



Segments to be taught and what children will know by the end of each of them.

Approx time taught per week		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Passport challenges	I can play with water outside. I can take part in yoga.	I can make a den or shelter. I can retell a story to an audience.	I can perform a dance. I can give someone a compliment.	I can roll down a hill. I can look after a plant.	I can make a mud sculpture, possibly pie shaped. I can read to a child in EYFS	I can decorate a biscuit. I can read to an elderly friend or relative (homework).
	Educational visits and speakers	Local area walk	Church visit Fire Service	Hannah Shaw author visit	Botanical Gardens		Twycross Zoo
2 hrs	Physical Education (From Get Set 4 PE scheme)	Fundamentals Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping	Sending and Receiving Pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and	Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in	Invasion Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their	Net and Wall Pupils will be introduced to the basic skills required in Net and Wall games. Pupils will learn the importance of the ready position. They will	Striking and Fielding Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They

		<p>and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.</p> <p>Fundamentals.pptx</p> <p>Ball Skills Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own</p>	<p>stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.</p> <p>Sending and receiving.pptx</p> <p>Gymnastics Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils</p>	<p>their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p>Knowledge organiser for PE Dance.pptx</p> <p>Fitness Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to</p>	<p>understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p>Target Games Pupils will develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering</p>	<p>develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.</p> <p>Athletics Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p>	<p>learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p>Year 1 Striking and Fielding.pptx</p> <p>Team Building Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns,</p>
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		<p>ideas in response to tasks. Ball skills.pptx</p>	<p>are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. Gymnastics.pptx</p>	<p>complete challenges in which they will sometimes need to persevere to achieve their personal best. Knowledge organiser for PE - Fitness.pptx</p>	<p>the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>They are given opportunities to work collaboratively as well as independently.</p>	<p>work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome. Year 1 Team Building.pptx</p>
1 hr 30	Science	<p>All about me (The Human Body) By the end of this segment children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Knowledge organiser all about me.pptx</p>	<p>Seasons By the end of this segment children will observe changes across the four seasons, observe and describe weather associated with the seasons and how day length varies. Knowledge organiser for Science - Seasons.pptx</p>	<p>Seasons Winter Knowledge organiser for Science - Seasons.pptx</p>	<p>Seasons Spring Everyday Materials By the end of this segment children will distinguish between an object and the material from which it is made, identify and name a variety of everyday materials and describe and compare the simple properties of everyday materials. Science materials knowledge</p>	<p>Plants By the end of this segment children will know identify and name a variety of common wild and garden plants (including deciduous and evergreen trees) - Identify and describe the structure of flowering plants, including trees. Plants Knowledge Organiser final.pptx</p>	<p>Seasons Summer - end of term Animals By the end of this segment children will identify, name, describe and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals, carnivores, herbivores and omnivores Animals knowledge organiser.pptx</p>

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SEASONS TAUGHT ACROSS THE YEAR - AUTUMN (October), WINTER (January), SPRING (April) and SUMMER (June)

1 hr	History		Castles By the end of this segment children will name the features of a castle and understand the terms defend and invade. They will know why castles were built and name different types of castles. Castles knowledge organiser new format.pptx Concept: Invasions and conflict hierarchy & power community & culture				Explorers By the end of this segment children will know a number of significant explorers and where they fit on a chronological timeline. They will compare explorers through time and learn what they explored. History Exploreres KO.pptx Concept: exploration & invention community & culture
40 mins	Geography	Local Area By the end of this segment children will name and locate where we live – Leicester Forest East, Leicester,		Hot and cold Places By the end of this segment children will Identify on a map and use simple compass directions- North, East, South			

		<p>Leicestershire, England, UK. Name and locate the 4 countries that make up the UK. Identify the capital city of England (London), Compare where Leicester is in comparison to London, using maps. Recognise and talk about key features and places in the local environment – School, Home, Parks, shops, and places of worship.</p> <p>Knowledge organiser for geography - Where we live.pptx</p>		<p>and West. Understand what the equator is and point this out on a globe and draw onto a map. Using Atlases and Globes Identify the North and South Pole on a globe and a map. Identify hot and cold places in relation to the equator and identify the main features of these places.</p> <p>Knowledge organiser for geography.pptx</p>			
30 mins	Art and Design		<p>Castle Art By the end of this segment children will know</p> <ul style="list-style-type: none"> -how to sketch -how to use 2D shapes and collage to create a picture -how to use sketching pencils and pastels 	<p>Weather Art by different artists By the end of this segment children will know</p> <ul style="list-style-type: none"> -about the work of William Turner and Van Gogh -how to paint an observational picture -how to create different effects 		<p>Andy Goldsworthy (Natural Sculpture) By the end of this segment children will know</p> <ul style="list-style-type: none"> -how to use a range of materials creatively to design and make products -how to develop a 	

			Knowledge organiser for Art.pptx	Knowledge organiser for Art.pptx		<p>wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>-about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Knowledge organiser for Art.pptx</p>	
		Weekly Sketching					
30 mins	Computing	<p>Technology around us Knowledge organiser computing year 1 autumn 1.pptx</p> <p>Programming A Moving robots and introduce technology around us Computing - Moving a Robot</p>		Digital media-painting Knowledge organiser.pptx		<p>Technology around us Knowledge organiser computing year 1 autumn 1.pptx</p> <p>Digital writing Knowledge organiser- Using technology and digital writing.pptx</p>	

		KO.pptx					
30 mins	Design and Technology		<p>Free-Standing Structures By the end of this segment children will know -how to use a range of materials creatively to design and engineer structures</p> <p>Knowledge organiser for free standing structures.pptx</p>		<p>Cooking and Nutrition By the end of this segment children will know - about fruits and vegetables -how to use a variety of food preparation equipment</p> <p>-how to prepare food hygienically - use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Knowledge organiser for DT.pptx</p>		
30 mins	Music	<p>Number songs and nursery rhymes within English and maths By the end of this segment children will know how to use their voices expressively</p>	<p>Jack and the Beanstalk/Christmas songs By the end of this segment children will know how to use their voices expressively and creatively by singing songs and speaking chants</p>	<p>Red Riding Hood By the end of this segment children will know how to use their voices expressively and creatively by singing songs and speaking chants and</p>		<p>Traditional tales from around the world By the end of this segment children will know how to use their voices expressively and creatively by singing songs and speaking</p>	

			and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music Music Knowledge Organiser Jack and the Beanstalk.pptx	rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music		chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music	
		<u>Whole School Weekly Active Listening Programme</u>					
		See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit	See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit	See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit	See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit	See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit	See whole school listening programme https://docs.google.com/document/d/1d7EuuDAvA7ynwz_jswd4EMiqWhUzXiYPTjd-XMjSM_M/edit
30 mins	Religious Education	Key questions What makes some places sacred to believers? How should we care for others and the world, and why does it matter?	Christianity By the end of this segment children will know Christianity – beliefs, symbols, church, Bible Key questions Expressing: How and why do we celebrate special		Christianity By the end of this segment children will know Christianity – Easter, Baptism Living: Key questions What is the festival of lent? What makes		

		<p>and sacred times? Believing: Who is a Christian and what do they believe in?, What makes some places sacred?</p> <p>Knowledge organiser for RE.pptx</p>		<p>some places sacred? What do you know about Easter? Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? How should we care for others and the world, and why does it matter? How and why do we celebrate special and sacred times?</p> <p>Year 1 Knowledge organiser - R.E.pptx</p>		
		RE Follow up activities				
	<p>Harvest - Follow up lesson on Harvest as part of English. I can see... sentences</p>	<p>Diwali -Write 3 sentences about 3 pictures from the Rama and Sita story</p> <p>Advent -Year group assembly and advent calendar in the classroom.</p> <p>Christmas -</p> <p>Hanukkah -</p>		<p>Lent/Easter - Think about something you could give up for Lent. Discuss how it would make you feel both during and after.</p> <p>Vaisakhi - The five k's around an image of Guru Nanak</p>	<p>Eid - Make Eid cards and cbeebies Eid activities</p>	

			Reflect what Hanukkah is and draw a picture. Make a Menorah		Wesak - Follow up story and discussing the festival and why it is significant to Buddhist		
30 mins	PSHE	<p>Beginning and Belonging By the end of this segment children will know</p> <ul style="list-style-type: none"> -rules of the classroom -appropriate behaviour -how to support their friends -how to ask for help and support <p>Sex and Relationships Education By the end of this segment children will know</p> <ul style="list-style-type: none"> -the main external parts of the body -know what their bodies can do -describe basic personal hygiene and how this can prevent the spread of disease 	<p>Family and Friends By the end of this segment children will know</p> <ul style="list-style-type: none"> -qualities of friendship -strategies for coping with friendship issues -recognise differences and similarities between people -know who they can talk to <p>Anti Bullying By the end of this segment children will know</p> <ul style="list-style-type: none"> -understand what bullying is -know how to respond correctly to bullying -know how to support those being bullied 	<p>Diversity and Communities By the end of this segment children will know</p> <ul style="list-style-type: none"> -describe some aspects of their identity -recognise differences and similarities between people -know about places in their community -know how to look after the school environment -know what plants and animals need to survive and how to look after them 	<p>Drug Education By the end of this segment children will know</p> <ul style="list-style-type: none"> - how things can get in the body and that some can be helpful and some can be harmful -safety rules concerning medicines and name people who could help them take them safely - that there can be alternatives to medicine use to feel better 	<p>Personal Safety By the end of this segment children will know</p> <ul style="list-style-type: none"> -different feelings and tell others how they feel -their Early Warning Signs, the physical feelings in their body that help them to know they are not feeling safe -who they could talk with if they have a worry or need to ask for help -what to do if a friend or family member isn't kind to them or if they are worried about something that happens online. 	<p>Managing Change By the end of this segment children will know</p> <ul style="list-style-type: none"> -ways in which they have changed since they were babies as well as identifying recent achievements -that change is a normal part of life and that sometimes we can plan for it and sometimes we can't -about changes that they or other children might experience in their lives -some emotions they or others might feel at particular times of change -some strategies they might use to cope with times of change, including approaching

							others for help -that change can be positive and something to look forward to
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