



Year 1

Long Term Plan

2020 - 2021

	Where in the World are Barnaby and Bushra? Autumn 1 Thursday 3 September – Friday 23 October	Superheroes Autumn 2 Monday 2 November – Friday 18 December	Through the Keyhole Spring 1 Monday 4 January – Friday 12 February	Playtime Spring 2 Monday 22 February – Friday 1 April	I am a READER! Summer 1 Monday 12 April – Friday 28 May	Pirate Adventure Summer 2 Monday 7 June – Friday 16 July
Entry point/Stimulus	Introducing Barnaby and Bushra Bear	Read Superhero ABC book and discuss types of superhero	Walk around local area to look at houses	Watch Toy Story and identify the characters and variety of toys	Letter through the post	Pirate mind map to discuss what children already know and what they want to find out
Exit Point	Barnaby and Bushra’s travel diary	Superhero day	Role play with old artefacts	Playing with old games	Perform the story of The Jolly Postman	Pirate day
Links with World cultures	Celebration of Eid-ul-Adha Studying and comparing food, transport, school life, traditional dress and weather - England, Iceland and Africa	Real life heroes around the world, including Malala Yousafzai Christian Aid, Islamic Relief	Customs and traditions of homes around the world	Traditional toys what grandparents may have played with	Ramadan Celebration of Eid-ul-Fitr Books from other cultures	Learn about the Caribbean

English outcomes for pupils

Throughout each year group pupils show high levels of attainment in reading, writing, speaking and listening and exhibit very positive attitudes.

Pupils rapidly acquire secure knowledge of letters and sounds and make substantial and sustained progress in learning to read, and to write legibly and fluently.

From different starting points all groups of pupils develop excellent knowledge, understanding and skills.

Pupils express their ideas fluently and imaginatively in both writing and speaking using Standard English.

Pupils read widely and often across subjects to a high standard, with fluency and comprehension appropriate to their age.

Pupils show a mature understanding of a wide range of challenging texts, both traditional and contemporary.

Pupils’ writing shows a high degree of technical accuracy.

Pupils write effectively across a range of genres, frequently showing creativity in their ideas and choice of language.

Pupils have a mature understanding of the differences between written and spoken language.

They speak confidently and with maturity in relation to their age, using Standard English very effectively.

Pupils are effective learners, able to think for themselves, to provide leadership and mastery in their own learning.

Spoken Language	Listen and respond appropriately to adults and peers	Ask relevant questions to extend their understanding and knowledge	Listen and respond appropriately to adults and peers	Ask relevant questions to extend their understanding and knowledge	Listen and respond appropriately to adults and peers	Ask relevant questions to extend their understanding and knowledge
Standard English is consistently modelled and promoted by all adults in school	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas Speak audibly and fluently with an increasing command of Standard English	Use relevant strategies to build their vocabulary Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings	Articulate and justify answers, arguments and opinions Speak audibly and fluently with an increasing command of Standard English	Give well-structured descriptions, explanations and narratives for different purposes, including expressing feelings Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Articulate and justify answers, arguments and opinions Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
Promoted through:	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Participate in discussions, presentations, performances, role play, improvisations and debates	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Participate in discussions, presentations, performances, role play, improvisations and debates	Speak audibly and fluently with an increasing command of Standard English	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
Talk Partners	Speak audibly and fluently with an increasing command of Standard English	Gain, maintain and monitor the interest of the listener(s)	Speak audibly and fluently with an increasing command of Standard English	Gain, maintain and monitor the interest of the listener(s)	Participate in discussions, presentations, performances, role play, improvisations and debates	Speak audibly and fluently with an increasing command of Standard English
Big Questions		Select and use appropriate registers for effective communication		Select and use appropriate registers for effective communication	Gain, maintain and monitor the interest of the listener(s)	Consider and evaluate different viewpoints, attending to and building on the contributions of others
Class Assembly					Select and use appropriate registers for effective communication	
Debates						
Class Discussion						
Responding to questions from adults						
			World Book Day Thursday 4 March 2021			Phonics Screening Check W/b. Monday 7 June 2021

<p>English</p>	<p>Ongoing – Read Write Inc</p> <p><u>Word reading</u> Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read these books to build up their fluency and confidence in word reading</p> <p><u>Reading</u> 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</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p> <p><u>Writing</u> Spell: *words containing each of the 40+ phonemes already taught *common exception words</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far</p> <p>Write sentences by: *saying out loud what they are going to write about *composing a sentence orally before writing it *sequencing sentences to form short narratives *re-reading what they have written to check that it makes sense</p> <p>Discuss what they have written with the teacher or other pupils</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher</p> <p>Develop their understanding of the concepts by: *leaving spaces between words *joining words and joining clauses using and *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Learning the grammar for year 1</p> <p>Use the grammatical terminology</p>					
<p>Core stories / poems</p>	<p><u>Reading</u> 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 read 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</p>					
<p>The Rabbit Problem Writing focus – an invitation to a party, a list of materials, descriptive writing, instructions for carrot cake</p> <p>Poem: Brother</p>	<p>The Elves and the Shoemaker Writing focus – thank you letter to the elves</p> <p>Poem: Granny, Granny please comb my hair</p>	<p>The Bog Baby Writing focus – recount of a Bog Baby hunt, descriptive writing, labelling a Bog Baby</p> <p>Poem: If I were a Hawk</p>	<p>Dogger Writing focus – sequence the story and retell</p> <p>Poem: I've got a cold</p>	<p>Jack and the Beanstalk Writing focus – play script</p> <p>Poem: The Sound of Music</p>	<p>The Night Pirates Writing focus – newspaper report</p> <p>Poem: The monster under your bed</p>	

<p>English</p> <p>Literacy links from other topics</p> <p>Handwriting</p>	<p><u>Word reading</u> Word reading / phonics introduced and delivered through Read Write Inc ongoing throughout the year</p> <p><u>Writing</u> Spell: *the days of the week</p> <p>Name the letters of the alphabet: *naming the letters of the alphabet in order</p> <p>Develop their understanding of the concepts by: *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark *using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Cross curriculum reading: Science – Researching suitable books about seasons Geography – Research other countries and explore atlases</p> <p>Cross curriculum writing: <i>Geography</i> - Recount of Barnaby and Bushra's visits to other countries <i>Science</i> – Report about Autumn History – Diary extract about the Great Fire of London</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p><u>Word reading</u> Read words containing taught GPCs and –s, –es, –ing, –ed, –er and est endings</p> <p><u>Writing</u> Spell: *the days of the week</p> <p>Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance</p> <p>Develop their understanding of the concepts by: *joining words and joining clauses using and *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Cross curriculum reading: Science – Using contents pages to research materials Geography – Read keys to understand maps</p> <p>Cross curriculum writing: <i>Science</i> – Report about Winter, create an advert for Rainman's cape, create a poster for Magnet Man <i>DT</i> – Making a list of materials to make a cape</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p>	<p><u>Word reading</u> Read words containing taught GPCs and –s, –es, –ing, –ed, –er and est endings</p> <p><u>Writing</u> Spell: *the days of the week</p> <p>Name the letters of the alphabet: *naming the letters of the alphabet in order</p> <p>Add prefixes and suffixes: *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance</p> <p>Develop their understanding of the concepts by: *beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Cross curriculum reading: <i>Science</i> – Researching the differences and similarities between reptiles and amphibians Geography – Research homes in other countries using books and internet</p> <p>Cross curriculum writing: <i>Science</i> – Write an animal fact file <i>History</i> – Write a recount of the visit to Abbey House museum <i>RE</i> – Design a poster about behaviour</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these</p>	<p><u>Word reading</u> Read words containing taught GPCs and –s, –es, –ing, –ed, –er and est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p><u>Writing</u> Spell: *the days of the week</p> <p>Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance</p> <p>Cross curriculum reading: Science – Read instructions on seed packets, research animal facts History – Research old toys</p> <p>Cross curriculum writing: <i>Science</i> – Report about Spring, label parts of a plant, write instructions of how to plant seeds History – create questionnaires to ask Grandparents about toys they played with</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these</p>	<p><u>Word reading</u> Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p><u>Writing</u> Name the letters of the alphabet: *naming the letters of the alphabet in order</p> <p>Add prefixes and suffixes: *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance</p> <p>Cross curriculum reading: History – Research influential people from around Bradford</p> <p>Cross curriculum writing: <i>History</i> – Biography of influential people from Bradford</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place</p> <p>Understand which letters belong to which handwriting 'families' (i.e. Letters that are formed in similar ways) and to practise these</p>	<p><u>Word reading</u> Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p><u>Writing</u> Name the letters of the alphabet: *using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes: *using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs *apply simple spelling rules and guidance *using the prefix un– *using –ing, –ed, –er and –est where no change is needed in the spelling of root words *apply simple spelling rules and guidance</p> <p>Cross curriculum reading: History – Research famous pirates Geography – Use atlases and maps to explore the Caribbean</p> <p>Cross curriculum writing: <i>History</i> – Newspaper report of a famous pirate, label pirate ships <i>Science</i> – Report about Summer</p> <p>Year 2 (NC) Form lower-case letters of the correct size relative to one another</p> <p>Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</p>
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Mathematics outcomes for pupils

- Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.
- From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master the mathematics they are learning.
- Pupils understand important concepts and make connections within mathematics.
- Pupils develop a broad range of skills in using and applying mathematics.
- They take the initiative in solving problems in a wide range of contexts, including the new or unusual.
- Pupils think for themselves and are prepared to persevere when faced with challenges, showing a confidence that they will succeed.
- Pupils embrace the value of learning from mistakes and false starts.
- Pupils are able to recall mathematical knowledge rapidly, apply it fluently and accurately in order to calculate efficiently.
- When investigating mathematically, pupils' reason, generalise and make sense of solutions.
- Pupils show high levels of fluency in performing written and mental calculations and mathematical techniques.
- Mathematical language and symbols are used accurately in pupils' work and in discussions.
- Pupils develop a sense of passion and commitment to the subject.

Mathematics - Spoken Language	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their mathematical vocabulary Presenting a mathematical justification, argument or proof. Making their thinking clear to themselves as well as others Build secure foundations by using discussion to probe and remedy their misconceptions
Inspire Mathematics and National Curriculum Objectives	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Measurement</u> Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Activity: <u>Inspire Book A</u> Unit 1:Numbers to 10 Unit 2:Number bonds Unit 3:Addition within 10 Unit 4:Subtraction within 10</p>	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Measurement</u> Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Geometry – properties of shapes</u> Recognise and name common 2-D and 3-D shapes</p> <p>Activity: <u>Inspire Book B</u> Unit 5: Shapes and patterns Unit 6:Ordinal numbers Unit 7:Numbers to 20 Unit 8:Addition and subtraction within 20</p>	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Measurement</u> Compare, describe and solve practical problems for: *lengths and heights *mass/weight *capacity and volume</p> <p>Measure and begin to record the following: *lengths and heights *mass/weight *capacity</p> <p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Activity: <u>Inspire Book B</u> Unit 9:Length <u>Inspire Book C</u> Unit 10:Mass Unit 11:Picture graphs</p>	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p>Read and write numbers from 1 to 20 in numerals and words</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Number - multiplication and division</u> Solve one-step problems involve multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><u>Measurement</u> Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Activity: <u>Inspire Book C</u> Unit 12:Numbers to 40 Unit 13:Mental calculations Unit 14:Multiplication</p>	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Number - multiplication and division</u> Solve one-step problems involve multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p> <p><u>Measurement</u> Compare, describe and solve practical problems for: *time</p> <p>Measure and begin to record the following: *time</p> <p>Sequence events in chronological order using language</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p> <p>Activity: <u>Inspire Book D</u> Unit 15:Division Unit 16:Time Unit17:Numbers to 100 Unit 18:Money</p>	<p><u>Number and place value</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>Given a number, identify one more or less</p> <p>Identify and represent numbers using objects and pictorial representations including the numberline, and using the language of: equal to, more than, less than (fewer), most, least</p> <p><u>Number – addition and subtraction</u> Read, write and interpret mathematical statements involving addition, subtraction and equals signs</p> <p>Represent and use number bonds and related subtraction facts within 20</p> <p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</p> <p><u>Number - fractions</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal of an object, shape or quantity</p> <p><u>Measurement</u> Recognise and know the value of different denominations of coins and notes</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p><u>Geometry – properties of shapes</u> Recognise and name common 2-D and 3-D shapes</p> <p><u>Geometry – position and direction</u> Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Activity: <u>Inspire Book D</u> Unit 19:Money Consolidation / working at greater depth</p>

National Curriculum (not covered by Inspire)	Assessment: Test 1	Assessment: Test 2, 3 Check up 1	Assessment: Test 4 Check up 2	Assessment: Test 5	Assessment: Test 6,7 Check up 3	Assessment: Test 8 Check up 4
Maths Links for other Topics	<i>Geography</i> - Currency in other countries <i>Science</i> - Measuring the volume of rainfall	<i>Design Technology</i> - Applying shapes and patterns to Superhero capes	<i>Design Technology</i> - Measuring length to make pencil pots	<i>Science</i> - Measuring plants	<i>Science</i> - Measuring trees <i>Design Technology</i> - Measuring length to make 3d houses	<i>Geography</i> - Understanding directions
Science outcomes for pupils						

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils are able to think for themselves, take the initiative and raise their own questions about science knowledge, understanding and scientific enquiry.

They are confident and competent in the full range of stage-related practical skills, taking the initiative in planning, carrying out, recording and evaluating their own scientific investigations.

Pupils frequently use their scientific knowledge and understanding very effectively in written and verbal explanations, solving challenging problems and reporting scientific findings formally.

They work constructively with other pupils, demonstrating common understanding in discrete well-focused roles, with all playing a part in successful investigations.

Pupils show high levels of originality, imagination and innovation in their understanding and application of their knowledge and skills.

Their practical work incorporates a variety of contexts, including fieldwork.

Pupils research contemporary issues and understand the impact of science on society.

They develop a sense of passion and commitment to science, showing strong application and enthusiasm to learn more through scientific endeavour.

Science – spoken language	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions	Developing their scientific vocabulary Articulating scientific concepts clearly and precisely Making their thinking clear, both to themselves and others Build secure foundations by using discussion to probe and remedy their misconceptions
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Science	<p>Ongoing – Seasonal change Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Activity: *Write about the changes in each season *Record temperature changes each month on a table *Record the amount of daylight for each month on a graph *Identify different types of cloud *Identify weather patterns in other countries</p> <p>Type of Enquiry: *Identifying, grouping and classifying – identifying typical weather across the seasons *Pattern seeking – identifying seasonal changes throughout the year *Research from secondary resources – finding out about weather in other parts of the world *Observation – experience the effects of different types of weather *Comparative / fair testing – measuring the wind and rain fall</p> <p>Recording of findings: *Record data in a table *Record data on a bar graph</p>					
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<p>Working Scientifically</p> <p>Observing closely, using simple equipment</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Enquiry Types</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Identifying, grouping and classifying *Observation <p>Recording of findings:</p> <ul style="list-style-type: none"> *Record data in a table *Labels <p>Suggested Wider Reading</p> <ul style="list-style-type: none"> *The Seasons by Ian Smith *The Seasons by Joy Richardson *Weather by Martin Skelton and David Playfoot *Clouds by Terry Jennings 	<p>Introduce Seasonal Change</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p> <p>Activity:</p> <ul style="list-style-type: none"> *Write about the changes in each season *Record temperature changes each month on a table *Record the amount of daylight for each month on a graph *Identify different types of cloud *Identify weather patterns in other countries <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Identifying, grouping and classifying *Pattern seeking *Research from secondary resources <p>Recording of findings:</p> <ul style="list-style-type: none"> *Sort and group *Explanations of findings *Record data in a table <p>*Materials (Start-up Science) by Claire Llewellyn</p> <p>*Natural and Man-made (My World of Science) by Angela Royston</p> <p>*Paper by Claire Llewellyn</p> <p>*Materials by Karen Bryant-Mole</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Activity:</p> <ul style="list-style-type: none"> *Sort and group a variety of everyday materials *Investigate how ice melts *Investigate the best material for a specific purpose <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Identifying, grouping and classifying *Pattern seeking *Research from secondary resources <p>Recording of findings:</p> <ul style="list-style-type: none"> *Sort and group *Explanations of findings *Record data in a table <p>*Materials (Start-up Science) by Claire Llewellyn</p> <p>*Natural and Man-made (My World of Science) by Angela Royston</p> <p>*Paper by Claire Llewellyn</p> <p>*Materials by Karen Bryant-Mole</p>	<p>Animals including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals</p> <p>Activity:</p> <ul style="list-style-type: none"> *Label the basic parts of the human body, using correct terminology *Explore the five senses *Sort and group animals *Create a venn diagram of carnivores, herbivores and omnivores *Label animal structures <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Research from secondary resources *Observation *Comparative / fair testing <p>Recording of findings:</p> <ul style="list-style-type: none"> *Record data in a venn diagram *Record data in a table *Fact file *Labels <p>*Senses by David and Penny Glover</p> <p>*My Body by Martin Skelton and David Playfoot</p> <p>*Animal Homes by Betsey Chesson and Pamela Chanko</p> <p>*Guess Where I Live by Anni Axworthy</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Activity:</p> <ul style="list-style-type: none"> *Label parts of a plant *Plant seeds *Compare plants *Plant hunt around school <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Research from secondary resources *Observation <p>Recording of findings:</p> <ul style="list-style-type: none"> *Photographs *Labels *Record data in a table <p>*Flowers by Lola Schaefer</p> <p>*Seeds by Patricia Whitehouse</p> <p>*A Seed in Need by Sam Godwin</p> <p>*Watch it Grow – Sunflower by Barrie Watts</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Activity:</p> <ul style="list-style-type: none"> *Plant beans *Investigate the best conditions for plant growth *Label parts of a tree <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Identifying, grouping and classifying *Observation Comparative / fair testing <p>Recording of findings:</p> <ul style="list-style-type: none"> *Photographs *Bark rubbings *Leaf rubbings <p>*Trees (Usborne Beginners) by Lisa Jane Gillespie</p> <p>*British trees by Victoria Munson</p> <p>*The Life of a Tree by Clare Hibbert</p> <p>*Life Cycle of Broad Bean by Angela Royston</p>	<p>Everyday Materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Activity:</p> <ul style="list-style-type: none"> *Explore properties of everyday materials *Find suitable materials for a specific purpose according to their properties <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p> <p>Type of Enquiry:</p> <ul style="list-style-type: none"> *Pattern seeking *Comparative / fair testing <p>Recording of findings:</p> <ul style="list-style-type: none"> *Record data in a table *Draw and label findings <p>*Sorting materials Tough toys, soft toys by Sally Hewitt</p> <p>*What's it made of? By Monica Hughes</p> <p>*Floating and sinking by Henry Pluckrose</p> <p>*Tell me how ships float by Shirley Willis</p>
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Art and Design outcomes for pupils

Pupils handle a range of 2D, 3D or digital media competently and confidently. They explore and exploit the visual language well to develop individual and diverse responses to given or chosen starting points.

Pupils use drawing to aid thinking. They enjoy using different drawing materials or techniques to record observations, recall memories or express imagination.

Pupils appreciate the qualities and understand the value of drawing to other artists, craft makers and designers.

Pupils are curious about the work of other artists, craft makers and designers and make independent and informed choices about referring to the work of others which they use to liberate rather than constrain their own ideas or style.

Pupils strive for originality in the development of their ideas and approaches.

They understand the value of experimentation and working beyond their comfort zone in order to discover and develop creativity.

Pupils compare, contrast and criticise their own achievements, those of their peers and other creative practitioners in order to make connections and understand creative diversity.

They are reflective about their own development and the work of others.

Pupils contribute positively and purposefully to their learning in lessons and in between.

<p>Art and Design</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at 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> <p>Activity: *Self portraits *Use pastels and charcoal to create Northern Lights *Create an African collar using collage materials *Focus artist – William Morris</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at 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> <p>Activity: *Explore a range of mark making techniques *Create a 3d figure using plasticine *Focus artists – Roy Lichtenstein, Keith Haring</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at 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> <p>Activity: *Explore colour and different mark making equipment *Create sculptures using natural and man-made materials *Focus artists –Jane Perkins, Andrew Goldsworthy</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Activity: *Use pastels to create Spring flowers</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at 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> <p>Activity: *Create abstract sculptures using clay *Focus artist – David Hockney, Henry Moore</p>	<p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Look at 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> <p>Activity: *Create maps using a range of mark making equipment *Use charcoal to create a portrait of Blackbeard *Print on fabric to create a pirate flag *Compare work of different artists</p>
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Design and Technology Outcomes for pupils

Pupils understand the working characteristics and properties of the materials they are using and why one material, ingredient or component is better suited to a job than another.

Pupils develop their work effectively, and demonstrate resilience in solving design problems and technical challenges.

Pupils understand how to carry out high-quality tests before attempting to improve their products and realise their plans accurately and safely.

The suitability for users is embedded in all aspects of their designing and making.

Pupils analyse and use their research effectively to support their designing and to test the effectiveness of their products.

Pupils apply their knowledge of science and mathematics to inform their designing and making.

They talk confidently about their technological ideas, and present information and plans effectively by writing, drawing and using annotated sketches.

<p>Design Technology</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Explore and evaluate a range of existing products</p> <p>Activity: *Make leaf prints on fabric *Create a seasons diorama</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Activity: *Design and make a superhero cape *Make superhero masks *Make a moving superhero picture</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Activity: *Use recycled materials to create pencil pots</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Activity: *Explore simple mechanisms *Apply learnt techniques to make playground equipment</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Activity: *Design fairy tale house using technology *Make a 3d fairy tale houses</p>	<p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Activity: *Explore simple joining techniques *Design and create treasure chests *Prepare and cook food for the pirate party</p>
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Computing outcomes for pupils

Pupils have a clear understanding of the value of Computing. Pupils' understanding of important concepts, as well as their proficiency in techniques and recall of knowledge, are well developed.

Teachers have a good level of specialist expertise including good technical skills, which, along with accurate assessment of individual pupils' prior knowledge and understanding, is used well in planning and teaching their subject.

Pupils understand the value of Computing, its impact on society and how it relates to their lives, due to teachers using a range of appropriate contexts in lessons.

Teachers respond well to pupils' questions through effective dialogue and feedback, and correct errors and misconceptions accurately and effectively.

Teachers of Computing communicate high expectations, about their subject to pupils, encouraging them to produce the best work they can.

Good learning across all aspects of the subject is promoted through the use of an appropriate range of resources and teaching strategies.

<p>Computing</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES1 Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused</p> <p>Information Literacy Use technology purposefully to source and manipulate digital content</p> <p>IL1 Access information comes from a variety of different sources and understand technology allows quick access to these resources</p> <p>IL2 Explore a variety of digital information as part of a given topic</p> <p>IL3 Find / access information using technology</p> <p>Activity: *Research different countries *Learn how to use Chrome Books and use Google Classroom</p> <p>Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>M1 Communicate simple ideas through the use of text, images and sounds</p> <p>M4 Create an image/animation in a simple graphics application</p> <p>M5 Capture images using a range of technologies and share with others</p> <p>Activity: *Create self-portraits on the iPad</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES1 Identify trusted adults and ensure a trusted adult knows what they are doing online and inform them if online content makes them feel sad, scared or confused</p> <p>Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Recognise common uses of information technology beyond school</p> <p>M1 Communicate simple ideas through the use of text, images and sounds</p> <p>M2 Understand sound and music can be created using a range of simple technology</p> <p>M3 Record sound using simple technologies and play back the recordings</p> <p>M4 Create an image/animation in a simple graphics application</p> <p>M5 Capture images using a range of technologies and share with others</p> <p>Activity: *Use Story Creator to add images, text and sound *Create an iMovie Superhero trailer</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES2 Behave in a kind and considerate way to others in the real and virtual world</p> <p>SAFER INTERNET DAY – Tuesday 9 February 2021</p> <p>Information Literacy Use technology purposefully to source and manipulate digital content</p> <p>IL1 Access information comes from a variety of different sources and understand technology allows quick access to these resources</p> <p>IL2 Explore a variety of digital information as part of a given topic</p> <p>IL3 Find / access information using technology</p> <p>Activity: *Research animal habitats and endangered animals *Research and write about houses and homes from around the world</p> <p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>DH1 Sort, organise and classify objects based on their properties</p> <p>DH2 Represent and interpret simple data as pictograms</p> <p>Activity: *Using Crickweb, sort animals into groups *Make a pictogram of different types of houses</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES2 Behave in a kind and considerate way to others in the real and virtual world</p> <p>Data Handling Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>DH1 Sort, organise and classify objects based on their properties</p> <p>DH2 Represent and interpret simple data as pictograms</p> <p>Activity: *Make a pictogram of favourite toys</p> <p>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p>CS1 Understand what an algorithm is</p> <p>CS2 Understand that digital devices work using algorithms</p> <p>CS3 Control devices through a series of clear and accurate algorithms to achieve a predefined outcome</p> <p>CS4 Recognise common uses of technology beyond school. For example programming Sky box or using a washing machine or microwave</p> <p>Activity: *Compare a range of moving vehicles, identifying those that use modern technology *Use remote control toys *Program a BeeBot to move around a given route</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES3 Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world</p> <p>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p>CS1 Understand what an algorithm is</p> <p>CS2 Understand that digital devices work using algorithms</p> <p>CS3 Control devices through a series of clear and accurate algorithms to achieve a predefined outcome</p> <p>CS4 Recognise common uses of technology beyond school. For example programming Sky box or using a washing machine or microwave</p> <p>Activity: *Use and create algorithms and debug simple programmes, experiment with programmable toys</p> <p>Media Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>M1 Communicate simple ideas through the use of text, images and sounds</p> <p>M4 Create an image/animation in a simple graphics application</p> <p>M5 Capture images using a range of technologies and share with others</p> <p>Activity: *Use iPads to draw fairytale houses</p>	<p>Online safety Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>ES3 Understand that the internet is fun but just like there are rules in the real world to keep you safe there are rules for keeping them safe in the online world</p> <p>Computer Science Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Recognise common uses of information technology beyond school</p> <p>CS1 Understand what an algorithm is</p> <p>CS2 Understand that digital devices work using algorithms</p> <p>CS3 Control devices through a series of clear and accurate algorithms to achieve a predefined outcome</p> <p>CS4 Recognise common uses of technology beyond school. For example programming Sky box or using a washing machine or microwave</p> <p>Activity: *Create an animation</p> <p>Information Literacy Use technology purposefully to source and manipulate digital content</p> <p>IL1 Access information comes from a variety of different sources and understand technology allows quick access to these resources</p> <p>IL2 Explore a variety of digital information as part of a given topic</p> <p>IL3 Find / access information using technology</p> <p>Activity: *Write a pirate factfile</p>
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Geography outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge of where places are and what they are like.

They have excellent understanding of the ways in which places are interdependent and interconnected and how human and physical environments are interrelated.

Pupils have an extensive base of core geographical knowledge and vocabulary.

Pupils are able to carry out increasingly complex geographical enquiry, apply questioning skills and use effective analytical and presentational techniques in a wide range of environments, scales and contexts.

Pupils reach clear conclusions and are able to develop reasoned arguments to explain their findings.

Pupils are able to think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations and working constructively with others.

Pupils show significant levels of originality, imagination or creativity in their understanding and skills within the subject.

Fieldwork and other geographical skills, including numerical and quantitative skills, and techniques are highly developed and frequently utilised.

Pupils develop passion and commitment to the subject and exhibit a real sense of curiosity in finding out about the world around them and the people who live there.

Pupils are able to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

<p>Geography</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>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> <p>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</p> <p>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</p> <p>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</p> <p>Activity: *Research places Barnaby and Bushra have travelled: Kenya and Iceland *Write a postcard identifying the features found in one of the countries</p>	<p>Name, locate and identify the characteristics of the four countries and the capital cities of the United Kingdom and the surrounding seas</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Activity: *Create a map of the United Kingdom *Create a map with a key</p>	<p>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</p> <p>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</p> <p>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</p> <p>Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Activity: *Make a plan of a walk around the local area *Identify houses around the world</p>	<p>Name, locate and identify the characteristics of the four countries and the capital cities of the United Kingdom and the surrounding seas</p> <p>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</p> <p>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</p> <p>Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Activity: *Make a plan of the plants found around school</p>	<p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Use fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</p> <p>Activity: *Create a route of the Jolly Postman's journey</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>Activity: *Create a pirate treasure map, including compass points *Program a BeeBot to travel around an island, using directional vocabulary</p>
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History outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have excellent knowledge and understanding of people, events, and contexts from a range of historical periods, of historical chronology, and of historical concepts and processes.

Pupils are able to think critically about history and communicate ideas very confidently in styles appropriate to a range of audiences.

Pupils consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

Pupils are able to think, reflect, debate, discuss and evaluate the past, formulating and refining their own questions and lines of enquiry.

Pupils are passionate about history and engage enthusiastically in their learning, developing a sense of curiosity about the past and their understanding of how and why people interpret the past in different ways.

Pupils are respectful of historical evidence and make robust and critical use of it to support their explanations and judgements.

Pupils readily embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.

History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	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	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 and globally	Significant historical events, people and places in their own locality	Events beyond living memory that are significant nationally and globally
	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 Activity: *Identify changes in ourselves *Create a timeline *Great Fire of London	Activity: *Research real life heroes from the past who have made an impact on the world	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 Activity: *Compare homes and household objects from the past and present *Reflect on life in Victorian times	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 Activity: *Compare old and new toys *Create a questionnaire to ask grandparents about what they played with as children	Activity: *Research the significant people around Bradford: David Hockney, JB Priestley, Samuel Lister, Bronte sisters	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 Activity: *Research history of pirates and famous pirates *Significant individuals from the past – Queen Elizabeth 1, Christopher Columbus, Sir Francis Drake

Music outcomes for pupils

Pupils enjoy their musical experiences and make good progress in their musical understanding, including of musical theory, as a result of high expectations for good-quality music-making.

Pupils demonstrate readiness to engage positively with different and diverse musical traditions and styles from a range of historic, social and cultural contexts, including classical music.

They listen well and consequently make good musical responses.

Singing is confident and controlled, instrumental techniques are accurate and secure, and pupils are able to create their own musical ideas that show a good understanding of how pitch, duration, dynamics, timbre, texture and structure work together.

Attainment is good in relation to pupils' capability and starting points, particularly with regard to their previous musical interests and experiences.

Music is a popular subject and pupils from all groups participate actively and enthusiastically in curriculum lessons and extra-curricular activities. Retention rates are good in all forms of musical activity, in and out of the curriculum.

Music	Listen with concentration and understanding to a range of high-quality live and recorded music	Play tunes and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
	Activity: *Listen to music from other countries and make comparisons	Experiment with, create, select and combine sounds using the inter-related dimensions of music Activity: *Create music and sounds related to Superheroes	Listen with concentration and understanding to a range of high-quality live and recorded music Activity: *Listen and perform traditional nursery rhymes	Play tunes and untuned instruments musically Activity: *Make sounds using a variety of materials and objects.	Activity: *Perform a range of poems and rhymes	Activity: *Sing pirate sea shanties

Outcomes for Physical Education

Boys and girls of all ages, abilities and interests acquire new knowledge and skills at a good rate and develop a good understanding of PE and sport.

They practise skills without the need for much guidance or support. They apply these skills in a wide range of activities and situations, and achieve a high level of performance.

They have a good level of physical fitness and understand the importance of this in promoting their long-term health. They are able to remain physically active for long periods of time and lead healthy lifestyles by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.

Pupils' enjoyment of PE is shown in their positive attitudes and regular participation in lessons and extra-curricular sport. They acquire the skills needed to organise sport and physical activity for others.

All pupils can swim 25 metres and know how to remain safe in and around water by the end of Year 6.

<p>Physical Education</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Activity: -Ball skills – large ball skills, such as dribbling, passing and aiming at a target, small ball skills, such as throwing and catching -Multiskills – spatial awareness, movement, direction, balance</p> <p>Intrahouse competition New Age Kurling</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p> <p>Activity: *Football – apply balls skills to work in a team to play a simple game *Dance – spatial awareness, link a variety of movements together, perform Superhero dance</p> <p>Intrahouse competition Football</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Perform dances using simple movement patterns</p> <p>Activity: *Tennis – small ball skills, such as throwing and catching, use a tennis racket effectively *Gymnastics – spatial awareness, balance, co-ordination, range of movements (high/low, narrow/wide)</p> <p>Intrahouse competition Team games</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Perform dances using simple movement patterns</p> <p>Activity: *Tennis – apply ball skills to work with a partner to play a simple game *Gymnastics - spatial awareness, link a variety of movements together to perform a sequence</p> <p>Intrahouse competition Tri golf</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Activity: *Cricket - small ball skills, such as throwing, catching and aiming at a target, use a cricket bat effectively *Multiskills – balance, co-ordination, agility, speed and accuracy</p> <p>Intrahouse competition Bench ball</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Activity: *Cricket - apply balls skills to work in a team to play a simple game *Multiskills – apply skills to complete races, target throwing and hurdles</p> <p>Intrahouse competition Sports day</p>
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Religious Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils have an outstanding level of religious literacy.

The development of their ability to engage with a range of ultimate questions about the meaning and significance of existence is excellent.

The development of their ability to ask significant questions about, and show an impressive understanding of, issues related to the nature, truth and value of religion is impressive.

They develop a strong understanding of how the beliefs, values, practices and ways of life within any religion cohere.

Pupils can think for themselves and take the initiative in, for example, asking questions, carrying out their own investigations, evaluating ideas and working constructively with others.

They show significant levels of originality, imagination or creativity in their responses to their learning in Religious Education.

Pupils show impressive achievement in linking their study of religion and belief to their exploration of more personal reflections on issues of meaning and purpose.

Their progress is outstanding across a wide range of religions, beliefs and investigations.

Bradford Agreed Syllabus 2016-2020

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed and responses offered by sources of authority and wisdom found in religions and worldviews;
- appreciate and evaluate the nature, significance and impact of different ways of life and how these are expressed.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues;
- explain their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- appreciate and evaluate varied dimensions of religion or a worldview.

Develop and use the skills needed to engage with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding with increasing understanding;
- investigate how different individuals and communities live together respectfully for the wellbeing of all;
- articulate beliefs, values and commitments clearly, in order to explain why they may be important in their own and other people's lives.

<p>Religious Education</p> <p>Christianity</p> <p>Islam</p>	<p>What is important to you?</p> <p>CYCLE OF LIFE SPECIALNESS IDENTITY</p> <p>Beliefs-Initial impression Does everyone have to believe in something or someone?</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Reflect on their own identity and experiences</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Reflect on their own values, attitudes and commitments</p> <p>Know About and Understand Appreciate some similarities between communities and themselves</p> <p>Express and Communicate Observe different ways of expressing identity and belonging, responding sensitively for themselves</p> <p>Gain and Deploy Skills Find out about questions of right and wrong</p>	<p>Why do Christians celebrate Christmas?</p> <p>IDENTITY BELONGING SACRED</p> <p>Beliefs- Further reflection Does everyone have to believe in something or someone?</p> <p>Identify special places, days and objects related to the questions studied / aspects covered</p> <p>Identify special books and know some key teachings for the religions studied</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Know About and Understand Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life</p> <p>Express and Communicate Ask and respond to questions about what individuals and communities do</p> <p>Gain and Deploy Skills Explore questions about belonging, meaning and truth</p> <p>Religious story: The Birth of Jesus</p>	<p>How do I know I'm being good?</p> <p>AUTHORITY WISDOM IDENTITY</p> <p>Practices- Initial impression How does religion impact upon everyday living?</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Reflect on their own values, attitudes and commitments</p> <p>Know About and Understand Explain the meanings behind different beliefs and practices</p> <p>Express and Communicate Ask and respond to questions about why communities do different things</p> <p>Gain and Deploy Skills Find out about co-operation between people who are different</p> <p>Religious story: Noah's Ark</p>	<p>What do Christians and Muslims believe about creation?</p> <p>COMMUNITY SACRED</p> <p>Practices- Further reflection How does religion impact upon everyday living?</p> <p>Identify special places, days and objects related to the questions studied / aspects covered</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Reflect on their own values, attitudes and commitments</p> <p>Know About and Understand Retell and suggest meanings to some religious and moral stories</p> <p>Express and Communicate Notice and respond sensitively to some similarities between different religions and worldviews</p> <p>Gain and Deploy Skills Notice and respond sensitively to some similarities between different religions and worldviews</p> <p>Religious story: The Story of Easter</p>	<p>How do religions welcome new members?</p> <p>REMEMBERING COMMUNITY CYCLE OF LIFE</p> <p>Forms of expression- Initial impression Can you always identify someone who is religious?</p> <p>Identify special places, days and objects related to the questions studied / aspects covered</p> <p>Recount some religious stories and recognise some religious objects</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Know About and Understand Appreciate some similarities between communities</p> <p>Express and Communicate Identify what difference belonging to a community might make</p> <p>Gain and Deploy Skills Express their own ideas and opinions in response using words, music, art or poetry</p> <p>Religious story: Salima's Journey</p>	<p>How do religions welcome new members?</p> <p>REMEMBERING COMMUNITY CYCLE OF LIFE</p> <p>Forms of expression-Further reflection Can you always identify someone who is religious?</p> <p>Ask questions and give opinions about religious and non-religious worldviews</p> <p>Reflect on their own values, attitudes and commitments</p> <p>Identify special books and know some key teachings for the religions studied</p> <p>Know About and Understand Explain the meanings behind different beliefs and practices</p> <p>Express and Communicate Ask and respond to questions about why communities do different things</p> <p>Gain and Deploy Skills Express ideas and opinions in response to what is right and wrong</p> <p>Religious visit: St. Oswald's Church</p>
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Personal, Social, Health and Economic Education outcomes for pupils

Throughout each year group pupils make substantial and sustained progress leading to high levels of attainment.

From different starting points pupils develop excellent knowledge, understanding and skills enabling them to master their learning.

Pupils think highly critically, articulate their learning and their views with great confidence and work constructively with others.

They consistently evaluate, discern and challenge their own and others' views using appropriate evidence from a range of sources.

Pupils show outstanding understanding of, and commitment to, their own and others' health and well-being.

They understand extremely well how to keep themselves and others healthy and safe and are very well aware of, for example, the dangers of substance misuse.

Pupils have a very strong understanding of how to recognise and deal with mental health problems such as stress or eating disorders

Pupils have developed discernment and resilience and know how to resist peer pressure effectively; they understand very well how to seek further help and advice if they need it.

Pupils understand very well the impact of bullying on others and actively challenge all forms of bullying including racist, disablist, homophobic and transphobic language.

Pupils make outstanding progress in developing understanding and skills in relation to business, enterprise, money management, the world of work and employability.

<p>PSHE Health and Wellbeing</p> <p>Relationships</p>	<p>Health and Wellbeing H1 Understand the things that keep our body healthy H8/9 Understand about growth, changes and developing independence H16 Understand about respecting privacy</p> <p>Relationships R2/4/12 Understand different types of behaviour and how it affects others R6/7 Understand how to listen and play cooperatively</p>	<p>Health and Wellbeing H2 Understand how to make healthy choices H4 Understand and manage feelings H13/14/15 Understand that they can ask for help if worried about something</p> <p>Relationships R1 Recognise and manage feelings R13/14 Understand that hurtful teasing and bullying is wrong and what to do if it is happening (Anti-bullying Week 11 – 15 November)</p>	<p>Health and Wellbeing H3 Recognise strengths and set simple goals H10 Identify and name parts of the body of boys and girls, using correct terminology H12 Understand how to stay safe, including online safety (Safer Internet Day Tuesday 9 February 2021)</p> <p>Relationships R5 Share opinions with others and understand that it is acceptable to have differing opinions R8 Respect the differences and similarities between people R10 Judge what physical contact is acceptable / unacceptable, comfortable / uncomfortable and how to respond</p>	<p>Health and Wellbeing H5 Understand and deal with loss or change H6/7 Understand the importance of basic personal hygiene</p> <p>Relationships R9 Identify people who are special to them</p>	<p>Health and Wellbeing H11 Understand that household products, including medicines can be harmful if not used correctly H12 Understand how to stay safe, including water, rail, fire, road and online safety</p> <p>Relationships R11 Understand that people's bodies and feelings can be hurt</p>	<p>Health and Wellbeing H3 Reflect on their achievements of simple goals</p> <p>Relationships R3 Understand the importance of not keeping secrets if it makes them uncomfortable, anxious or afraid</p>
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Living in the Wider World	Living in the Wider World L1/2 Discuss school rules and why they are important and create a class mission statement L4 Identify the groups and communities we belong to L8 Understand that everybody is unique	Living in the Wider World L6/7 Understand where money comes from and what it is used for L9 Understand the ways that we are the same as other people	Living in the Wider World L5 Identify what harms the local area and suggest ways to improve it	Living in the Wider World L3 Understanding how to respect our own and the needs of others	Living in the Wider World L10 Identify the people who work in our community and understand how to get help, including in an emergency	Living in the Wider World L6/7 Understand where money comes from and what it is used for
British Values: Democracy	Democracy Why is it important to settle in a new class and how can this be achieved?	Democracy What activities can we plan to make a successful Superhero day?	Democracy How can we spend the money from our class fundraiser?	Democracy Why is it important to have rules when playing games?	Democracy How can we decide a fair way to give out assembly roles?	Democracy How can we share in the decision making for planning a pirate day?
Rule of Law	Rule of Law What laws are in place when travelling to other countries?	Rule of Law What labels need to be in clothes by law and why are they important?	Rule of Law Why are there rules and laws about building houses?	Rule of Law Why do some toys have age restrictions or recommendations?	Rule of Law Why is it important to have safety laws in place?	Rule of Law Why are the sea borders around the United Kingdom protected?
Individual liberty	Individual liberty How can you show that you are an independent learner?	Individual liberty How can you show respect for your own culture and beliefs?	Individual liberty What targets do you need to set to make sure that you can achieve your best?	Individual liberty What are my strengths and areas for improvement?	Individual liberty How can your individual opinion contribute to the outcome of a group piece of work?	Individual liberty How can we prepare for the changes that happen in Year 2?
Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith What groups do people belong to and what are the similar values that these groups share?	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith What can we do to share the special days of other religions?	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith How do religious and non-religious beliefs impact on how we behave?	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith What do different faith and non-faith groups believe about the Creation story and how can we respect differing opinions?	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith How can we show that we value the opinions of others when working as a group?	Mutual Respect for and tolerance of those with different faiths and beliefs and for those without faith Why should we show respect for special places during a visit?
101 Must Do Activities Before Leaving Primary	Achieve 100% attendance in school Fly a kite	Do some baking	Visit a museum	Grow a sunflower	Take photos	Play pin the tail on the donkey
501 Must Read Books Before Leaving Primary	Annie Rose is my Little Sister <i>Shirley Hughes</i> Here Comes The Aliens! <i>Colin McNaughton</i> Marvellous Me <i>Lisa Bullard</i> The Lonely Beast <i>Chris Judge</i>	Angry Arthur <i>Hiawyn Oram</i> Doing The Animal Bop <i>Jan Ormerod</i> Pumpkin Soup <i>Helen Cooper</i> We're Having a Super Baby <i>Abie Longstaff</i>	Have You seen the Crocodile? <i>Colin West</i> The Fox in the Dark <i>Alison Green</i> The House That Jack Built <i>Simms Taback</i> White Owl Barn Owl <i>Nicola Davies</i>	Cinderella <i>Nick Sharratt</i> Pardon? Said The Giraffe <i>Colin West</i> What can you Stack on the Back of a Yak? <i>Alison Green</i> What's More Scary Than a Shark? <i>Paul Bright</i>	Down in the Woods at Sleepytime <i>Carole Lexa Schaefer</i> Slinky Malinki <i>Lynley Dodd</i> The Emperor's New Clothes <i>Hans Christian Andersen</i> The Ugly Duckling <i>Hans Christian Andersen</i>	Farmer Duck <i>Martin Waddell</i> Stone Soup <i>Jon J Muth</i> There Was An Old Lady Who Followed A Fly <i>Pam Adams</i> Yo-Ho Ho! A-Pirating We'll Go <i>Kaye Umansky</i>
Books to read at school						
	All Join In <i>Quentin Blake</i> Amazing Grace <i>Mary Hoffman</i> Animal Mechanics <i>Sharon Rentta</i> Bear Snores On <i>Karma Wilson</i> Dig, Dig Digging <i>Margaret Mayo</i> Dogger <i>Shirley Hughes</i>	Farther <i>Grahame Baker Smith</i> Guess How Much I love You <i>Sam McBratney</i> Hungry Hen <i>Richard Waring</i> Kiss Goodnight Sam <i>Amy Hest</i> Mr Big <i>Ed Vere</i> Mr Popper's Penguins <i>Richard Atwater</i>	No Matter What <i>Debi Gliori</i> Not Now Bernard <i>David McKee</i> Olivia <i>Ian Falconer</i> Pants <i>Giles Andreae</i> Princess Smarty Pants <i>Babette Cole</i> Runaway Train <i>Katie Ashley</i>	Six Dinner Sid <i>Inga Moore</i> Some Dogs Do <i>Jez Alborough</i> Ten in Bed <i>Penny Dale</i> The Dawn Chorus <i>Suzanne Barton</i> The Fish Who Could Wish <i>John Bush</i> The Gruffalo <i>Julia Donaldson</i>	The Lighthouse Keeper's Rescue <i>Ronda and David Armitage</i> The Lion who Wanted Love <i>Giles Andreae</i> The Magic Pudding <i>Norman Lindsay</i> The Mr Men and Little Miss Series <i>Roger Hargreaves</i> The Story of Pinocchio <i>Katie Daynes</i>	Voices in the Park <i>Anthony Browne</i> What a Mess! <i>Adria Meserve</i> Where The Wild Things Are <i>Maurice Sendak</i> Where's my Teddy? <i>Jez Alborough</i> Willy The Wimp <i>Anthony Browne</i>