

YEARLY ROLLING PROGRAMME FOR YEAR ONE

	Autumn 1 <b>What makes me amazing?</b>  <i>How am I special? How do I belong? What are feelings? What do different feelings look like?</i>  <b>(Locale)</b>	Autumn 2 <b>Colourful Capital.</b>  <i>What is life like in a big city? What might I see in London? Who are the Royal Family?</i>  <b>(National)</b>	Spring 1 <b>Carnival Ole!</b>  <i>What is a carnival? How do we celebrate in the UK? How is life different for children in Brazil?</i>  <b>(International)</b>	Spring 2 <b>Spectacular Space</b>  <i>Who explores space? What can we see when we look through a telescope? How do we know about space?</i>  <b>(The wider world)</b>	Summer 1 <b>Long, Long Ago.</b>  <i>How did life on earth evolve? What is a fossil? When did the dinosaurs exist? How do we know about the dinosaurs?</i>  <b>(Time Past)</b>	Summer 2 <b>A Sprinkle Of Woodland Wishes.</b>  <i>What animals live in our woodlands? Why are woods important? How can we help our environment?</i>  <b>(Now)</b>
Literacy	<p><b>For Pleasure:</b> Elmer Along Came a Different Incredible You! Every Child a Song I'm Special, I'm Me Handa's Surprise Don't Spill the Milk</p> <p><b>Focus author:</b> Simon Percival</p> <p><b>Focused Text:</b> 'Colour Monster.'</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Retrieval of key facts in text.</li> <li>Identifying setting and character.</li> <li>Comparing self to others.</li> </ul> <p><b>Writing to entertain Fiction:</b></p>	<p><b>For Pleasure:</b> Paddington at the Palace. Charlie and Lola – We Completely must go to London. The Queen's hat. Claude in the City</p> <p><b>Focus author:</b> Benji Davies</p> <p><b>Focused Text:</b> 'Paddington at the Palace'.</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Answer simple questions about character, setting and key events in the story.</li> <li>Predict whether the book will be a non-fiction or story</li> </ul>	<p><b>For Pleasure:</b> Jubati the Tortoise. Two can Toucan. Rainforest Adventure.</p> <p><b>Focus author:</b> Rachel Bright</p> <p><b>Focused Text:</b> 'Brilho de Lua.'</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Make links to personal experiences.</li> <li>Understand and use vocabulary.</li> </ul> <p><b>Writing to entertain Fiction:</b> <b>Creating mythical creatures.</b></p> <p><b>Skills:</b></p>	<p><b>For Pleasure:</b> Q Pootle 5. The Man on the Moon. The Way Back Home. Look Up! Mae Jemison</p> <p><b>Focus author:</b> Oliver Jeffers</p> <p><b>Focused Text:</b> 'The Way Back Home.'</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Understand the difference between fiction and non-fiction and begin to describe the overall</li> </ul>	<p><b>For Pleasure:</b> The Girl and the Dinosaur. Where the Wild Things are. Stomp, Chomp, Big Roars.</p> <p><b>Focus author:</b></p> <p><b>Focused Text:</b> 'Tyrannosaurus Drip'.</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Identify and discuss the settings and names of the characters in a story.</li> <li>Explore characters through role play and drama.</li> </ul>	<p><b>For Pleasure:</b> Hansel and Gretel. Stick Man. The Gruffalo. Little Red Riding Hood. Gretha Thunberg The Blue Giant Nature Trail</p> <p><b>Focus author:</b> Julia Donaldson</p> <p><b>Focused Text:</b> 'Hansel and Gretel.'</p> <p><b>Reading.</b></p> <ul style="list-style-type: none"> <li>Identify the settings and characters.</li> <li>Summarise, explain and sequence the story.</li> <li>Inference.</li> </ul>

	<p><b>Descriptive writing.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it;</li> <li>• beginning to punctuate sentences using a capital letter and a full stop;</li> <li>• using a capital letter for the personal pronoun "I."</li> <li>• understand what a character is.</li> </ul> <p><b>Writing to inform Non-Fiction: Labels and list.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• saying out loud what they are going to write about.</li> <li>• Speech bubbles</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> </ul>	<p>book based upon the cover.</p> <ul style="list-style-type: none"> <li>• Predict what might happen next.</li> </ul> <p><b>Writing to entertain Fiction:</b> <b>Story writing.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it;</li> <li>• beginning to punctuate sentences using a capital letter and a full stop;</li> <li>• sequencing sentences to form short narratives based on Paddington books</li> </ul> <p><b>Writing to inform Non-Fiction: This is London</b></p> <p><b>Labels and captions for</b> <b>Skills:</b> Observing and discussing non-fiction books. What are facts?</p> <ul style="list-style-type: none"> <li>• using a capital letter for names of people, places.</li> <li>• Describing landmarks</li> <li>• Making an itinerary</li> </ul>	<ul style="list-style-type: none"> <li>• beginning to punctuate sentences using a capital letter and a full stop;</li> <li>• leaving spaces between words.</li> </ul> <p><b>Writing to inform Non-Fiction: Writing postcards or letter</b></p> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• using a capital letter for names of people, places;</li> <li>• joining words and joining clauses using and.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul>	<p>structure of text.</p> <ul style="list-style-type: none"> <li>• capture and apply new vocabulary in writing.</li> <li>• sequence key event from a story.</li> </ul> <p><b>Writing to entertain Fiction: Story re-telling.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it;</li> <li>• beginning to punctuate sentences using a capital letter and a full stop;</li> <li>• composing a sentence orally before writing it;</li> <li>• using a capital letter for the days of the week.</li> </ul> <p><b>Writing to inform Non-Fiction: Creating posters. Non-chronological reports.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• discuss what they have</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and debating, take turns and listen to what others say.</li> </ul> <p><b>Writing to entertain Fiction: Story writing.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it;</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark;</li> <li>• composing a sentence orally before writing it;</li> <li>• sequencing sentences to form short narratives.</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Writing to inform Non-Fiction: Non-chronological reports.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• discuss what they have</li> </ul>	<p><b>Writing to entertain Fiction: Story writing.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• composing a sentence orally before writing it;</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark;</li> <li>• composing a sentence orally before writing it;</li> <li>• sequencing sentences to form short narratives.</li> <li>• re-reading what they have written to check that it makes sense</li> </ul> <p><b>Writing to inform Non-Fiction: Non-chronological reports.</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>• discuss what they have written with the teacher or other pupils;</li> <li>• read aloud their writing clearly enough to be</li> </ul>
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	<p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.'</p>	<p><b>Writing to entertain</b> <b>Poetry:</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>reading out loud to check meaning.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul> <p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in the spelling of root words).</p>	<ul style="list-style-type: none"> <li>form capital letters</li> <li>form digits 0-9</li> </ul> <p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.' (including words using the GPCs and common exception words taught so far).</p>	<p>written with the teacher or other pupils;</p> <ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul> <p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.'</p>	<p>written with the teacher or other pupils;</p> <ul style="list-style-type: none"> <li>read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul> <p><b>Writing to entertain</b> <b>Poetry:</b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>reading out loud to check meaning.</li> </ul> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul> <p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.' (including using: -ing, -ed, -er and -est where no change is needed in</p>	<p>heard by their peers and the teacher.</p> <p><b>Handwriting:</b></p> <ul style="list-style-type: none"> <li>sit correctly at a table, holding a pencil comfortably and correctly</li> <li>begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>form capital letters</li> <li>form digits 0-9</li> </ul> <p><b>Transcription:</b> Dictation of sentences linked to Phonics, 'Little Wandle.'</p>
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					the spelling of root words).	
Maths	<p><b>Number:</b> Place Value (within 10)</p> <p>Addition and Subtraction + and – (to 10)</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Place Value (within 20)</p> <p>Addition and Subtraction + and – (to 20)</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Place Value (within 50)</p> <p><b>Geometry:</b> Shape Position and Direction</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Addition and Subtraction + and – (to 20)</p> <p><b>Measurement:</b> Money Length and Weight</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Place Value (within 100)</p> <p>Multiplication and Division x and ÷</p> <p><b>Fluency – Mastering number</b></p>	<p><b>Number:</b> Fractions</p> <p><b>Measurement:</b> Time Volume and Capacity</p> <p><b>Fluency – Mastering number</b></p>
History	<p><b>Historical Heroes and Heroines – Mary Seacole, Malala Yousafzai.</b></p> <p><b>Recognise the difference between past and present in their own and others lives.</b></p> <p>Understand we have a past, present and future through investigating the lives of historical figures who have contributed to national and international achievements.</p>	<p><b>Significant event – Great Fire of London</b></p> <p>Understand the term history <i>Can children explain what history is?</i></p> <p>Explore events beyond living memory that are significant nationally or globally.</p> <p>Sequence events of Great Fire of London. Use Key stage history resource.</p> <p><i>Can children talk about the where the fire started, how and why it spread and</i></p>	<p><b>Fact and fiction What is myth?</b></p> <p>Use texts to encourage children to distinguish between fact and fiction.</p> <p><i>P.G Can children explain that a myth or legend can be passed down through history through oral traditions, but that it is not real?</i></p> <p>Observe, draw and discuss objects that tell us information about the past.</p>	<p><b>Significant people – Astronauts; Tim Peake and Valentina Tereshkova</b></p> <p><b>Changes within living memory.</b> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life for the moon landing Significant figures Tim Peake Valentino Tereshkova Recognise the difference between past and</p>	<p><b>Events beyond living memory; Significant individuals – Mary Anning.</b></p> <p>Explore the lives of significant individuals (Mary Anning).</p> <p>Consider what a historian does.</p> <p>Create a visual timeline of earth, humans and dinosaurs.</p> <p><i>P.G. Can children ask relevant questions about the past?</i></p>	<p><b>Changing environments</b></p> <p>P.G Explore how environments change over time and consider how it might change further.</p> <p>Understand that there are layers of history beneath our feet. Look at book..Dig, dig,dig.</p> <p>Investigate the difference between toys from the past and compare with modern toys.</p>

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	<p><b>Can children describe what has changed in their own lives so far?</b></p> <p>Can the children talk about lives of significant key figures from the past and explain why they are known?</p> <p>PG</p> <p>Chronology</p> <p>Sequence events in their life and understand linear nature of time.</p>	<p>how the city tried to prevent the spread?</p> <p>PG. Chronology Can children sequence 3 or 4 artefacts from different periods of time linking to homes over time? (Maybe link to materials)</p>	<p>Investigate transport from history and compare with modern transport.</p> <p>P.G Chronology. Compare adults talking about the past – gather peoples ideas about the past. Oral history.</p>	<p>present in their own and others lives.</p> <p>Can talk about lives of significant key figures from the past and why they are known.</p>	<p>Can children explain why Mary Anning is remembered?</p> <p>Can children understand that dinosaurs and humans didn't co-exist?</p>	<p>Explore how the Lost Gardens of Heligan were discovered.</p> <p>Can children understand that there wasn't always a school here and that Probus has changed over time?</p> <p>Walk around school and use photographs.</p>
<p>Geography</p>	<p><b>Local area: school</b></p> <p><b>Using maps</b></p> <p>Know the geography of the school and its grounds.</p> <p>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>	<p><b>CONTINENTS AND OCEANS – with a focus on northern hemisphere starting from home</b></p> <p><b>United Kingdom</b></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using world maps, atlases and globes.</p>	<p><b>CONTINENTS AND OCEANS – with a focus on places further away from home.</b></p> <p><b>Compare areas of UK with Rio de Janeiro.</b></p> <p>Understand that different countries have different climates.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p><b>Local area – Probus</b></p> <p><b>Satellite images.</b></p> <p><b>Making maps</b></p> <p>Use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map.</p> <p>Know the geography of Probus and identify</p>	<p><b>Weather and Seasons</b></p> <p><b>Months and seasons</b></p> <p>Understand the differences in the seasons.</p> <p>Know which months belong in which seasons.</p> <p>Record evidence on the changing seasons.</p>	<p><b>Weather and Seasons</b></p> <p><b>Weather patterns</b></p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>

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	Understand that places change over time.			their route home from school.  Construct basic symbols in a key.		
Science  (number of lessons)	<p><b><u>Animals, including Humans – All about Me</u></b></p> <p><b>Working Scientifically.:</b> Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Seasonal Change (2)</u></b></p> <p><b><u>Exploring Everyday Materials 1 (4)</u></b></p> <p><b>Working Scientifically:</b>  Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Continue Exploring Everyday materials 1 (2)</u></b></p> <p><b>Working Scientifically:</b>  Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><b>PSTT- “I can explain” Floating and sinking cards</b></p> <p><b><u>Seasonal Change (2)</u></b></p> <p><b>Working Scientifically:</b>  Perform simple tests Identify and classify</p>	<p><b><u>Continue Everyday Materials 2 Building 1 (5)</u></b></p> <p><b>Working Scientifically:</b>  Perform simple tests Identify and classify Use observations to suggest answers to questions</p> <p><b>PSTT- Standing on the Shoulders of Giants- Charles Macintosh (The Journey of the raincoat)</b></p>	<p><b><u>Animals, including Humans – All about animals (6)</u></b></p> <p><b>PSTT “I Can Explain” – Habitat pictures</b></p> <p><b>Working Scientifically:</b>  Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p>	<p><b><u>Seasonal Change (2)</u></b></p> <p><b>Working Scientifically:</b>  Perform simple tests Identify and classify Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><b><u>Plants (4)</u></b></p> <p>Ask simple questions and recognise that they can be answered in different ways Observe closely, using simple equipment Identify and classify Use observations and ideas to suggest answers to questions Gather and record data to help in answering questions</p>

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			<p>Use observations to suggest answers to questions Gather and record data to help in answering questions</p> <p><b><u>Everyday Materials</u></b> <b><u>2 Building (2)</u></b></p> <p><b>Working Scientifically:</b></p> <p>Perform simple tests Identify and classify Use observations to suggest answers to questions</p>			<p><b>PSTT- "I can explain"- habitat pictures</b></p>
Art	<p><b><u>Spirals</u></b> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p>	<p><b><u>Simple Printmaking</u></b> Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p><b><u>Playful Making</u></b> Exploring materials and intention through a playful approach.</p>	<p><b><u>Exploring Watercolour</u></b> Exploring watercolour and discovering we can use accidental marks to help us make art.</p>	<p><b><u>Making Birds</u></b> Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from a 2d to a 3d to make a bird.</p>	<p><b><u>Inspired by Flora and Fauna</u></b> Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared art-work.</p>
DT		<p><b><u>Food and Nutrition</u></b> <b><i>Prepare and design a fruit salad.</i></b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Develop a food vocabulary using taste,</li> </ul>		<p><b><u>Construction - Structures</u></b> <b><i>Moon Buggy</i></b> <b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use wheels and axles to make a simple</li> </ul>		<p><b><u>Materials for purpose</u></b> <b><i>Sockosaurus</i></b></p> <p><b>Skills:</b></p>

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		<p>smell, texture and feel.</p> <ul style="list-style-type: none"> <li>• Group familiar food products e.g. fruit and vegetables.</li> <li>• Work safely and hygienically.</li> <li>• Work with an adult to make food following a simple recipe</li> <li>• Select healthy ingredients for a fruit or vegetable salad.</li> <li>• Measure and weigh food items using non-standard measures, such as spoons and cups.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Fruit and vegetables are an important part of a healthy diet. It is recommended that people</li> </ul>		<p>moving model.</p> <ul style="list-style-type: none"> <li>• Use a range of materials to create models.</li> <li>• Identify the suitability of materials, ensuring they are fit for purpose.</li> <li>• Cut, shape and join materials to create a product.</li> </ul> <p><b>Knowledge :</b></p> <ul style="list-style-type: none"> <li>• An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.</li> <li>• Understand how wheels and axles are assembled and how they work.</li> </ul>		<ul style="list-style-type: none"> <li>• Select and use a range of materials, beginning to explain their choices.</li> <li>• Cut and shape materials.</li> <li>• Choose appropriate components and materials and suggest ways of manipulating them to achieve the desired effect.</li> <li>• Join fabrics by using running stitch, glue, staples, tape.</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Different materials can be used for different purposes, depending on their properties. Fabric</li> </ul>
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		<p>eat at least five portions of fruit and vegetables every day.</p> <ul style="list-style-type: none"> <li>Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end.</li> <li>Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts.</li> </ul>				<p>can be cut and sewn, some materials can be manipulated, others keep their form.</p> <ul style="list-style-type: none"> <li>Running stitch is a simple needlework stitch consisting of a line of small even stitches which run back and forth through the cloth without overlapping.</li> <li>Properties of components and materials determine how they can and cannot be used. For example, material can be sewn but plastic cannot.</li> </ul>
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		<ul style="list-style-type: none"> <li>The importance of being safe, clean, and hygienic when handling food. Good practices when preparing food.</li> </ul>				
Music	<b>Charanga – Hey you!</b>	<b>Charanga – Rhythm in the way we walk and Banana wrap.</b>	<b>Charanga – In the Groove.</b>	<b>Charanga – Round and Round.</b>	<b>Charanga – Your Imagination.</b>	<b>Charanga – Reflect, Rewind, Replay.</b>
MFL	<b>French – “Good morning” and “Good afternoon.”</b>	<b>Christmas Round the World - “Happy Christmas” in different languages.</b>	<b>French – colours.</b>	<b>Cornish – St Piran’s Day - “Good morning.”</b>	<b>French – counting to 10.</b>	<b>French – body parts for purpose.</b>
RE	<b>Christianity Creation “Who made the world?”  Harvest</b>	<b>Islam Who is a Muslim and how do they live?</b>	<b>Christianity What do Christians believe God is like?</b>	<b>Christianity What does it mean to belong to a faith community?</b>	<b>Christianity How should we care for others and why does it matter?</b>	<b>Islam Who is a Muslim and how do they live?</b>
PSHE	<b>Jigsaw - Being Me in My World.</b>	<b>Jigsaw - Celebrating Difference.</b>	<b>Jigsaw - Dreams and Goals.</b>	<b>Jigsaw - Healthy Me.</b>	<b>Jigsaw - Relationships.</b>	<b>Jigsaw - Changing Me.</b>
PE	<b>Gymnastics – balance and roll</b>  Standing and kneeling balances.  Jumps - tuck, star, straight, straddle shapes, straight jump - leading to a straight jump of the spring board.	<b>Fitness - dance</b>  Perform dances using simple movement patterns.	<b>Gymnastics – roll and locomotion</b>  Log roll, curled side roll, teddy bear roll  Tiptoe, step, jump, hop, skip, gallop  Ball skills	<b>Yoga</b>  Sending and receiving	<b>Athletics - running</b>  Target games	<b>Athletics – throwing and jumping</b>  Net and wall games

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Computing	<b>Technology around us.</b> Recognising technology in school and using it responsibly	<b>Digital painting.</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	<b>Moving a robot.</b> Writing short algorithms and programs for floor robots, and predicting program outcomes	<b>Grouping data.</b> Exploring object labels, then using them to sort and group objects by properties.	<b>Digital writing.</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations.</b> Designing and programming the movement of a character on screen to tell stories.
DRIVER 1 To promote and celebrate <b>diversity</b> within the school culture and beyond. An “all welcome” ethos with strong consideration for exposure to images and role models which expand the pupils experience and challenge stereotypes.	Understanding sense of self and place in the home, school and locale.  Developing a sense of belonging.  Understanding the “all welcome” at school value.  Mary Seacole Malala Yousafzai	The diverse nature of Britain discussing our own families.  The diverse nature of our capital city London.	Diversity celebrated in carnival culture. Blending of styles and celebrating together.  Frida Kahlo	Diversity of astronauts.  Women's opportunities in science.  Valentina Tereshkova	All creatures are diverse.  Diversity of historians who research the past.	Diversity of life in our school environment.  Diversity of people researching and protecting our environment.  Greta Thunberg
DRIVER 2 To promote <b>mental health</b> for all with an emphasis on <b>outdoor learning</b> and immersion in natural environment.	Understanding our bodies and minds both need to be healthy.  Working regularly outdoors for our project and discussing the benefits of being outdoors with the children.	Mindfulness walks outside, considering our local geography.	The need to celebrate and have fun together for mental and physical health.  Dance and movement in a group	Physical geography in the environment.  Watching the night sky. Activities to explore with family.	Observing weather patterns outside and exploring for signs of seasons.  Reading outside together to promote well-being and peace.	Art in the landscape for mental health and immersion in the environment for calming and creativity. Outdoor yoga.

YEARLY ROLLING PROGRAMME FOR YEAR ONE

<p>DRIVER 3 To ensure exposure for all to events and learning with high <b><u>cultural capital</u></b>, especially for the pupil premium cohort.</p>	<p>Sense of belonging and access for all to whole school activity and all pupils equal in the classroom and school setting.</p> <p>Expose to high level vocabulary and pre-teaching for pupils who need support with access.</p> <p>Quality texts available for all pupils and books to be promoted for all.</p>	<p>Access to valued cultural information about the constitution in Britain and vocabulary relating to this.</p> <p>Finding out our capital city</p> <p>Behaviour in a formal setting such as a meal with the Queen.</p>	<p>Traditional myths.</p> <p>Exposure to guests of diverse backgrounds</p> <p>Insight into travelling abroad</p>	<p>Visit a planetarium online</p> <p>Online access to space exploration.</p>	<p>Historian invited to discuss his work.</p>	<p>Artist to be invited to school to discuss life-style.</p>
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