



	Autumn Term
Religious Education	<p><u>God's Great plan</u></p> <ul style="list-style-type: none">• Can you think of some words to describe the beauty of Gods world?• Creation Story: Can you recognise the story of creation as a religious story? Can you retell the story?• Can you reflect on the knowledge that God made us because he loves us?• Noah's Ark: Can you recognise the rainbow as a religious symbol?• Can you retell the story of Noah and the flood?• Can you make a promise to God about his world? <p><u>Mary, Mother of God</u></p> <ul style="list-style-type: none">• Can you reflect on Mary's response to Angel Gabriel's message?• Mary visiting Elizabeth: Can you reflect on the story and retell it?• Can you reflect on how we prepare to celebrate the birth of Jesus and understand the importance of advent?• Can you reflect on how Mary and Joseph prepared for the birth of Jesus?• Can you reflect on the importance of the advent wreath and it is used in the preparation for the birth of Jesus?
Collective Worship	<ul style="list-style-type: none">• God's Dream – Can you reflect on your relationship with Jesus and think about the year ahead? Do you understand that God's dream for their lives is far more fulfilling than material riches?• Planning for the future – Can you look ahead with hope and reflect on how Jesus will help you to plan for the future? Do you understand that life is better when we invite Jesus to be with us always and in every part of our lives?• Discuss themes of loss and learn that they can be lost and found too.<ul style="list-style-type: none">- Do you know that we are very precious to Jesus?- Have an opportunity to say sorry and ask Jesus to find them.• Children will: - Consider how wealth and resources can be used responsibly or irresponsibly.<ul style="list-style-type: none">- Know that irresponsible behaviour affects how much they will be trusted in the future.- Identify when they are putting themselves first and how instead to put God first.

- The Mustard Seed - Consider the true meaning of wealth.
 - Learn that the way in which we use our time, qualities and material possessions affects our ability to live life to the full.
 - Identify in themselves and others good qualities to be treasured and shared.
- The Ten Lepers - To develop ways of responding gratefully to God's healing presence in our lives.
- Praying - Children will learn that:
 - God wants us to pray continually and seek Him in every aspect of our lives.
 - We don't always have to pray with words – we can be creative and use our bodies.
- Zacchaeus - Children will learn that:
 - No matter who we are or what we have done, when we say sorry (repent), Jesus offers us His forgiveness.
 - Jesus wants us to give our lives to Him, so that He can change them for the better.
- Times of trouble - Children will:
 - Identify key people they can go to for support.
 - Consider how they can support others.
 - Learn about how Aid to the Church in Need supports persecuted Christians around the world.
- Feast of Christ the King - children will:
 - Understand that Jesus invites everyone to say 'yes' to His love and mercy.
 - We say 'yes' just by saying sorry for the things we might have done wrong.
 - Have an opportunity to accept Jesus as their king.
- Advent - Children will understand that:
 - We can prepare for Christmas in different ways.
 - When Jesus asks us to prepare, He is talking about preparing ourselves, which often involves changing our behaviour.
- Advent - Children will understand that:
 - It's important to prepare our hearts for Jesus' coming at Christmas.
 - In order to find peace in our own hearts, we first need to make peace with others.
- Advent - Children will understand that:
 - Advent is time of preparation for the coming of Jesus at Christmas and also at the end of time.
 - The Good News of Jesus is the source of all our joy.
 - We can ask God to help us become more aware of joy in our lives and to share this joy with others.

English -Reading

Guided reading text- Tiddler- Julia Donaldson, Zog- Julia Donaldson
 Class Text- The Twits- Roald Dahl, The enormous crocodile- Roald Dahl.

Focus:

	<ul style="list-style-type: none"> • Listening and discussing a wide range of texts. • Drawing upon knowledge of vocabulary in order to understand the text: What does the world...mean in this sentence? • Drawing inference from the text: How was....feeling? Can you explain why...? • Making Predictions about the text: Look at the cover of the book what do you think it is about? What do you think will happen next? • Explain your preferences, thoughts and opinions on the text: Who is your favourite character? Why? Is there anything you would change about the story/text? • Retrieve and explain key features of the text: Who are the main characters? What happened to...? • Sequence key events from the story/text.
English-Writing	<p>Genre Focus: Character descriptions Setting descriptions Letters Diary entries Non- Chronological reports Posters Instructions Poetry Story retell</p>
English-EPGS	<p>Autumn Focus: Capital letters Full stops Common exception words Days of the week</p>
Maths	<p>Please see hyperlink: Number: place value (within 10): https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-1-Number-Place-Value.pdf</p>

	<p>Number: Addition and subtraction (within 10): https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-2-Number-Addition-and-Subtraction.pdf</p> <p>Geometry, Shape: https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-3-Geometry-Shape.pdf</p> <p>Number: Place value (within 20): https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/Autumn2019-20/Year-1-Autumn-Block-4-Number-Place-Value.pdf</p>
<p>Science</p>	<p>Animals including humans: Ourselves</p> <p>Can you identify the main parts of the body and link them to your senses? Can you name, draw and label parts of the body you can see and cannot see? Can you describe similarities and differences between humans and animals? Can you identify how humans grow and change as they get older? Can you perform a simple test: Is the tallest person the oldest? Can you identify how to keep your body healthy?</p> <p>Animals including humans: Animals</p> <p>Can you identify and name a variety of common animals? How do you identify a mammal? What are the similarities and differences between birds and reptiles? What are the similarities and differences between fish and amphibians? What do different animals eat? How do we care for different animals? Class survey: What is your favourite pet?</p> <p>Seasonal Change:</p> <p>What happens when Summer turns into Autumn? What happens to the trees in Autumn? What happens to the weather during Autumn? What happens to the length of day during Autumn?</p>
<p>Art</p>	<p>Colour Chaos:</p> <p>Piet Mondrian: Can you talk about the artist Piet Mondrian? Can you make a collage in primary colours?</p> <p>Mark Rothko: Can you talk about the artist Mark Rothko? Can you create a colour field painting using colours I have mixed?</p> <p>Paul Klee: Can you talk about the artist Paul Klee? Can you create a painting using tints I have mixed?</p> <p>Jackson Pollock: Can you talk about the artist Jackson Pollock?</p>

	<p>Can you create a drip painting using paints I have mixed?</p> <p>Robert Delaunay: Can you talk about the artist Robert Delaunay?</p> <p>Can you create a painting using warm and cold colours?</p> <p>Wassily Kandinsky: Can you talk about the artist Wassily Kandinsky?</p> <p>Can I create a circles painting using colours I have mixed myself?</p>
<p>Computing</p>	<p>Online safety:</p> <p>Can you log onto purple mash safely?</p> <p>Can you search purple mash for resources?</p> <p>Can you add pictures and text to work?</p> <p>Can you save, print, open and find a new document on purple mash?</p> <p>Can you show the importance of logging out when you are finished?</p> <p>Grouping and sorting:</p> <p>Can you sort items using a range of criteria?</p> <p>Can you use grouping activities on purple mash?</p> <p>Pictograms:</p> <p>Can you show understanding that data can be represented in picture format?</p> <p>Can you contribute to a class pictogram?</p> <p>Can you use a pictogram to record results of an experiment?</p>
<p>Design and Technology</p>	<p>Eat more Fruit and Vegetables:</p> <p>What fruit and vegetables can you name?</p> <p>What is your favourite fruit/ vegetable?</p> <p>Can you use your senses to describe the fruit and vegetables?</p> <p>Can you prepare fruit and vegetables through washing, peeling and grating?</p> <p>Can you create a plan for a fruit or vegetable salad or smoothie?</p> <p>Can you create what you designed?</p> <p>Can you evaluate your work?</p>
<p>Geography</p>	<p>Where we live:</p> <p>Can you talk about what you like about where you live?</p> <p>Can you identify human and physical features from your local area?</p> <p>Can you name key features associated with a town or village e.g church, farm, shop, house, factory, detached house, semi-detached house terrace house?</p> <p>Local area walk: Can you talk about the features you can see in your local area?</p> <p>Can you describe a locality using words and pictures?</p> <p>Can you tell someone your address?</p> <p>The United Kingdom:</p>

	<p>Can you talk about how physical features influence the variety of living things?</p> <p>Can you use a map to identify the United Kingdom?</p> <p>Can you identify the 4 countries of the United Kingdom?</p> <p>Can you identify the capital cities of the 4 countries of the United Kingdom?</p> <p>Can you compare two capital cities?</p>
History	N/A
Music	<p>Charanga:</p> <p>Listen and appraise a range of songs.</p> <p>Musical activities: - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song</p> <p>Perform the song: perform and share your learning as you progress through the Unit of Work.</p>
P.E.	Ball skills
Personal, Social and Health Education	<p>One Decision: Feelings and emotions:</p> <p>What feelings do you know?</p> <p>What is Jealousy? How do you feel when you are jealous?</p> <p>What is worry? How do you feel when you are worried?</p> <p>What is anger? How do you feel when you are angry?</p> <p>What is grief? How do you feel when you are grieving?</p> <p>Keeping/ staying safe:</p> <p>What do I need to keep myself safe from?</p> <p>Why is it important to stay safe when crossing the road?</p> <p>How do you tie laces correctly?</p> <p>How do we keep others safe?</p> <p>What danger might be in my home?</p>

Spring Term

Religious Education

Families and Celebrations:

What does it mean to be a member of a family?

What does it mean to be part of a church family?

Why is it important to know God is our father in Heaven?

What happens when Jesus is taken to the temple?

Why is Jesus going to the temple a special celebration?

What celebrations happen in Church and why do we celebrate these occasions?

Following Jesus:

What does it mean to be a good friend?

Can you reflect upon the story 'The Good Samaritan' and why it is important?

How can we welcome Jesus?

What happened on Good Friday?

What happened on Easter Sunday?

Collective Worship

- The Greatest Gift- Do you understand that Jesus is the greatest gift?
- We are family – Baptism of the Lord do you understand that you too can accept a place in God's family?
- Knowing me, Knowing Him – Do you know that through Jesus' baptism He was revealed to be God's son?
- Follow the Leader – How can we follow Jesus? Do you know that the disciples unquestionably left their fishing boats and followed Jesus?
- It's the Little Things that Count – Do you understand what faithfulness is? (The Presentation of the Lord)
- Shine His Light – Which gifts can you use to 'shine' for Jesus?
- Above and Beyond – How can you go above and beyond? (Story of St Teresa of Calcutta)
- It is written- Do you understand that trusting in God and His word helps us to avoid temptation?
- On the Mountain – Do you understand the Transfiguration and its effect on us, as we are invited to surrender to Jesus who can shine through us?
- Living Water – Do you understand how our souls get thirsty when we struggle to be joyful, patient and loving and at times like this, we need the 'Living Water' of the Holy Spirit to satisfy our thirst?
- Eyes to see – Do you understand that that when we believe in Jesus, we have eyes to see Him as He really is: the Son of God? (Linked to the gospel of Jesus miraculously giving someone their sight.)

A Fresh Start – Through the resurrection story of Lazarus – do you understand that though we may sin, as Christians we can turn back to God and receive a second chance, a 'new life'?

<p>English -Reading</p>	<p>Guided reading text- Man on the moon- Simon Bartram, Farmer duck- Martin Waddle Class text- Georges Marvellous Medicine- Roald Dahl. Focus:</p> <ul style="list-style-type: none"> • Listening and discussing a wide range of texts. • Drawing upon knowledge of vocabulary in order to understand the text: What does the world...mean in this sentence? • Drawing inference from the text: How was....feeling? Can you explain why...? • Making Predictions about the text: Look at the cover of the book what do you think it is about? What do you think will happen next? • Explain your preferences, thoughts and opinions on the text: Who is your favourite character? Why? Is there anything you would change about the story/text? • Retrieve and explain key features of the text: Who are the main characters? What happened to...? • Sequence key events from the story/text.
<p>English-Writing</p>	<p>Genre Focus: Character descriptions Setting descriptions Letters Diary entries Non- Chronological reports Posters Instructions Poetry Story retell</p>
<p>English-EPGS</p>	<p>Spring Focus: Capital letters Full stops Common exception words Days of the week Question marks</p>

	<p>Explanation marks Suffixes- -s, -es, -ing, -ed, -er, -est Connective- 'and'</p>
<p>Maths</p>	<p>Please see hyperlink: Number: Addition and subtraction (within 20):https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Year-1-2018-19-Spring-Term-Block-1-FINAL.pdf Number: Place Value (within 50): https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/01/Year-1-2018-19-Spring-Term-Block-2-FINAL.pdf Measurement: Length and Height: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Spring-Year-1-2018-19-Block-3-FINAL.pdf Measurement: Weight and Volume: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/SOL-Year-1-2018-19-Spring-Term-Block-4-FINAL.pdf</p>
<p>Science</p>	<p>Everyday Materials: Can you identify a range of different materials? What are the materials in our class made from? Can you identify and sort different materials? Can you describe different materials according to their properties? Materials investigation (linked to D&T)- Flying kites: Where did kites come from? Which material would be best to make a kite? Can you make a carp kite? Can you design a diamond kite? Can you make a diamond kite? Can you evaluate your diamond kite? Seasonal change: What happens when Autumn turns into Winter? What happens to the trees in Winter? What happens to the weather during Winter? What happens to the length of day during Winter? What happens when Winter turns into Spring? What happens to the trees in Spring? What happens to the weather during Spring? What happens to the length of day during Spring?</p>

Art	<p>Animal art:</p> <p>Can you draw a British wildlife animal?</p> <p>Can you create an African animal pattern?</p> <p>Can you create your own Jaipur Elephant using a variety of different decorations?</p> <p>Can you create an Aboriginal animal dot painting?</p> <p>Can you paint an Antarctic animal scene?</p>
Computing	<p>Lego Builders:</p> <p>What is an instruction?</p> <p>What is an algorithm?</p> <p>Can you follow and create simple instructions on the computer?</p> <p>Can you organise instructions for a simple recipe?</p> <p>What is debugging?</p> <p>Maze explorers:</p> <p>Can you use direction keys to complete challenges successfully?</p> <p>Can you create and debug a set of instructions?</p> <p>Can you change and create a longer algorithm for an activity?</p> <p>Can you set a challenge for your friends?</p> <p>Animated Storybooks:</p> <p>What is an e-book?</p> <p>Can you draw a picture for your story?</p> <p>Can you add animation to you story?</p> <p>Can you create your own music and add it to your story?</p> <p>Can you add a background to your page?</p> <p>Can you add additional pages and animations to your story?</p>
Design and Technology	<p>Materials investigation (linked to Science)- Flying kites:</p> <p>Where did kites come from?</p> <p>Which material would be best to make a kite?</p> <p>Can you make a carp kite?</p> <p>Can you design a diamond kite?</p> <p>Can you make a diamond kite?</p> <p>Can you evaluate your diamond kite?</p>
Geography	<p>On the farm:</p>

	<p>What are farms and why are they important? What are the key features of a farm? Can I use a map and symbols to navigate around a farm? How do the seasons affect life on the farm? What is the difference between life on the farm and a busy town?</p>
History	<p>Famous People: What makes a significant person? Who is Neil Armstrong and why is he remembered today? Who is Christopher Columbus and how did his journeys affect other people? Who is Robert Falcon Scott and why is he remembered today? Who is Bessie Coleman and why is she remembered today? How can we compare the lives of each explorer and their achievements?</p>
Music	<p>Charanga: Listen and appraise a range of songs. Musical activities: - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song: perform and share your learning as you progress through the Unit of Work.</p>
P.E.	<p>Balance & Gymnastics:</p> <p>Agility:</p>
Personal, Social and Health Education	<p>Keeping and staying safe: Road safety- how do we stay safe when crossing the road? Road safety- How do we stay safe when travelling in a vehicle? Tying shoelaces- How can tying shoelaces prevent accidents?</p> <p>Keeping and staying healthy: Eating healthy- What are healthy and unhealthy foods? Washing hands- why should we wash our hands?</p>

Summer Term

Religious Education

Resurrection:

What does resurrection mean? Can you reflect on why we celebrate this?

What does Jesus rising from the dead mean for us?

Can you share a time when you were surprised? Can you reflect on how the Disciples felt in the Upper Room?

Why were people happy to see Jesus?

Why did Thomas not believe Jesus was alive?

What promises did Jesus make before returning to Heaven?

Miracles:

How did Jesus show his great power when he calmed the wind and the waves?

How can we help one another? How does compassion motivate people to act for the good of others?

How did Jesus show his love for sick people?

Why did Jesus help the blind man? Can you reflect on why Jesus will help us if we pray to him?

How did Jesus help the guests at the wedding at Cana?

Collective Worship

- Do you understand what it is to be baffled about something like Thomas in the Gospel when he struggled to believe in Jesus' resurrection because he hadn't seen with his own eyes?
- We journey with two disciples to Emmaus and on the way meet the risen Jesus. Do you understand how you can meet with Jesus today at Mass, in both the Liturgy of the Word and the Liturgy of the Eucharist?
- Life to the Full- an assembly for Vocation Sunday which explores various different types of 'work', to inspire children to feel fulfilled in what they do now and in the future.
- Do you understand that if we want to find God, all we have to do is get to know Jesus better?
- On hearing the news that Jesus was returning to Heaven, the disciples may have felt bereft. However, do the children understand the hopeful message that despite the loss we may experience at times, Jesus will never leave us as orphans; He has sent a helper to be with us forever?
- Do you understand the Holy Spirit is inside all of us, but for the relationship to work we have to keep His commandments and make Him part of our lives: then we allow the Holy Spirit to work in us, to inspire us and encourage us?
- Do you understand the Holy Trinity?
- Corpus Christi – Do you understand the Eucharist and how receiving it feeds our souls, the part of us that communicates with God?
- Do you understand that you can give any worries or anxieties to God, and to rely on His promise that we will receive treasure in Heaven?
- St Peter and St Paul – Links to Mission Together.

	<ul style="list-style-type: none"> • End of summer term - children to rest in God's presence and know that just as they are welcome, they can welcome others too. <p>Looking back, Stepping forward – Children will look back on their year with eyes of faith to see all the wonderful gifts that God has given us during the year.</p>
English -Reading	<p>Guided reading text- Lights in the mine- Sally Odgers. Non-Fiction- Toys and technology. Class text- George's Marvellous Medicine.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Listening and discussing a wide range of texts. • Drawing upon knowledge of vocabulary in order to understand the text: What does the word...mean in this sentence? • Drawing inference from the text: How was...feeling? Can you explain why...? • Making Predictions about the text: Look at the cover of the book what do you think it is about? What do you think will happen next? • Explain your preferences, thoughts and opinions on the text: Who is your favourite character? Why? Is there anything you would change about the story/text? • Retrieve and explain key features of the text: Who are the main characters? What happened to...? • Sequence key events from the story/text.
English-Writing	<p>Genre Focus: Character descriptions Setting descriptions Letters Diary entries Non- Chronological reports Posters Instructions Poetry Story retell</p>

English-EPGS	<p>Summer focus: Capital letters Full stops Common exception words Days of the week Question marks Explanation marks Suffixes- -s, -es, -ing, -ed, -er, -est Connective- 'and'</p>
Maths	<p>Please see hyperlink: Multiplication and Division: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-1-2018-19-Summer-Block-1-Multiplication-and-Division.pdf Number: Fractions: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-1-2018-19-Summer-Block-2-Fractions.pdf Geometry: Position and direction: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/05/Year-1-2018-19-Summer-Block-3-Position-and-Direction.pdf Number: place value (within 100): https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/06/Year-1-2018-19-Summer-Block-4-Place-Value-to-100.pdf Measurement: Money: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-1-Block-5-Money.pdf Measurement: time: https://wrm-13b48.kxcdn.com/wp-content/uploads/2019/SoLs/Primary/Summer_Term_SOL/Year-1-Block-6-Time.pdf</p>
Science	<p>Plants: What is a plant? Can you identify and describe garden plants? Can you identify and describe wild plants? Can you identify and describe a range of trees? Can you identify and label a variety of plants? Can you make an observation of how our plants have changed over time? What is the life cycle of a plant? Seasonal change: What happens when Spring turns into Summer? What happens to the trees in Summer? What happens to the weather during Summer? What happens to the length of day during Summer?</p>
Art	<p>Sculpture: Paper art:</p>

	<p>How do different artists use paper? How would you describe different types of paper?</p> <p>Can you create a paper collage?</p> <p>Can you use tissue paper to create stained glass effect?</p> <p>Can you create a bracelet using paper beads?</p> <p>Can you create a sculpture using papier Mache?</p> <p>Can you create your own abstract structure using paper?</p>
<p>Computing</p>	<p>Coding:</p> <p>What is coding on a computer?</p> <p>Can you build one and two step instructions?</p> <p>Can you use 2code to create a simple program?</p> <p>Can you use the properties table to change the look of objects?</p> <p>Can you use code blocks to make characters move automatically?</p> <p>Can you use the stop button to make characters stop?</p> <p>Can you use collision detection to make objects perform actions?</p> <p>Can you use sound properly?</p> <p>Spreadsheets:</p> <p>What is a spreadsheet?</p> <p>Can you add an image to a spreadsheet?</p> <p>Can you use a spreadsheet to count items?</p> <p>Technology outside of school:</p> <p>What is technology?</p> <p>What technology is used in our local community?</p> <p>Can you record four types of technology used outside of school?</p>
<p>Design and Technology</p>	<p>Moving minibeasts:</p> <p>What is a sliding mechanism? Can you use a sliding mechanism?</p> <p>Can you use a lever and pivot mechanism to create a moving minibeast?</p> <p>What is a wheel mechanism? Can you use a wheel mechanism?</p> <p>Can you design your own moving minibeast picture?</p> <p>Can you create your own moving minibeast picture?</p> <p>Can you evaluate your own moving minibeast picture?</p>
<p>Geography</p>	<p>Mining:</p> <p>What is a mine?</p> <p>What happens at a coal mine?</p> <p>What is coal used for?</p> <p>What equipment is used in a coal mine?</p> <p>What did children do in the mines?</p>

	<p>Why was coal mining dangerous in the past? What is mining like now?</p>
<p>History</p>	<p>Mining: Local study- Haig Pit: What is Haig pit? What happens at Haig pit? What are the features of Haig pit? How has Haig pit changed over time? Why is Haig pit important in our town?</p> <p>Toys past and present: Can you describe your favourite toy and why? How can we find out about toys from the past? Can you investigate some toys from the past and their characteristics? What was your parent and grandparents favourite toy when they were your age? What does decade mean? Can you investigate popular toys from past decades? Can you compare toys from the past to toys now? Can you order toys chronologically from oldest to youngest? Can we create a toy museum in our classroom using all the information we have learnt?</p>
<p>Music</p>	<p>Charanga: Listen and appraise a range of songs. Musical activities: - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song Perform the song: perform and share your learning as you progress through the Unit of Work.</p>
<p>P.E.</p>	<p>Sending & receiving:</p> <p>Travel:</p>
<p>Personal, Social and Health Education</p>	<p>Relationships: What types of relationships are there? Who or what is special to you? How can we describe bullying? How can we show kindness?</p>

What makes a good friend?
What can we do if we fall out with our friends?
Being responsible:
What is being responsible?
What are you responsible for?
Why do we need to try hard and not give up?
Can we cause accidents?
What is honesty?