title: Santa is coming to Liverpool Author:	Title: Caterpillar Cake Author: Matt Goodfellow
Focus Being present and in the moment	Focus Identity, accepting each other, caring for each other	Focus Celebrating being unique	Focus Christmas and the local area	Focus Rhyme and flow
Vocabulary: telescope, astronaut, rocket, meteor shower Theme: Fictional, aspirations, self belief Other:	Vocabulary: round, smooth, spikey, floaty Theme: fiction, similarities and differences Other: Realising others are different	Vocabulary: herd, different, patchwork, unnoticed, colours, recognised, trunk, annual, celebrate, decorate, parade, ordinary Theme: fiction, accepting others Other:	Vocabulary: workshop, reindeer, blizzard, world, chimneys, piled Theme: fiction, question, familiar Other:	Vocabulary: poem, crunchy, crispy, juicy, skim, surface, sway, drift, blasting, zany, slippery, tough, moody, lullaby Theme: : fiction, question, familiar Other:

Theme: This is us!		Key Vocabulary (Schema): historical event Significant historical people Past important time line Algorithms tone shade collage materials left right forward backwards beat pulse		Subject, Scheme, Unit & Lesson Focus		Skills + Knowledge	
Enquiry question: Is it important to find out about people from the past?				Science – Developing Experts: Uses of Everyday Materials		<ul style="list-style-type: none"> Know a range of materials and their uses Explore how magnets work Predict, test and observe the properties of materials 	
English Application Cracking comprehension scheme – Zak’s moon, Tess’s pool, The Farmyard, Tim’s van, What can you see by the see? How does it feel? Label and caption writing to match pictures, list writing, descriptive writing – sensory journeys, facts about Bonfire Night, poem about Bonfire Night, rap/song writing – Hey you, Instructions on how to make Christmas decorations, story writing.				<ol style="list-style-type: none"> Recognise a variety of widely used materials Understand why materials are chosen for specific tasks Know every day uses of magnets Understand that magnets only attract certain metals Understand that magnets have a north and south pole Know how to test materials for their strength; understand that some materials are natural, and some are man-made 			
Maths Application Place value, counting, one more/less, missing numbers, addition, subtraction		History S&K/Geography S&K		Computing – Teach Computing: Creating Media – Digital Painting		<ul style="list-style-type: none"> To use a variety of tools on 2 paint To create a digital picture To know the difference between drawing a picture on the computer compared to drawing a picture on paper 	
STEM Application Materials; names, exploration, uses. Fruit; types, uses, equipment to cut.		<ol style="list-style-type: none"> Local Visit – City Trip Investigate local area <ul style="list-style-type: none"> Understand when events and the lives of people studied fit into a timeline Can describe the similarities and differences between now and the period studied Know how we find out about the past and how people and events are represented 		<ol style="list-style-type: none"> How can we paint using computers? Using shape and lines Making careful choices Why did I choose that? Painting all by myself Comparing computer art and painting 			
		<ul style="list-style-type: none"> Produce a map with symbols and a key. To know and identify human and physical features in West Derby. To use directional language including compass directions. To follow a route on a map 		RE – SACRE: Who is Muslim and what do they believe? (Pt1)		<ul style="list-style-type: none"> What do different people believe about God? Re-tell a story about the life of the Prophet Muhammad Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like 	
		Significant person Geography Skills Unit Black History Month (Aut2)		<ul style="list-style-type: none"> Understand when events and the lives of people studied fit into a timeline 		PSHE – Jigsaw: Celebrating Difference	
				<ol style="list-style-type: none"> The same as... Different from... What is ‘bullying’? What do I do about bullying? Making new friends Celebrating difference; celebrating me 		<ul style="list-style-type: none"> Identify some ways I am the same and different from my friends Understand what bullying is, how it might feel and how to help those who are bullied Understand that differences make us special and unique 	
Retrieval practices/Assessment: Quizzes, games, true or false facts, marketplace, pictures/drawing and labelling, snowballing, networking – clipboards, talking trios, four squares, post it notes,		Learning Activities (including outdoor): Time lines Guy Fawkes Bonfire pictures Christmas decorations Christmas card using a slider, lever or a flap.		Music – Charanga: How does music tell stories about the past? (Adding rhythm & pitch)		<ul style="list-style-type: none"> Having fun with improvisation Singing with expression Listening with concentration 	
				<ol style="list-style-type: none"> Twinkle, twinkle Little Star In the Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-a-bye Baby I’m A Little Teapot 			
				PE – Real Gym: Social Skills		<ul style="list-style-type: none"> Jumping and landing on 2 feet in different directions Balancing on different body parts Strengthening core exercises 	
				<ol style="list-style-type: none"> I jumped aboard a rocket ship Asteroid shower Home Planet 4, 5 cheeky monkeys Monkey Mirror Throw the fruit 			
				Art & Design – Access Art: Paint, Collage and Colour – Simple Print Making		<ul style="list-style-type: none"> exploring simple printmaking techniques including making rubbings and using impressions using collage to make artwork out of prints exploring the local environment 	
Milestones: Quiz, picture (to discuss), true/false, low stakes		Outdoor Learning: Den building – best material? Team games – working together Activities involving instructions and directions		<ol style="list-style-type: none"> Printing with your body Making rubbings Explore relief printing – plasticine Explore relief printing – foam print Create a final piece of artwork Reflect and discuss 			
				D&T – Projects on the Page: Mechanisms – Sliders and Leavers – Moving celebration cards for a specific person			
				<ol style="list-style-type: none"> Making Testing Evaluating 		Make <ul style="list-style-type: none"> Create a sequenced plan for their design process Select appropriate tools and explain why 	
						Evaluate <ul style="list-style-type: none"> Evaluate product in relation to its purpose and user Does it meet the design criteria? 	

Foundation Subject
Overviews

Key Stage One

<p>Geography</p> <p>Key Stage One</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human & Physical Geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: Key physical features, including: board, 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 <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 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 and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>History</p> <p>Key Stage One</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Martin Luther King and Rosa Parks, the Wright brothers and the Beatles) significant historical events, people and places in their own locality 	<p>Physical Education</p> <p>Swimming & Water Safety</p> <p>All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2.</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) perform safe self-rescue in different water-based situations. <p>Key Stage One</p> <ul style="list-style-type: none"> 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>Computing</p> <p>Key Stage One</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, retrieve and exchange data and information recognise common uses of information technology beyond school identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Design & Technology</p> <p>Key Stage One</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) select from and use a wide range of materials and components, including construction materials, textiles and appliances, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms (for example, levers, slings, wheels and axles), in their products Cooking and nutrition use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. 	<p>Art & Design</p> <p>Key Stage One</p> <ul style="list-style-type: none"> use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Music</p> <p>Key Stage One</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
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		Use appropriate finishing techniques	
School Values: <i>Happiness, Friendship, Belonging, Resilience, Pride, Honesty, Individuality, Creativity</i>		Project Concepts:	