

# Cop Lane C of E Primary School – Year 1 overview 2025-2026

	Autumn Term Curriculum Focus It's Your Planet		Spring Term Curriculum Focus Once Upon a Wonderland		Summer Term Curriculum Focus Down at the Bottom of the Garden	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
Key dates	Black History month October 2025 Ada Lovelace Day – Computing link 14 <sup>th</sup> October 2025 National Poetry Day 2 <sup>nd</sup> October 2025 'Play' theme Non-Fiction November World Nursery Rhyme Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Anti-Bullying Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Christmas concert with PGHS – end December 2025		Safer Internet Day 10 <sup>th</sup> February 2026 'Exploring respect and relationships online' theme Children's mental health awareness week 2 <sup>nd</sup> – 8 <sup>th</sup> February 2026 World Book Day Thursday 5 <sup>th</sup> March 2026 Science Week 6 <sup>th</sup> – 15 <sup>th</sup> March 2026 'Curiosity: What's Your Question?' Journee de la langue francaise – French Language Day 20 <sup>th</sup> March 2026 World Art Day Wednesday April 15 <sup>th</sup> 2026		Earth Day – 22 <sup>nd</sup> April 2026 Sing Up Day TBC Music celebration – end July 2026	
Key texts					 <p>Literacy Shed film</p>	
Class novel/daily reading	<ul style="list-style-type: none"> <li>Familiar books from EYFS</li> <li>Julia Donaldson texts</li> </ul>		<ul style="list-style-type: none"> <li>Traditional Tales, including alternative versions and stories from other cultures</li> </ul>		<ul style="list-style-type: none"> <li>Fantasy stories</li> <li>Animal themed stories</li> </ul>	
Subject to change					<ul style="list-style-type: none"> <li>Begin short chapter book for transition to Y2</li> <li>Favourite books from the year</li> </ul>	

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<p><b>English</b></p>	<p><b>Harry the Happy Mouse LPDS bridging unit.</b></p> <p>This integrated unit supports the application of Reception to Year 1 phonics, reading and sentence construction skills. A focus on rhymes, poems and songs, followed by both a fiction unit (3 weeks) and a non-fiction unit (3 weeks). Within the narrative unit, children will be engaged with an oral retelling of the story of Harry and his walk, making people happy along the way. (Be sure to pack your walking boots!) Children will engage in short writing opportunities, including thought and feeling bubbles, lists and thank you notes/letters, in addition to an extended retelling of the story. Following on from the narrative, an information sequence of work is also provided, in which children will create information posters on one of the focus animals.</p> <p><b>Poems for learning by heart</b> within unit (1 week)</p> <p><b>Poems on a theme – food</b> within unit (1 week)</p> <p>Say, and hold in memory whilst writing, simple <b>sentences</b> which make sense. Write simple <b>sentences</b> that can be read by themselves and others. Separate <b>words</b> with spaces. Use <b>punctuation</b> to demarcate simple <b>sentences</b></p>	<p><b>Narrative - Stories by the same author Julia Donaldson linked with Stories with repetitive patterns or structures 5 weeks</b></p> <p>*The Highway Rat LPDS unit</p> <p>*The Stick Man</p> <p>*The Smartest Giant in town</p> <p><b>Traditional rhymes/Poetry 2 weeks</b></p> <p>Innovation with rhymes and poems (Food poetry also within The Highway Rat unit)</p> <p>Songs linked to the Christmas production</p> <p>Use capital <b>letter</b> for the personal pronoun <i>I</i>. Use <b>capital letters</b> for names of people, places and days of the week. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Form <b>capital letters</b> correctly.</p>	<p><b>Narrative Traditional Tales 6 weeks</b></p> <p>*Little Red Riding Hood also linking with <b>Stories from other cultures</b> and comparing with similar text but from another culture <b>Little Red and the Very Hungry Lion</b></p> <p>*The Three Billy Goats Gruff</p> <p>Identify and use <b>question marks</b> and <b>exclamation marks</b>. Use the joining word <i>and</i> to link words and clauses. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Add <i>-er</i> and <i>-est</i> to adjectives where no change is needed to the root word. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound.</p>	<p><b>Non-fiction 3 weeks</b></p> <p><b>Instructions</b></p> <p>*Alice in Wonderland - invitations</p> <p>Instructions</p> <p><b>Recounts of familiar events 2 weeks</b></p> <p>*Mad Hatter's Tea Party</p> <p>Extend range of joining words to link words and clauses using <i>but</i> and <i>or</i>. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Spell days of the week. Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<p><b>Narrative 3 weeks</b></p> <p><b>Fantasy</b></p> <p>*Literacy shed+ - film clip Bubbles</p> <p>*Literacy shed - film clip Adrift</p> <p><b>Grammar 2 weeks and 3 days</b></p> <p>*Oi Frog</p> <p>*Oi Dog</p> <p>Grammar booster and phonics check booster 1 week in preparation for phonic check</p> <p>Make <b>singular</b> nouns <b>plural</b> using 's' and 'es' e.g. <i>dog, dogs; wish, wishes</i>. Add suffixes to verbs <b>where no spelling change is needed</b> to the root <b>word</b> e.g. <i>helping, helped, helper</i>. Add the prefix 'un' to verbs and adjectives to change the meaning e.g. <i>untie, unkind</i>. Orally plan and rehearse ideas. Sequence ideas and events in narrative. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Spell words using the 40+ phonemes already taught, including making phonically plausible attempts at more complex words. Spell words with the sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck, e.g. <i>off, well, miss, buzz, back</i>. Spell words with the /ŋ/sound spelt n before k, e.g. <i>bank, think</i>. Divide words into syllables, e.g. <i>pocket</i>.</p>	<p><b>Non-Fiction</b></p> <p><b>Non-Chronological Report and Recounts of familiar events 4 weeks</b></p> <p>*ICT with Mr P – Crazy creatures – An animal fact file pack *Trip to Brockholes Nature Reserve</p> <p><b>Poetry – poems on a theme – minibeasts 2 weeks and 2 days</b></p> <p>*Writing a poem, down at the bottom of Cop Lane's garden</p> <p>Orally plan and rehearse ideas. Sequence ideas and events in non-fiction. Use familiar plots for structuring the opening, middle and end of their stories. Orally compose every <b>sentence</b> before writing. Re-read every <b>sentence</b> to check it makes sense. Use formulaic phrases to open and close texts. Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>. Add the endings <i>-ing, -ed</i> and <i>-er</i> to verbs where no change is needed to the root word. Spell words with vowel digraphs (see below). Spell words with vowel trigraphs (see below). Spell words ending <i>-y (/i:/ or /ɪ/)</i>, e.g. <i>happy</i>. Spell compound words, e.g. <i>farmyard, bedroom</i>. Spell common exception words (see below).</p>
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	<p>(<b>capital letters</b> and <b>full stops</b>).</p> <p>Orally plan and rehearse ideas.</p> <p>Sequence ideas and events in narrative.</p> <p>Sequence ideas and events in non-fiction.</p> <p>Use familiar plots for structuring the opening, middle and end of their stories.</p> <p>Orally compose every <b>sentence</b> before writing.</p> <p>Re-read every <b>sentence</b> to check it makes sense.</p> <p>Sit correctly at a table and hold a pencil correctly.</p> <p>Hold a pencil with an effective grip.</p> <p>Form lower-case <b>letters</b> correctly – <i>starting and finishing in the right place, going the right way round, correctly oriented</i>.</p> <p>Form digits 0-9 correctly.</p> <p>Practise forming letters in handwriting families:</p> <ul style="list-style-type: none"><li>- ‘Len’s ladders 1’ – i, j, l, t, u,</li><li>- ‘Len’s ladders 2’ – b, h, m, n p, r</li><li>- ‘Curly Cal’s letters’ – c, a, d, e, g, o, q, f, s</li><li>- Zippy Zig-zag letters – k, v, w, x, y, z</li></ul> <p>Have clear ascenders (‘<b>tall letters</b>’) and descenders (‘<b>tails</b>’).</p>				<p>Spell words with -tch, e.g. <i>catch, fetch, kitchen, notch, hutch</i>.</p> <p>Spell words with the /v/ sound at the end of words, e.g. <i>have, live, give</i>.</p> <p>Add s and es to words, e.g. <i>thanks, catches</i>.</p> <p>Spell words with new consonant spellings ph and wh, e.g. <i>dolphin, wheel</i>.</p> <p>Spell words using k for the /k/ sound, e.g. <i>Kent</i>.</p> <p>Add the prefix –un.</p>	
English reading	<p>Recognise and join in with language patterns and repetition.</p> <p>Orally retell familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i>.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Introduce and discuss key vocabulary</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</p>	<p>Read words containing –s, - es, -ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support blending for reading.</p> <p>Read words with contractions e.g. <i>I’m, I’ll, we’ll</i> and understand that the apostrophe represents the omitted letter.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in <i>snow</i> and <i>cow</i>.</p> <p>Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p>	<p>Locate parts of text that give particular information, e.g. <i>titles, contents page and labelled diagram</i>.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>			

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<p><b>English reading ongoing</b></p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Respond speedily with the correct sound to grapheme for the 44 phonemes. Read common exception words, noting tricky parts Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Relate texts to own experiences. Activate prior knowledge e.g. <i>what do you know about minibests?</i> Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons e.g. <i>I like the Little Red Hen because she...</i> Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. Identify and discuss the main characters in stories. Discuss the title and how it relates to the events in the whole story e.g. <i>Peace at Last by Jill Murphy</i>. Make predictions based on what has been read so far. Take turns.</p> <p>Apply phonic knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words.</p> <p>Make personal reading choices and explain reasons for choices. Check that texts make sense while reading and self-correct. Explain clearly their understanding of what is read to them. Identify and discuss the main events in stories.</p> <p>Make basic inferences about what is being said and done. Listen to what others say.</p>		
<p><b>ongoing English</b></p>	<p><b>Phonics</b> – as appropriate expected - The Basics 4 and the Higher Levels Supersonic Phonic Friends during Year 1 SSPF Super Six and BOUNCE BACK PHONICS to support intervention</p> <p><b>Handwriting</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- sit correctly at a table, holding a pencil comfortably and correctly</li> <li>- begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>- form capital letters</li> <li>- form digits 0-9</li> <li>- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p><b>Grammar</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>- leaving spaces between words</li> <li>- joining words and joining sentences using <i>and</i></li> <li>- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> </ul> </li> <li>• <b>use the grammatical terminology in English Appendix 2 in discussing their writing.</b></li> </ul> <p><b>Kung Fu punctuation</b></p>	<p><b>Spelling</b> Pupils should be taught to:</p> <p><b>spell:</b></p> <ul style="list-style-type: none"> <li>- words containing each of the 40+ phonemes already taught</li> <li>- common exception words</li> <li>- the days of the week (link to maths)</li> </ul> <p><b>name the letters of the alphabet:</b></p> <ul style="list-style-type: none"> <li>- naming the letters of the alphabet in order</li> <li>- using letter names to distinguish between alternative spellings of the same sound</li> </ul> <p><b>add prefixes and suffixes:</b></p> <ul style="list-style-type: none"> <li>- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>- using the prefix un–</li> <li>- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [e.g. helping, helped, helper, eating, quicker, quickest]</li> </ul> <p><b>*Phonics links</b> <b>apply simple spelling rules and guidelines</b> <b>write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</b> <b>SSPF Spelling for Y1 to be taught after the phonics check – see SSPF document.</b></p>
<p><b>Y1 spellings and spelling</b></p>	<p>the a do to today of said says are were was is his I you your they be he me she we no go so by my here there where love come some one once ask friend school put push pull full house our and/or others according to the programme used</p>		



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rules after phonic check – Supersonic Phonic Friends Suze's Spelling Rules Y1	<div><div></div><div>Year 1 &amp; 2</div><div>Spelling Rules &amp; Appendices Read and Write</div><div>Suze's Spelling Rules &amp; Patterns</div></div> <div>Suze's Spelling Rules &amp; Patterns will teach children very specific spelling rules, adding prefixes and suffixes, adding ending to words such as plurals and ing, ed, er, er and compound words. They will also learn some further rarer choose to use spellings for the 44 sounds of the English Language. Children will learn their tricky words with Tess.</div> <div>At the end of this phase children will be able to choose to use spellings of the 44 sounds in the English Language. They will also be able to switch spellings and sounds for alternative pronunciations. They will be able to read texts with The Basics to The Higher Levels spellings, spelling patterns and rules including adjacent consonants and make more accurate attempts in their further stages of spelling in their writing journey.</div>					
	Adding s and es to words (plural of nouns and the third person singular of verbs)		dogs cats spends rocks thanks chairs dishes glasses stitches lunches kisses foxes frogs bees girls eyes cars trees boxes benches watches matches buzzes wishes snakes presents boys bears pigs dreams churches torches porches bunches sandwiches beaches		Adding -er and -est to adjectives where no change is needed to the root word	younger colder longer richer smarter softer sharper smaller brighter taller quicker louder greener darker duller neater smoother damper  youngest coldest longest richest smartest softest sharpest smallest brightest tallest quickest loudest greenest darkest duldest neatest smoothest dampest
	Adding the endings -ing -ed and -er to verbs where no change is needed to the root word		buzzing jumping hacking huffing mixing yelling quacking singing floating painting cooking frowning blinking repairing thinking snowing growling glowing		Adding the prefix -un	unkind untie unpleasant unhappy unwell unlock uncover unafraid unzip unpack unexpected unlucky uncomfortable untidy unsafe undo unfold unwrap
			melted jumped worked grasped washed crashed relaxed played shocked frowned shouted mixedbuzzed landed quacked started thrilled barked		Compound words	football artwork playground farmyard surfboard cowboy scarecrow rainbow lighthouse cupcake pineapple snowman ladybird raincoat butterfly sunshine treehouse armchair
					*Subject to change Adding s and es Adding ing Adding ed Adding er Adding est Adding un Compound words	
English Spoken Language	Listening and Attention	Understanding	Speaking	Vocabulary	Participating, Presenting and Performing	
	Listen and maintain attention to an adult in a range of situations, e.g. <i>when listening to a story, following simple instructions, viewing a film clip etc.</i> Listen and maintain attention to peers in a range of situations, e.g. <i>in talk partners, whilst undertaking role</i>	Respond appropriately to adults after listening attentively. Respond appropriately to peers after listening attentively. Respond appropriately to questions posed by an adult, orally, related to <i>who, what, where, when, why</i> and <i>how</i> , e.g. <i>Where does the character live in the story?</i>	Speak in complete sentences linked to the context. Use past, present and future tense, orally, e.g. <i>past tense when recounting an event, present tense when working in role, and future tense when making a prediction.</i>	Introduce and explore new vocabulary orally, e.g. <i>linked to real life contexts, stories, non-fiction, poetry and across the curriculum.</i> Describe settings orally using vocabulary provided. Describe characters orally using vocabulary provided.	Orally retell sections of stories or an abridged version of a story, using a range of strategies, e.g. <i>small world figures, props, images, actions and story maps.</i> Orally retell simple non-fiction texts (instructions, recounts or information), using a range of strategies, e.g. <i>small</i>	

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	<p>play, in small group discussions and activities.</p>	<p>Ask questions to clarify thinking using <i>who, what, where, when, why</i> and <i>how</i>. Take turns when speaking with adults and peers, working within pairs, small groups, large groups, and as a whole class. Provide simple oral explanations, e.g. <i>explaining a simple process using the joining word because</i>. Speak audibly when communicating with others in pairs and small groups.</p>	<p>Use joining words during talk to extend ideas, e.g. <i>and, but, or, because, so</i>.</p>	<p>Describe feelings orally using vocabulary provided,e.g. <i>Peter Rabbit felt disappointed because he wasn't allowed to play out with his friends</i>.</p>	<p><i>world figures, props, images, actions and text maps</i>. Participate in role in English and across the curriculum, e.g. <i>take on the role of a character and speak in role using strategies such as hotseating, magic mirror, magic microphone</i>. Take part in imaginative role play,e.g. <i>linked to familiar contexts in role play areas, by using small world props and figures, or miming events</i>. Recite rhymes and poems by heart and perform to an audience, e.g. <i>different groups or another class</i>. Present simple information to an audience. Read and perform stories using a voice with an appropriate volume, e.g. <i>a child's own story</i>.</p>
Mathematics	<p><b>WHITE ROSE</b> <b>Number: Place Value (within 10)</b> Step 1 Sort objects Step 2 Count objects Step 3 Count objects from a larger group Step 4 Represent objects Step 5 Recognise numbers as words Step 6 Count on from any number Step 7 1 more Step 8 Count backwards within 10 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. Step 9 1 less Step 10 Compare groups by matching Step 11 Fewer, more, same Step 12 Less than, greater than, equal to Step 13 Compare numbers Step 14 Order objects and numbers Step 15 The number line</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Compare numbers using and = signs.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p>	<p><b>WHITE ROSE</b> <b>Number: Place Value (within 20)</b> Step 1 Count within 20 Step 2 Understand 10 Step 3 Understand 11, 12 and 13 Step 4 Understand 14, 15 and 16 Step 5 Understand 17, 18 and 19 Step 6 Understand 20 Step 7 1 more and 1 less Step 8 The number line to 20 Step 9 Use a number line to 20 Step 10 Estimate on a number line to 20 Step 11 Compare numbers to 20 Step 12 Order numbers to 20</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>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.</p> <p>Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Given a number, identify 1 more and 1 less.</p>	<p><b>WHITE ROSE</b> <b>Number: Multiplication and Division</b> Step 1 Count in 2s Step 2 Count in 10s Step 3 Count in 5s Step 4 Recognise equal groups Step 5 Add equal groups Step 6 Make arrays Step 7 Make doubles Step 8 Make equal groups – grouping Step 9 Make equal groups – sharing</p> <p><b>NATIONAL CURRICULUM LINKS:</b> Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p><b>Number: Fractions</b> Step 1 Recognise a half of an object or a shape Step 2 Find a half of an object or a shape Step 3 Recognise a half of a quantity Step 4 Find a half of a quantity Step 5 Recognise a quarter of an object or a shape Step 6 Find a quarter of an object or a shape Step 7 Recognise a quarter of a quantity Step 8 Find a quarter of a quantity</p>		

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	<p><b>Number: Addition and Subtraction (within 10)</b></p> <p>Step 1 Introduce parts and wholes  Step 2 Part-whole model  Step 3 Write number sentences  Step 4 Fact families – addition facts  Step 5 Number bonds within 10  Step 6 Systematic number bonds within 10  Step 7 Number bonds to 10  Step 8 Addition – add together  Step 9 Addition – add more  Step 10 Addition problems  Step 11 Find a part  Step 12 Subtraction – find a part  Step 13 Fact families – the eight facts  Step 14 Subtraction – take away/cross out (How many left?)  Step 15 Take away (How many left?)  Step 16 Subtraction on a number line  Step 17 Add or subtract 1 or 2</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  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).</p> <p>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 1-digit and 2-digit numbers to 20, including zero.</p> <p><b>Geometry: Shape</b></p> <p>Step 1 Recognise and name 3-D shapes  Step 2 Sort 3-D shapes  Step 3 Recognise and name 2-D shapes  Step 4 Sort 2-D shapes  Step 5 Patterns with 2-D and 3-D shapes</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  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].</p>	<p><b>Number: Addition and Subtraction (with 20)</b></p> <p>Step 1 Add by counting on within 20  Step 2 Add ones using number bonds  Step 3 Find and make number bonds to 20  Step 4 Doubles  Step 5 Near doubles  Step 6 Subtract ones using number bonds  Step 7 Subtraction – counting back  Step 8 Subtraction – finding the difference  Step 9 Related facts  Step 10 Missing number problems</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs.</p> <p>Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p>Add and subtract 1-digit and 2-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 such as <math>7 = ? - 9</math>.</p> <p><b>Number: Place Value (within 50)</b></p> <p>Step 1: Count from 20 to 50  Step 2: 20, 30, 40 and 50  Step 3: Count by making groups of tens  Step 4: Groups of tens and ones  Step 5: Partition into tens and ones  Step 6: The number line to 50  Step 7: Estimate on a number line to 50  Step 8: 1 more, 1 less</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>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.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>Given a number, identify 1 more and 1 less</p>	<p><b>NATIONAL CURRICULUM LINKS:</b>  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 parts of an object, shape or quantity.</p> <p><b>Geometry: Position and Direction</b></p> <p>Step 1 Describe turns  Step 2 Describe position – left and right  Step 3 Describe position – forwards and backwards  Step 4 Describe position – above and below  Step 5 Ordinal numbers</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside (non-statutory guidance).</p> <p>Practise counting (1, 2, 3...), ordering (for example, 1st, 2nd, 3rd ...) (non-statutory guidance).</p> <p><b>Number: Place Value (within 100)</b></p> <p>Step 1 Count from 50 to 100  Step 2 Tens to 100  Step 3 Partition into tens and  Step 4 The number line to 100  Step 5 1 more, 1 less  Step 6 Compare numbers with the same number of tens  Step 7 Compare any two numbers</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p>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.</p>
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		<p><b>Measurement: Length and Height</b>  Step 1 Compare lengths and heights  Step 2 Measure length using objects  Step 3 Measure length in centimetres</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Compare, describe and solve practical problems for: lengths and height; mass/weight; capacity and volume; time.</p> <p>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time.</p> <p><b>Measurement: Mass and Volume</b>  Step 1 Heavier and lighter  Step 2 Measure mass  Step 3 Compare mass  Step 4 Full and empty  Step 5 Compare volume  Step 6 Measure capacity  Step 7 Compare capacity</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; time.</p> <p>Measure and begin to record the following: lengths and heights; mass/weights; capacity and volume; time.</p>	<p><b>Measurement: Money</b>  Step 1 Unitising  Step 2 Recognise coins  Step 3 Recognise notes  Step 4 Count in coins</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Recognise and know the value of different denominations of coins and notes.</p> <p>Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s.</p> <p><b>Measurement: Time</b>  Step 1 Before and after  Step 2 Days of the week  Step 3 Months of the year  Step 4 Hours, minutes and seconds  Step 5 Tell the time to the hour  Step 6 Tell the time to the half hour</p> <p><b>NATIONAL CURRICULUM LINKS:</b>  Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening).</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p>Compare, describe and solve practical problems for time.</p> <p>Measure and begin to record time (hours, minutes, seconds).</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clockface to show these times.</p>
<p><b>Mathematics</b></p> <p><b>Mastering Number NCETM</b></p>	<p>Pupils will have an opportunity to consolidate the Early Learning Goals and continue to explore the composition of numbers within 10, and the position of these numbers in the linear number system.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• subitise within 5, including when using a rekenrek, and re-cap the composition of 5</li> <li>• develop their understanding of the numbers 6 to 9 using the '5 and a bit' structure</li> <li>• compare numbers within 10 and use precise mathematical language when doing so</li> <li>• re-cap the order of numbers within 10 and connect this to '1 more' and '1 less' than a given number</li> </ul>	<p>Pupils will continue to explore the composition of numbers within 10 and explore addition and subtraction structures and the related language (without the use of symbols).</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• explore the composition of each of the numbers 7 and 9</li> <li>• explore the composition of odd and even numbers, seeing that even numbers can be made of two odd or two even parts, and that odd numbers can be composed of one odd part and one even part</li> <li>• identify the number that is two more or two less than a given odd or even number, identifying that two more/ less than an odd number is the next/ previous odd number, and two more/ less than an even number is the next/ previous even number</li> </ul> <p>explore the aggregation and partitioning structures of addition and subtraction through systematically partitioning and re-</p>	<p>Pupils will explore the composition of numbers within 20 and their position in the linear number system. They will connect addition and subtraction expressions and equations to 'number stories'.</p> <p><b>Pupils will:</b></p> <ul style="list-style-type: none"> <li>• explore the composition of the numbers 11 to 19 as '10 and a bit' and compare numbers within 20</li> <li>• connect the composition of the numbers 11 to 19 to their position in the linear number system, including identifying the midpoints of 5, 10 and 15</li> <li>• compare numbers within 20</li> <li>• understand how addition and subtraction equations can represent previously explored structures of addition and subtraction (aggregation/ partitioning/ augmentation/ reduction)</li> </ul> <p>practise retrieving previously taught facts and reason about these</p>



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	<p>explore the structure of even numbers (including that even numbers can be composed by doubling any number, and can be composed of 2s)</p> <ul style="list-style-type: none"> <li>• explore the structure of the odd numbers as being composed of 2s and 1 more</li> <li>• explore the composition of each of the numbers 6, 8, and 10</li> <li>• explore number tracks and number lines and identify the differences between them</li> </ul> <p>This term will build and consolidate the Early Learning Goals and support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 1AS-1</li> <li>• 1NF-1</li> <li>• 1NPV-2</li> </ul>	<p>combining numbers within 10 and connecting this to the part-part-whole diagram, including using the language of parts and wholes</p> <ul style="list-style-type: none"> <li>• explore the augmentation and reduction structures of addition and reduction using number stories, including introducing the 'first, then, now' language structure</li> </ul> <p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <ul style="list-style-type: none"> <li>• 1AS-1</li> <li>• 1NF-1</li> </ul>	<p>This term will particularly support the teaching and consolidation of the following RtP criteria:</p> <p>1AS-2 1NF-1 1NPV-2</p>
<p><b>Science</b></p> <p>See PLAN matrices</p>	<p><b>Seasonal changes</b> - Observe changes across the four seasons. <u>Outdoor opportunities:</u> <b>*Observe and describe weather associated with the seasons and how day length varies.</b> <b>Scientist – David Attenborough</b></p> <p><b>Humans including the senses</b> - 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><b>Everyday materials</b> - 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. <b>Scientist – Stephanie Kwolek</b></p>	<p><b>Seasonal changes</b> - Observe changes across the four seasons. <u>Outdoor opportunities:</u> <b>*Observe and describe weather associated with the seasons and how day length varies.</b> <b>Scientist – David Attenborough</b></p> <p><b>Animals</b> - 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). <b>Scientist – Jane Goodall</b></p>	<p><b>Seasonal changes</b> - Observe changes across the four seasons. <u>Outdoor opportunities:</u> <b>*Observe and describe weather associated with the seasons and how day length varies.</b> <b>Scientist – David Attenborough</b></p> <p><b>Plants</b> – 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. <u>Outdoor opportunities:</u> <b>*Nature walk around school</b> <b>*Trip to Hurst Grange Park to compare plants</b> <b>Scientist – Jane Colden</b></p> <p><b>Plants</b> – Comparing and observing plants over time <b>Scientist – Jane Colden</b></p>
<p><b>History</b></p>	<p><u>Changes to our School</u></p> <p><u>How has Cop Lane changed since my grandparents were at school?</u></p> <p>Substantive Concept - Childhood</p> <p>Disciplinary Concept – Change and Continuity</p>	<p><u>Exploration</u></p> <p><u>Why was Amelia Earhart a significant individual?</u></p> <p>Substantive Concept – Inventions</p> <p>Disciplinary Concept –Cause and Consequence</p>	<p><u>Local History Study</u></p> <p><u>Why is Preston Guild still celebrated today?</u></p> <p>Substantive Concept – Local Study</p> <p>Disciplinary Concept – Historical Sources</p>

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History Key learning and skills	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>Changes within living memory</li> <li>Significant historical events, people and places in the pupils' own locality</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Ask and answer questions about the past through observing, handling and using a range of sources such as objects, pictures, stories, plays, songs, film clips, buildings, museum displays and people talking about their past</li> <li>Consider why things may change over time</li> <li>Identify some of the basic ways the past can be represented e.g. through pictures</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Recognise the distinction between past and present.</li> <li>Recognise that their own lives are similar/different from the lives of people in the past</li> <li>Identify some similarities and differences between ways of life at different times.</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</li> <li>Retell simple stories about people and events from the past</li> </ul>	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Recognise some of the reasons why people in the past acted as they did. Ask questions e.g. what was different..?’</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Place a few events or objects in order using common phrases to show the passing of time (old, new/young, days, months and years).</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Use a variety of historical terms such as invention, discovery, explorer, king/queen, history, long ago etc.</li> <li>Talk about who/what was significant/important in a simple historical account</li> </ul>	<p><u>Events People and Changes</u></p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in the pupils' own locality</li> </ul> <p><u>Enquiry, Interpretation and Using Sources</u></p> <ul style="list-style-type: none"> <li>Make simple observations about different people, events, beliefs and communities</li> <li>Use sources to answer simple questions about the past e.g. which object is older? How do we know?</li> <li>Identify some of the basic ways the past can be represented e.g. through pictures</li> </ul> <p><u>Chronology</u></p> <ul style="list-style-type: none"> <li>Use common words and phrases relating to the passing of time such as before, after, yesterday, past, last year, a long time ago</li> </ul> <p><u>Communication</u></p> <ul style="list-style-type: none"> <li>Use historical concepts such as now/then and same/different when making simple connections and noting contrasts</li> <li>Describe special or significant events in their own lives</li> <li>Demonstrate simple historical concepts and events through speaking, role-play, and picture stories</li> </ul>
History Key vocabulary	past, present, old, new, then, now, change, same, different, long ago, timeline, memory, childhood, school life, playground, uniform, teacher, lessons	past, present, before, after, now, explorer, pilot, brave, flight, aeroplane, journey, record, achievement, maps, significant, history, timeline, event, memory	past, present, now, before, after, celebration, Guild, Preston, parade, tradition, festival, costume, music, community, history, local, special, long ago, remember, change, same
Local history	My Cop Lane C.E. Primary School		Preston Guild
Enquiry Question	<p><u>Our World</u></p> <p><b>Is the UK a continent?</b></p>	<p><u>Australia</u></p> <p><b>Is it ever cold in Australia?</b></p>	<p><u>Our Local Area</u></p> <p><b>Fieldwork – How far do I live from school?</b></p>
Geography	<p><u>Locational Knowledge</u></p> <p>Name and locate the world's seven continents and five oceans</p>	<p><u>Place Knowledge</u></p> <p>A small area in a contrasting non-European country.</p>	<p><u>Place Knowledge</u></p> <p>A small area of the United Kingdom</p>

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<b>Geography</b> <b>Key learning</b> <b>and skills</b>	<b>Human and Physical Geography</b>  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	<b>Human and Physical Geography</b>  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 geographical vocabulary to refer to key physical and human features – Including Hill, mountain, sea, ocean, river, soil, valley, season, weather, farm, house, city and town	<b>Human and Physical Geography</b>  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
	<b>Mapping</b> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Use vocabulary such as bigger/smaller</li> <li>Know that maps give information about places in the world (where and what)</li> <li>Recognise that maps need titles.</li> <li>Locate Land and sea on maps.</li> <li>Recognise that maps need titles.</li> <li>Know that symbols mean something on maps</li> </ul> <b>Fieldwork</b> <ul style="list-style-type: none"> <li>Use cameras and audio equipment to record geographical features, changes, and differences, eg, weather, seasons, vegetation and buildings</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Notice and describe patterns</li> </ul> <b>Use of ICT /Technology</b> <ul style="list-style-type: none"> <li>Use simple and electronic globes and maps</li> <li>Use programmable toys or sprites to move around a course/screen following simple directional instructions</li> <li>Use cameras and audio equipment to record geographical features, changes, and differences, eg, weather, seasons, vegetation and buildings</li> </ul>	<b>Mapping</b> <ul style="list-style-type: none"> <li>Use a range of maps and globes (including picture maps) at different scales.</li> <li>Recognise simple features on maps including buildings, roads and fields.</li> </ul> <b>Enquiry and Investigation</b> <ul style="list-style-type: none"> <li>Ask simple geographical where, what and who questions about the world and their environment.</li> <li>Recognise differences between their own lives and others lives.</li> </ul> <b>Use of ICT /Technology</b> <ul style="list-style-type: none"> <li>Add simple labels to a digital map</li> </ul>	<b>Mapping</b> <ul style="list-style-type: none"> <li>Use large scale maps and aerial photos of the school and the local area.</li> <li>Recognise simple features on maps including buildings, roads and fields.</li> <li>Follow a route on a map starting with a picture of the school.</li> <li>Look down on objects and make a plan, eg of the classroom or playground</li> <li>Draw a simple map, eg of a garden, route, map or place in a story.</li> </ul> <b>Fieldwork</b> <ul style="list-style-type: none"> <li>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>Use locational language to describe features and routes, eg, left, right, forwards and backward.</li> </ul> <b>Enquiry and Investigation</b> <ul style="list-style-type: none"> <li>Investigate through observation and description</li> </ul> <b>Communication</b> <ul style="list-style-type: none"> <li>Speak and write about, draw and observe and describe simple geographic al concepts such as what they can see where</li> <li>Interpret and create meaningful labels and symbols for a range of places in and outside the classroom.</li> <li>Use maps and other images to talk about everyday life eg where we live, journey to school.</li> </ul> <b>Use of ICT /Technology</b> <ul style="list-style-type: none"> <li>Use a postcode to find a place on a digital map</li> </ul>

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<b>Geography Key vocabulary</b>	continent, ocean, countries, UK, Europe, non-European country, Australia, China, human geography, physical geography, map, globe, compass directions, North, South, East, West, location, features, place, people, environment, seasons, daily weather patterns, beach, coast, forest, mountain, sea, river, city, town, village, factory, farm, house, shop, fieldwork, observation, school, grounds, local area, memory map, journey, aerial photograph					
<b>Computing</b>	<p><a href="#">Year 1 –Computing systems &amp; networks – Technology around us (Paintz.app)</a></p> <p>-To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly</p> <p><b>Self Image and Identity</b></p> <p><a href="#">I can recognise that there may be people online who could make someone feel sad, embarrassed or upset</a></p> <p><a href="#">If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</a></p>	<p><a href="#">Year 1 – Creating Media – Digital Printing (Paintz.app)</a></p> <p>-To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper</p> <p><b>Online Relationships</b></p> <p><a href="#">I can give examples of when I should ask permission to do something online and explain why this is important</a></p> <p><a href="#">I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</a></p>	<p><a href="#">Year 1 -Programming A- Moving a Robot (beebots &amp; beebot pusher)</a></p> <p>-To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem</p> <p><b>Online Bullying</b></p> <p><a href="#">I can describe how to behave online in ways that do not upset others and can give examples</a></p>	<p><a href="#">Year 1 - Data and Information –Grouping Data (Word)</a></p> <p>-To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects</p> <p><b>Online Reputation</b></p> <p><a href="#">I can recognise that information can stay online and could be copied</a></p> <p><a href="#">I can describe what information I should not put online without asking a trusted adult first.</a></p>	<p><a href="#">Year 1 - Creating Media – Digital Writing (Word)</a></p> <p>-To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper</p> <p><b>Managing Online Information</b></p> <p><a href="#">I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching</a></p> <p><a href="#">I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</a></p>	<p><a href="#">Year 1 - Programming B – Introduction to animation (scratch JR app) I pads</a></p> <p>-To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program</p> <p><b>Privacy and Security</b></p> <p><a href="#">I can explain how passwords are used to protect information, accounts and devices.</a></p> <p><a href="#">I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others</a></p>
<b>ongoing Computing</b>	<p><b>Using technology:</b></p> <ul style="list-style-type: none"> <li>develop their skills in using a mouse</li> <li>logging on and off a computer</li> <li>develop their familiarity with a computer and keyboards</li> <li>develop their typing speed</li> <li>exposure to a range of technology</li> <li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li> </ul> <p><b>Big Brown Bear Keyboard Game for familiarity and beginning to use learn to type</b></p>					



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<b>RE</b> <b>Questful RE</b> *subject to change due to trialling new units	1.1 Harvest (3 + 2 hours) <a href="#">Christian Value – Service – helping others in our community; food bank.</a> 1.2 Christmas (5 hours) – Why do we give and receive gifts?	1.3 Jesus was special (6 hours) 1.4 Easter celebrating new life (5 hours) <a href="#">Christian Value – Forgiveness and Hope – Easter is the symbol of hope, forgiveness and new life. The cross gives us the greatest illustration that forgiveness is possible.</a>	1.7 Baptism (4 + 3 hours) 1.2 Creation (4 + 2 hours) <a href="#">Christian Value – Peace – Influential role models e.g. Mother Theresa, Martin Luther King etc.</a>
<b>Art and Design</b>	<b>3D and Sculpture</b> - The children plan and create their own robot using recyclable and malleable materials.	<b>Painting</b> – Based on their cross curricular topic of Alice in Wonderland, the children take a look at the Mackintosh tearooms and, from their artist research, create their own teacup pattern using different painting skills.	<b>Textiles</b> - Looking at the children's work on minibeasts and their Science work, the children design and create their own minibeast using fabric.
<b>Art and Design Key learning and skills</b>	<p><b>3D and sculpture</b></p> <ul style="list-style-type: none"> <li>To manipulate malleable materials in a variety of ways including rolling and kneading</li> <li>To explore sculpture with a range of malleable material</li> <li>To manipulate malleable materials for a purpose</li> <li>To understand the safety and basic care of materials and tools</li> <li>To experiment with constructing and joining recycled, natural and manmade materials</li> <li>To use simple 2D shapes to create 3D form</li> <li>To change the surface of a malleable material</li> <li></li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To observe and draw shapes from observations</li> <li>To draw shapes in between objects</li> <li>To invent new shapes</li> </ul>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To use a variety of tools and techniques including different brush sizes and types</li> <li>To mix and match colours to artefacts and objects</li> <li>To work on different scales</li> <li>To experiment with tools and techniques</li> <li>Name different types of paint and their properties</li> <li>To identify primary and secondary colours by name</li> <li>To mix primary shades and tones</li> <li>To mix secondary colours</li> <li></li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To control the types of marks made with the range of media</li> </ul>	<p><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To match and sort fabrics for colour, texture, length, size and shape.</li> <li>To cut and shape fabric using scissors</li> <li>To apply shapes with glue or by stitching</li> <li>To apply decoration using beads, buttons, feathers etc.</li> <li>Apply colour with fabric crayons or dye</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To invent new lines</li> <li>To draw on different surfaces with a range of media</li> </ul>
<b>Art and Design Key vocabulary</b>	print, rubbing, smudge, image, reverse, shapes, surface, pressure, decoration, cloth, sculpture, structure, assemble, construct, model, fold, bend, attach, statue, stone, metal, curve, form, clay, impress, texture	primary colour, light, dark, thick, thin, tone, warm, cold, shade, bright	fabric, colour, pattern, shape, texture, glue, scissors, sew, needle, felt, scraps, thread.
<b>Art and Design Ongoing Y1/ Y2 key learning and skills</b>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observations.</li> <li>Ask and answer questions about the starting points for their work.</li> <li>Develop their ideas – try things out, change their minds.</li> <li>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it.</li> <li>Identify what they might change in their current work or develop in future work.</li> </ul>		
<b>DT</b>	<b>Structures</b> – The children think about the different type of materials that could be recycled. They gather different materials, plan, design and create using the selection of skills below in order to create a robot structure.	<b>Mechanisms</b> – Fitting in with a cross curricular theme, the children re-create the Alice in Wonderland book using different sliders, levers and pop ups. They investigate the different types, plan and create an interactive book using the selection of skills.	<b>Textiles</b> – The children use their finalised Art and Design textiles piece to adapt and create a puppet of a minibeast, using the Design and Technology skills to modify the creation into a usable product.

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DT Skills	<b>Structures</b> <ul style="list-style-type: none"> <li>To refer to materials tools and techniques using appropriate vocabulary.</li> <li>To explore how to make structures stronger.</li> <li>To investigate different techniques for stiffening a variety of materials.</li> <li>To test different methods of enabling structures to remain stable.</li> <li>To join appropriately for different materials and situations e.g. glue, tape.</li> <li>To mark out materials to be cut using a template.</li> <li>To use a glue gun with close supervision</li> </ul>	<b>Mechanisms</b> <ul style="list-style-type: none"> <li>To join appropriately for different materials and situations e.g. glue, tape.</li> <li>To roll paper to create tubes.</li> <li>To fold, tear and cut paper and card.</li> <li>To cut along lines, straight and curved.</li> <li>To use a hole punch.</li> <li>To insert paper fasteners for card.</li> <li>To experiment with levers and sliders to find different ways of making things move</li> </ul>	<b>Textiles</b> <ul style="list-style-type: none"> <li>To start to use the appropriate vocabulary to refer to fabrics and tools.</li> <li>To cut out shapes which have been created by drawing round a template onto the fabric.</li> <li>To join fabrics by using e.g. running stitch, glue, staples, over sewing, tape.</li> <li>To decorate fabrics with attached items e.g. buttons, beads, sequins, braids, ribbons.</li> <li>To colour fabrics using a range of techniques e.g. fabric paints, printing, painting</li> </ul>
DT Key Vocabulary	cut, fold, join, fix structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic circle, triangle, square, rectangle, cuboid, cube, cylinder	slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards	joining and finishing techniques, tools, fabrics and components, template, pattern pieces, mark out, join, decorate, finish
DT Ongoing Y1/Y2 Key learning and skills	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>To use pictures and words to convey what they want to design/make.</li> <li>To propose more than one idea for their product.</li> <li>To model ideas / make mock-ups with kits, reclaimed materials.</li> <li>To select appropriate technique explaining: First... Next... Last....</li> <li>To explore ideas by rearranging materials/ingredients.</li> <li>To select pictures to help develop ideas.</li> <li>To use drawings to record ideas as they are developed.</li> <li>To add notes to drawings to help explanations.</li> <li>To use ICT to communicate their ideas when appropriate (e.g. videos).</li> <li>To describe their models and drawings of ideas and intentions.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To discuss their work as it progresses.</li> <li>To select materials/ingredients from a limited range that will meet the design criteria.</li> <li>To select and name the tools needed to work the materials/ingredients.</li> <li>To explain what they are making.</li> <li>To explain which materials/ingredients they are using and why.</li> <li>To name the tools they are using.</li> <li>To describe what they need to do next</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To explore existing products and investigate how they have been made.</li> <li>To decide how existing products do/do not achieve their purpose.</li> <li>To talk about their design as they develop and identify good and bad points.</li> <li>To note changes made during the making process as annotation to plans/drawings.</li> <li>To say what they like and do not like about items they have made and attempt to say why.</li> <li>To discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li> <li></li> </ul>		

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<b>Music</b>  <b>Adapted Charanga</b>  Tuned and Untuned Percussion	<b>Charanga MMC Unit</b> <b>My Musical Heartbeat</b> Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.  Find the Beat 12345 Heads, Shoulders, Knees and Toes Shapes We Talk to Animals	<b>Charanga MMC unit</b> <b>Dance, Sing and Play!</b> Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.  Twinkle, Twinkle Little Star In the Orchestra Daisy Bell Dancing Dinosaurs Rock-a- Bye Baby  <b>Christmas Production</b> All children from EYFS/KS1 involved in learning and performing a short production which includes singing, optional instrumental parts, acting, movement and dance.	<b>Charanga MMC unit</b> <b>Exploring Sounds</b> Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.  If You're Happy and You know it Sing Me a Song Sparkle Rhythm In The Way We Walk Big Bear Funk	<b>Charanga MMC unit</b> <b>Learning to Listen</b> Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?  Days of the Week Name Song Cuckoo Upside Down Hush Little Baby	<b>Charanga MMC unit</b> <b>Having Fun with Improvisation</b> Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups  Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down	<b>Charanga MMC unit</b> <b>Let's Perform Together!</b> Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.  The Bear Went Over The Mountain In the Sea Alice the Camel Ten Green Bottles Zootime
	<b>NC</b>		<b>Progression of skills</b>			
	<b>Singing</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes		Find and use singing voice confidently Sing a melody accurately at my own pitch. Sing with a sense of awareness of pulse and control of rhythm. Follow pitch movements with my hands and use high, low and middle voices. Begin to sing with control of pitch. Remember and recall short songs.			
	<b>Playing Instruments</b> Play tuned and untuned instruments musically		Play and perform simple musical patterns on tuned and un tuned instruments with an awareness of a steady pulse.			
	<b>Creating Music</b> Experiment with, create, select and combine sounds using the interrelated dimensions of music.		Contribute to a class composition. Explore and match sounds. Create simple patterns of sound.			
	<b>Listening to Music</b> Listen with concentration and understanding to a range of high-quality live and recorded music.		Listen to and associate short and simple pieces of music to different situations. Listen and respond to a variety of musical styles.			
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	<b>Handball Festival</b> 17.10.25	<b>Dance Festival</b> 21.11.25	<b>Inclusion Festival</b> 06.02.26	<b>Wellbeing Festival</b> 20.03.26	<b>Tennis Festival</b> 15.05.26	<b>Tri-Golf Festival</b> 10.07.26
PE	<b>Fundamentals</b> In this unit pupils will explore the fundamental skills of	<b>Sending and Receiving</b> In this unit pupils develop their sending and receiving skills	<b>Target Games</b> In this unit, pupils develop their understanding of the	<b>Athletics</b> In this unit pupils will develop skills required in athletic	<b>Gymnastics</b> In this unit pupils explore and develop basic gymnastic actions	<b>Team Building</b> In this unit pupils develop their teamwork skills. They work

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<p><b>See GetSet4PE</b></p>	<p>balancing, running, changing direction, jumping, hopping 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><b><u>National Curriculum link:</u></b> Master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b><u>Physical skills:</u></b> Balance, jump, hop, run, speed, agility, dodge, skip, coordination.</p> <p><b><u>Social skills:</u></b> Collaboration, work safely, support others.</p> <p><b><u>Emotional skills:</u></b> Determination, self-regulation, honesty, perseverance.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply skills.</p> <hr/> <p><b><u>Ball skills</u></b> In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching,</p>	<p>including throwing and catching, rolling, kicking, tracking and 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><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Roll, throw, catch, track, kick, receive with feet, send with racket.</p> <p><b><u>Social skills:</u></b> Support others, communication.</p> <p><b><u>Emotional skills:</u></b> Determination, honesty, independence.</p> <hr/> <p><b><u>Yoga</u></b> In this unit, pupils learn about mindfulness and body awareness. They begin to learn poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility, coordination and balance. The learning includes breathing and meditation through fun and engaging</p>	<p>principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering 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, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Underarm throw, overarm throw.</p> <p><b><u>Social skills:</u></b> Collaboration, leadership, work safely, encourage others.</p> <p><b><u>Emotional skills:</u></b> Perseverance, honesty.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply, creativity.</p> <hr/> <p><b><u>Invasion games</u></b> In this unit, pupils develop their understanding of attacking and</p>	<p>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. They are given opportunities to work collaboratively as well as independently.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements including running, jumping and throwing. Develop balance, agility and coordination, and begin to apply these in a range of activities.</p> <p><b><u>Physical skills:</u></b> Run, balance, agility, co-ordination, hop, jump, leap, throw.</p> <p><b><u>Social skills:</u></b> Work safely, collaboration.</p> <p><b><u>Emotional skills:</u></b> Perseverance, independence, honesty, determination.</p> <p><b><u>Thinking skills:</u></b> Reflection, comprehension, select and apply skills.</p> <hr/> <p><b><u>Dance</u></b> In this unit, pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with</p>	<p>on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils 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.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b><u>Physical skills:</u></b> Travelling actions, shapes, balances, shape jumps, barrel roll, straight roll, forward roll.</p> <p><b><u>Social skills:</u></b> Respect, collaboration, sharing, work safely.</p> <p><b><u>Emotional skills:</u></b> Confidence, self-regulation, perseverance.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply action, creativity.</p> <hr/> <p><b><u>Net and Wall games</u></b> In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules. They work</p>	<p>individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success.</p> <p><b><u>National Curriculum link:</u></b> Participate in team games, developing simple tactics.</p> <p><b><u>Physical skills:</u></b> Run, jump, hit, balance, coordination.</p> <p><b><u>Social skills:</u></b> Trust, communication, inclusion.</p> <p><b><u>Emotional skills:</u></b> Determination, confidence.</p> <p><b><u>Thinking skills:</u></b> Identify, comprehension, reflection, planning.</p> <hr/> <p><b><u>Striking and Fielding</u></b> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p>
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	<p>rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using coordination and balance. Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Dribble with hands, roll, throw, catch, dribble with feet, track.</p> <p><b><u>Social skills:</u></b> Communication, support others, co-operation.</p> <p><b><u>Emotional skills:</u></b> Perseverance, honesty, determination.</p> <p><b><u>Thinking skills:</u></b> Exploration, make decisions, comprehension, use tactics.</p>	<p>activities. Pupils work independently, with a partner and small group.</p> <p><b><u>National Curriculum link:</u></b> Master basic movements as well as developing balance, agility and co-ordination.</p> <p><b><u>Physical skills:</u></b> Balance, strength, flexibility, co-ordination.</p> <p><b><u>Social skills:</u></b> Move safely, listen to others, collaborate.</p> <p><b><u>Emotional skills:</u></b> Concentration, focus, identify feelings.</p> <p><b><u>Thinking skills:</u></b> Observation, copy and repeat, recognise, create, select and apply.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply skills.</p>	<p>defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. 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><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Dribble, throw, catch, kick, receive, run, jump, change direction, change speed.</p> <p><b><u>Social skills:</u></b> Supporting others, communication, co-operation, kindness.</p> <p><b><u>Emotional skills:</u></b> Perseverance, confidence, honesty.</p> <p><b><u>Thinking skills:</u></b> Comprehension, identifying strengths and areas for development, select and apply.</p>	<p>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><b><u>National Curriculum link:</u></b> Perform dances using simple movement patterns.</p> <p><b><u>Physical skills:</u></b> Actions, dynamics, space, relationships.</p> <p><b><u>Social skills:</u></b> Respect, work safely, collaboration, communication.</p> <p><b><u>Emotional skills:</u></b> Empathy, confidence, acceptance, determination, kindness.</p> <p><b><u>Thinking skills:</u></b> Creativity, select and apply actions, copy and repeat actions, provide feedback, recall.</p> <p><b>South Ribble Coach – Dance Coaching</b></p>	<p>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><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Throw, catch, hit a ball, track a ball.</p> <p><b><u>Social skills:</u></b> Support others, work safely, communication, cooperation.</p> <p><b><u>Emotional skills:</u></b> Perseverance, independence, determination.</p> <p><b><u>Thinking skills:</u></b> Comprehension, select and apply, reflection, identify areas of strength and areas for development, decision making.</p>	<p><b><u>National Curriculum link:</u></b> Master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.</p> <p><b><u>Physical skills:</u></b> Underarm throw, overarm throw, catch, track, bat.</p> <p><b><u>Social skills:</u></b> Communication, collaboration, support and encourage others, kindness.</p> <p><b><u>Emotional skills:</u></b> Manage emotions, honesty, perseverance.</p> <p><b><u>Thinking skills:</u></b> Comprehension, use tactics, select and apply, decision making.</p> <p><b>South Ribble Coach – Dance From The Heart Session</b></p>
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			South Ribble Coach – Joy of Moving Intervention			
FL Adapted Language Angels	Greetings Days of the week (The hungry caterpillar)	Colours and numbers	Transport	Under the sea	In the jungle	The circus
	Skills progression.	<b>Listening</b>  Listen attentively and understand instructions and everyday classroom words. Recognise and respond to sound patterns and words. Listen and respond to simple stories and songs	<b>Speaking</b>  Say familiar words. Perform simple communicative tasks using single words and phrases Recognise questions and negatives and politeness conventions	<b>Reading</b>  Respond to written language. Appreciate stories and songs in the language. Recognise some familiar words in written form.	<b>Writing</b>  Experiment with the writing of simple words	<b>Grammar</b>  Recognise nouns.
PSHE See 1 Decision	Living in the wider world How can we look after each other and the world? <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>the world around us</i></li> <li>• <i>caring for others</i></li> <li>• <i>growing and changing</i></li> </ul>	<b>Relationships</b> What is the same and different about us? <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>similarities and differences</i></li> <li>• <i>individuality</i></li> <li>• <i>our bodies</i></li> </ul>	<b>Health and wellbeing</b> Who helps us to stay safe? <ul style="list-style-type: none"> <li>• <i>Keeping safe</i></li> <li>• <i>people who help us</i></li> </ul>	<b>Health and wellbeing</b> What helps us stay healthy? <ul style="list-style-type: none"> <li>• <i>Being healthy</i></li> <li>• <i>Hygiene</i></li> <li>• <i>Medicines</i></li> <li>• <i>people who help us with health</i></li> </ul>	<b>Relationships</b> Who is special to us? <ul style="list-style-type: none"> <li>• <i>Ourselves and others</i></li> <li>• <i>people who care for us</i></li> <li>• <i>groups we belong to</i></li> <li>• <i>families</i></li> </ul>	<b>Living in the wider world</b> What can we do with money? <ul style="list-style-type: none"> <li>• <i>Money</i></li> <li>• <i>making choices</i></li> <li>• <i>needs and wants</i></li> </ul>
My Happy Mind	<b>MEET YOUR BRAIN</b>  Where our brain is in our body and what it looks like. That our brain has 3 main parts, and it works best when they work together. The 3 parts are Team H-A-P: Hippocampus, Amygdala and Prefrontal Cortex. That when we feel big emotions, our Amygdala can react and take over our brain, sending the Hippocampus and Prefrontal Cortex to sleep. That Happy Breathing helps our entire body, including our brain, to relax and wakes up the Hippocampus and Prefrontal Cortex. That if we want to improve at something, we need to practise repeatedly, and our brain helps us get	<b>CELEBRATE</b>  What Character Strengths are and how they make us unique and special. About the 5 Character Strengths and what they mean: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World.  That the best way to learn more about your strengths is to notice them. That our strengths are like superpowers, and when we use them, it helps us to be our best and feel happy. That it is nice to tell other people when they use their strengths, as it makes them feel good.	<b>APPRECIATE</b>  What 'appreciate' means, what types of things we appreciate, and how we can show appreciation. That we can appreciate others, experiences and ourselves, not just material things. We will be able to identify the categories on the Wheel of Gratitude. How to develop an Attitude of Gratitude. We will learn that showing gratitude makes us feel good; when we make someone feel good, it makes us feel good too. How Happy Breathing exercises help to remind us to appreciate the things we might forget. By practising giving gratitude over and over again, our brains will improve at appreciating things	<b>RELATE</b>  That relate means to get along with others and understand another person, and that we can relate with family, friends, and teachers in different ways. How our Character Strengths help us get along with others and that it is ok that we are all different. What Active Listening is. What 'Stop, Understand and Consider' means and how this can help us with friendship issues. That Happy Breathing can help us if we have big emotions when falling out with friends.  <i>Vocab: Character Strengths, Relate, Get Along, People, Active Listening, 'Stop, Understand and Consider'</i>	<b>ENGAGE</b>  What engage means and what types of things we can engage in. That when we engage in something and feel happy, we can do the activity better. That we can set goals; sometimes these can be to do with learning, and other times they are to do with a hobby. How to set a class goal using the 3 steps. That setting goals and achieving them can make Team H-A-P happy too. That just because we can't do something straight away, it doesn't mean we won't be able to in the future.  <i>Vocab: Engage, Activity, Goal, Goal Setting, 'Feel Good, Do</i>	

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	<p>better each time. This is called Neuroplasticity</p> <p><i>Vocab: Brain, Cells, Team H-A-P, Hippocampus, Amygdala, Prefrontal Cortex, Happy Breathing, Neuroplasticity, Big Emotions</i></p>	<p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting</i></p>	<p>and people. This is called Neuroplasticity. That when we give and receive gratitude, it makes Team H-A-P happy and they can work well together.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Gratitude Wheel, Ourself, Others, Experiences, Team H-A-P, Attitude of Gratitude, Neuroplasticity</i></p>		<p><i>Good,' Believe to Achieve, Happy Breathing, Team H-A-P, Habits</i></p>	
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