Autumn 1	Marvellous Me				
Willow Class		**Colour code:**	**Autumn**	**Spring**	**Summer**

Key Questions
What do I know about my family history?
Where was I born?
Which foods do we need to eat to stay healthy?
Why do we brush our teeth?
Why do we need senses?
Why do we eat, sleep and breathe?

Personal, Social, Health and Economic Development	**Health and self-care**	Individual self help programmes as needed
	Understand that exercise and healthy food are important	Clean teeth independently and understand the importance of being clean and fresh
	Manage their own basic hygiene and personal needs including dressing and going to the toilet independently	Explore and practice what needs to be done when bathing, toileting, cleaning teeth and washing clothes using **Pepi Bath** iPad App
	Self-confidence and self-awareness	
	Become confident in trying new activities	Create personalised social stories with own pictures and audio using **StoryMaker for Social Stories** iPad App
	Express why they like some activities more than others	
	Confidence to communicate/speak in a familiar group	Circle time activities with a focus on: respect, sharing and moral values
	Talk/communicate about their ideas	
	Choose resources they need for their chosen activities	Explore different feelings that might be experienced throughout the day in **Emotions and Feelings Autism Social Story** iPad App
	Express when they do/do not need help	Explore different emotions using **AutismXpress** iPhone App, Hear and Say and **Inclusive Smarty Pants** and **Touch and Say** iPad Apps
	Managing feelings and behaviour:	
	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes to routine in their stride	Create personalised social stories with own pictures and audio using **StoryMaker for Social Stories** iPad App
		Philosophy for children sessions
		Contribute ideas to activities and respect the opinions of others
	Making relationships	Express personal views and opinions appropriately
	1. Play and work co-operatively, taking turns with others	Use **Sock Puppets** iPad app to express views and opinions through their chosen puppet characters, working with other pupils and taking turns to speak.
	2. Take account of one another's ideas about how to organise an activity	Cooperate during activities appropriately with others
	3. Show sensitivity to others needs and feelings and form positive relationships with adults and other children	Seek adult/peer attention appropriately
		Understand right and wrong
	Economic awareness	Follow adult requests in routine activities
	To realise that money comes from different sources and can be used for different purposes	Share resources and activities at the group table, carpet activities and help peers when appropriate
		Understand the handling and use of money
		Practice and begin to understand different coins and their values with the **Amazing Coin** iPad App

Spiritual, Moral, Cultural, Values Development and RE	**Belonging and sense of community**	Take camera home and take photos of immediate family to create family tree.
	Understand that we belong to our families, class, school and community	Make an ebook about each pupil using **Pictello or StoryBook Maker** iPad Apps (recording pupils voice) with class, family and self photos and show on IWB in class or assembly
	To recognise and learn that we need to care for each other	
	Morals and values	Looking at similarities and differences between class members
	To develop and illustrate morals and values that create a positive and harmonious community	Use **Guess Who** iPad App to introduce the differences between people and extend this game to a real life version using the whole class of pupils
	Respect and celebrate diversity	
	To recognise and understand that we are all special and different	Grids set up for pupils to write sentences about themselves by choosing words and pictures/symbols with **Clicker Connect** iPad App
	To celebrate diversity of culture	
	To recognise and respect that people have a range of beliefs and religions	
	To learn about Christianity and other key religions taking into account school and class community	Value of the month illustrated on Thought for the day board – add post-its of children who have demonstrated value in daily reflection time
	To experience celebrations, features and artefacts associated with religions including visits to places of worship	Class celebration board – star of the day and week
	To share own beliefs with confidence.	Use a web based collaborative ideas board such as **Wallwisher or Padlet** to post pupil ideas or actions with regard to the thought for the day/week and see what other classes in the school have posted, in real time.
Spoken Language	Listen and respond appropriately to adults and their peers	Circle time activities
	Ask relevant questions to extend their understanding and knowledge	Philosophy for children class weekly session
		Discussions relating to class/group texts
	Use relevant strategies to build their vocabulary	IWB Stories and songs
	Articulate and justify answers, arguments and opinions	The Traditional Storyteller iPad Apps (The Three Little Pigs, The Giant Turnip, Anancie and the Drum of Common Sense, How Elephant Got His Trunk, Too Much Talk)
	Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings	
	Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments	Explore ideas and engage in role play through by making a short movie using **Funny Movie Maker or Sock Puppets** iPad Apps
	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	Daily language groups with pupils mixed from Sycamore class including P4C where appropriate
	Speak audibly and fluently with an increasing command of Standard English	
	Participate in discussions, presentations, performances, role play, improvisations and debates	Film a P4C session and look at how children joined in
	Gain, maintain and monitor the interest of the listener(s)	
	Consider and evaluate different viewpoints, attending to and building on the contributions of others	
	Select and use appropriate registers for effective communication.	

Reading – Word Reading	Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Begin to read some common irregular words. Begin to demonstrate an understanding when talking with others about what they have read. (From Early Learning Goals) Respond speedily with the correct sound to graphemes Read accurately by blending sounds in unfamiliar word containing GPC's that have been taught (especially recognising alternative sounds for graphemes) Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPC's and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPC's Read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the missing letter/s Read aloud accurately books that are consistent with their developing phonic knowledge and do not require use of other strategies to work out words, reduce overt sounding and blending Reread these books to build up fluency and confidence in word reading Read words containing common suffixes Read further common exception words, noting unusual correspondences between spelling and sound of words	Individual pre-reading and reading books Daily phonic/reading activities in ability groups Name matching Word to object matching, Match Pictures to Words and Words to Pictures using **Special Words** iPad App Letter matching and Sound to letter matching as appropriate Guided learning of letter sounds through three learning activities in **Cambugs 1&2** iPad Apps Precision teaching Vocabulary related to class topic/activities
Reading - Comprehension	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. Discuss and express views 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 Introduce to non-fiction structured in different ways Recognising and joining in with predictable phrases. Recognise simple recurring language in stories and poetry Learning to appreciate rhymes and poems, and to recite some by heart with growing intonation Discussing word meanings, linking new meanings to those already	See Literacy plan Book of the week – class texts Listen to the story and then use the Story Creator to make own story or retell using your own voice with **Big Cat Story Creator iPad Apps (In the Garden, The Farmers Lunch, It was a Cold Dark Night, Around the World, Playing, At the Dump, The Steam Train, My Bike Ride)** Role play, joining in with actions and words Opportunities to anticipate/predict and share what comes next Practice ordering sequences in the correct order with **iSequence** iPad App or make own sets of sequences using own photos with **Making Sequences** iPad App Reinforcement through IWB version where available Story bag props Inserting pictures/symbols into sentences

	known Understand both the books they can already read accurately and fluently and those they listen to by: Drawing on what they already know or on background information and vocabulary provided by the teacher. Discuss favourite words and phrases Checking that the text makes sense to them as they read and correcting inaccurate reading Discussing the significance of the title and events Making inferences on the basis of what is being said and done Predicting what might happen on the basis of what has been read so far Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them.	Grids set up for pupils to place words and pictures/symbols in order to tell small parts of a story with **Clicker Connect** iPad App Discussion of meanings of words Look at words that sound the same and have different meanings Sequencing key events in stories and telling the story to peers Listening to traditional tales with **Busy Things Gingerbread Man, Goldilocks, Three Little Pigs, Little Red Riding Hood** iPad Apps Listen to a story and then rearrange the images to understand the structure of the story and record pupils retelling aspects of the story with **The Traditional Storyteller** iPad Apps (The Three Little Pigs, The Giant Turnip, Anancie and the Drum of Common Sense, How Elephant Got His Trunk, Too Much Talk) Retell stories by drawing own pictures and using photos and adding text to pages to make a book in **Super Duper StoryMaker iPad App** Use pre-made learning grids in Clicker Connect to retell a well-known story such as The Tortoise and the Hare Testing comprehension using Stories in **Articulation Station** iPad App Reading sentences that don't make sense and identify why they are wrong
Writing – transcription Spelling	Start to develop phonic knowledge to attempt writing as it sounds Write some common irregular words Write simple sentences that can be read by self and others Some words are spelt correctly and others are phonetically plausible (EYFS) Yr 1 (See Spelling Appendix 1) Spell: Words containing each of the 40+ phonemes already taught Spell common exception words, words with contracted forms, possessive apostrophe The days of the week Name the letters of the alphabet: Naming the letters of the alphabet in order Using letter names to distinguish between alternative spellings of the same Segment spoken words into phonemes and represent these by graphemes, spelling many correctly Distinguish between homophones and near-homophones Add suffixes to spell longer words including –ment, -ness, -ful, -less, -ly Apply spelling rules and guidance as listed in Appendix 1 Write from memory simple sentences dictated by the teacher	Write first and surname with correct use of capital letters Practice writing letters of own name using **Pocket Phonics and Ollies Handwriting** iPad Apps Put letters of own name in order over photo of pupil using **Words For Kids** iPad App Practise spelling words from customisable word lists with **Little Speller** iPad Apps Match initial letter sounds to objects and pictures Spelling activities on IWB, dry wipe boards and paper Explore letters and making words using **Magnetic ABC, Whiteboard Free, Magnetic Alphabet, Magic Slate HD, Montessori Crosswords Word Wizard – Talking Moveable Alphabet, Movable Alphabet – A Montessori Approach to Language** iPad Apps Build up to knowledge of all letter sounds Practice spelling simple words with **Montessori Crosswords Simple Words** iPad App Activities Practice letter sounds using **Articulation Station** iPad App Attempt phonetically plausible spellings of words in independent writing Spell each day of the week
Handwriting	Sit correctly at a table, holding a pencil comfortably and correctly	Form letters with correct orientation

	Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Ensure letters are of the correct relative size Form capital letters and write them in the correct size, orientation and relationship to one another and to lower case letters Use spacing between words that reflects the size of letters Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice these	Form lower and upper case letters correctly Early writing practice using **Hip Hop Hen Letter Tracing**, **Pocket Phonics and Ollies Handwriting** iPad Apps Use spaces between words Take pride in handwriting
Writing - Composition	Write sentences by: Saying out loud what they are going to write about Composing a sentence orally before writing it (planning, writing down ideas and/or key words, encapsulating what they want to say Sequencing sentences to form short narratives (write narratives that reflect their own experiences and those of others) Write: poetry, about real events and for different purposes Re-reading what they have written to check that it makes sense. Check that verbs are used correctly and consistently Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher using appropriate intonation. Proof read to check for errors.	Say aloud what they are going to write Sequence key events pictures and write the story to go with them Using word grids to write simple sentences using **Clicker Connect** or **Clicker Sentences** iPad Apps Practice ordering sequences in the correct order with **iSequence** iPad App or make own sets of sequences using own photos with **Making Sequences** iPad App Write/attempt to write words independently, after saying what they are going to write Use pre-made learning grids in Clicker Connect to retell a well-known story such as The Tortoise and the Hare Practice writing on **Whiteboard Free iPad App** Place an image and opaque writing to over copy and practice writing words relating to the image using **StoryBook Maker** iPad App 'Read' out their writing to others
Writing – vocabulary grammar and punctuation	Develop their understanding of the concepts set out in English Appendix 2 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' Learning the grammar for year 1 in English Appendix 2 Use the grammatical terminology in English Appendix 2 in discussing their writing	Use capital letters and full stops in sentence writing Start to develop understanding of words that always have capital letters Use word grids with punctuation and capital letters in **Clicker Sentences** iPad Apps Use capital letters for all names, places and days of the week
Mathematics - number	Count reliably with numbers from one to 20 Place them in order and say which number is one more or one less than a given number Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer Solve problems, including doubling, halving and sharing (from EYFS goals)	Identifying larger numbers on IWB activities Explore using number lines on **Number Lines** iPad App Activities to order and predict numbers Place numbered duckings in order 1-10 and tap eggs the correct number of times to see the egg hatch with **Kidspoia Numbers For Ducklings** iPad App Matching number to objects

	Pupils practise counting (1, 2, 3…), ordering (for example, first, second, third…), and to indicate a quantity (for example, 3 apples, 2 centimetres), including solving simple concrete problems, until they are fluent. Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens Given a number, identify one more and one less Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least Read and write numbers from 1 to 20 in numerals and words.	Matching quantities to numbers using **Matching Game – My First Numbers, Numbers! and Counting Match Games** iPad Apps Number lotto Counting larger numbers of objects for different purposes Practice counting objects with 1:1 correspondence on **Counting Bear** iPad App then transfer the same activity into real life Explore one more and one less with **Little Digits iPad App** Learn about the concepts of number and quantity with **Quantity Lotto** iPad app (See maths half termly plans)
Number – addition and subtraction	Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs Represent and use number bonds and related subtraction facts within 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems	Addition and subtraction at individual levels Practice counting and mixing different number combinations of food items to feed Brown Monkey in **Busy Things Feed the Monkey** iPad App Practice number order, counting, plus 1, minus 1, simple addition and subtraction using **Mathlandia** iPad App
Measurement	Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] Mass/weight [for example, heavy/light, heavier than, lighter than] Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands	Measure height of each child in standard units Vocabulary of length and height – taller/shorter Explore height differences between people with **A Day with a Difference** iPad App Make changes to a character's body parts with **Busy Things Body Boggle** iPad App Weigh each child on scales – predict and find something that weighs the same as them Make predictions about things that will be lighter or heavier than other items – check and record whether right or wrong Time – second half term How long is a: second, minute, hour Timers Learn about clocks and time using Telling Time iPad App Timers Learn to set a clock using **It's Learning Time** iPad App Create your own visual and audio timer using **Picture Timer and Time Timer** iPad Apps Use a camera timer to delay the iPad camera from taking a picture for a set amount of time using **Camera Timer**! iPad App

	on a clock face to show these times		How many jumps can you do in a: second/minute? Predict and test
Geometry	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].		Explore 2d and 3d shapes – What do these mean? Create and colour fill shapes with **Geoboard** iPad App Practice drawing shapes and recognising their properties with **Doodle Critter Math and PlayLab** iPad Apps Manipulate shapes and place them on a puzzle to make an animal shape **Busy Things Tangranimals** iPad App Explore creating and decorating 3D shapes with **Foldify iPad** App Use geometry to create music using **Soundrop** iPad App Identify by sight and feel Create own 3D shapes by adding and removing cubes and interact/ rotate with the shapes using **TapTapBlocks** iPad App Investigate properties and sort See, interact and explore 3D shapes and recognise their properties with **Shapes – 3D Geometry Learning** iPad App. Learn about 3D shapes and their properties with **3D Shapes** iPad App
Science – working scientifically	Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.		Identify characteristics and make a character to complete the pattern in **Busy Things Line Up** iPad App Practice classification according to feature, function or class with **MyFirstApp Sort it Out 1,2&3** iPad Apps Make a movie to identify and describe an object using **Funny Movie Maker** iPad App Identify objects and shapes in terms of their categorisation and classification with **My First App Matrix game 1,2 & 3** iPad Apps Using items to problem solve and achieve a desired outcome, make predictions and changing plans based on results (debugging) using **Amazing Alex** iPad App Record their predictions and results of investigations using Magnetism Investigation pre-made learning grid in **Clicker Connect** iPad App
Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees		
Animals, including humans	Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		Labelling body parts on self and diagrams Recognise and match body parts with **Body Parts Memo Game** iPad App Exploring our 'senses' and matching to different ways we find out about things. Sorting living and non-living things, parts of a tree, animals and their

	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	babies, senses, animal homes, etc with **Exploring my World** iPad App Use pre-made and create learning grids such as **Carnivore, Herbivore, Omnivore** in **Clicker Connect** to identify different types of animals and their characteristics Why do we have a skeleton? Explore and answer Place bones on the skeleton jigsaw and learn the bone names. Dance with the Skeleton when the jigsaw is complete with **Skeleton Dance** iPad App Make model hands – Whats inside? Create an x-ray of our hands. Tooth in coke experiment Name key bones Explore different parts of the the human body with **My Incredible Body** iPad App
Everyday materials	Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.	
Seasonal changes	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	
Art and Design	To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	Look at two different style of portraits Change own photo with special effects using **Funny Camera Free Photo Booth Effects** iPad App Add props to own face using **Facetouch HD Lite** iPad App Use aging programme Learn about the artists What do we like/dislike/prefer? Why? Create own in the style of the one you like best
Computing	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content Recognise common uses of information technology beyond school	Developing independence skills Face maker programmes (See class scheme)

	Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	

Design and Technology	Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make: Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate: Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products	Make frames for birth certificates (created in History) Cut diagonal corners using hacksaws and join Decorate and varnish Join skeletons using brass split pins Create hand models using mud roc
DT – Cooking and Nutrition	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Identify foods as healthy and unhealthy - vocabulary - Looking at different food groups and placing into categories. Look at foods that make healthy snacks- decide a limited number that could be sold in a 'tuck shop' Shop, make and sell to staff and pupils Use **Tescos** iPad App to choose food for the produce to sell Use pre-made learning grids in Clicker Connect to sequence making a cake or other food preparation activity and describe own food likes and dislikes What sold best? Bar chart of what sold Make a bar chart and other styles of charts of sales with **Easy Chart HD, Teaching Graphs, Drops 2 and Graphing for Kids** iPad Apps Money spent and made? Was there a profit?
Geography	Locational knowledge: Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Where do I live? Write own address on an envelope, stamp and post a letter home to inform family of an event Use pre-made and create learning grids in Clicker Connect to plan a route

		Place knowledge: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Use pre-made leaning grid, Travelling to school, to write sentences in Clicker Connect about how pupils travel to school Look at the different parts of the United Kingdom Label and locate each part Compare a city and rural area. What are the differences? Reinforce key vocabulary of features and use to label See different types of property by selecting 'Property Type' on search settings using **Right Move Property Search** Pad App from different areas Take photos of a rural and urban area – what are the key features? Locate own house and the school using **iStreetView** iPad App Develop positional, directional and route planning skills with **Bee Bot** iPad App and **Bee Bot** programmable toys Use Recce london iPad App to see the City of London in a 3D Map and spot known landmarks and buildings Use a compass to find 'treasure' around the school grounds Use **Gyro Compass** iPad App to identify compass points in relation to the school grounds
	History	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] Significant historical events, people and places in their own locality.	Look at school pictures over time, how have they changed? Order pictures of classrooms from old to new Use an **Aging** iPad App to take photos and see what pupils and staff might look like when they are old Use pre-made learning grids, Old and New Toys, in **Clicker Connect** iPad App to write about old and new toys What do you remember when you were young at school? What did you like to do? What has changed? Practice ordering sequences and understanding the concepts of first and last, before, now and next with **iSequence** iPad App or make own sets of sequences using own photos with **Making Sequences** iPad App Make a social story of under past, present and future headings using

		StoryMaker for Social Stories iPad App
		Make a birth certificate with: name (including middle names), date, baby photo and location
		Use vocabulary: young/younger/youngest, old/older/oldest when talking about families
		Make a collage of family members with backgrounds, shapes, colours, materials with photos with **Crazy Craft** iPad App
Music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music	Singing assembly: 1,2,3 – good to be me Heads, shoulders …. If you're happy and you know it Percussion circle time, syllables of name, reading of notes and beats Experiment with composing music using different instruments, add effects, record voices and change the tempo with **Toc and Roll** iPad App Create music by drawing lines on the screen so that balls can bounce against them and generate musical sounds from different instruments with **Soundrop** iPad App IWB songs and class performances
Physical Education	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns	Throwing and catching large and small balls Balls – rolling, throwing into buckets Stretching, bending and making new shapes with our bodies
P.E - Swimming	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations.	Individual targets