

## Year 1 Curriculum Plan

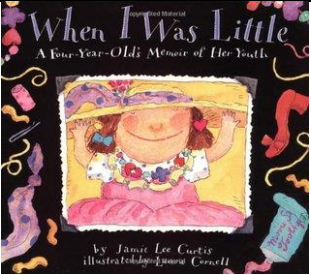
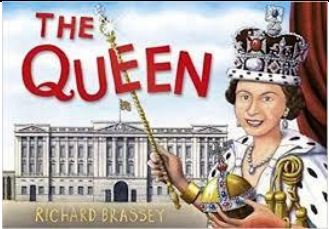
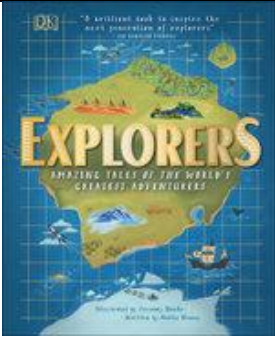
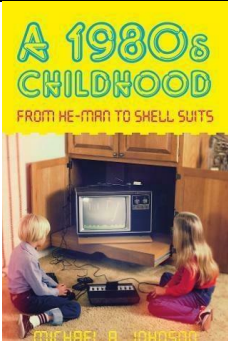
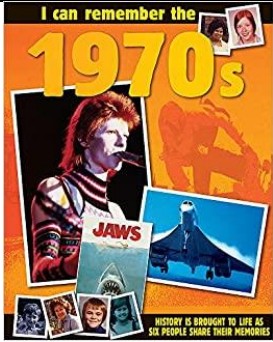
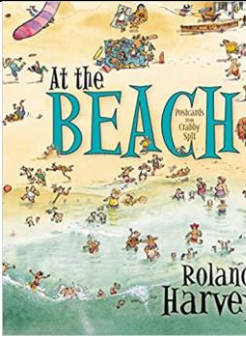


### Using Reading as a vehicle to drive our curriculum.

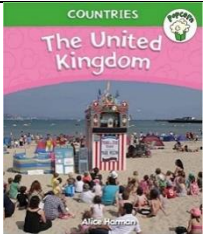
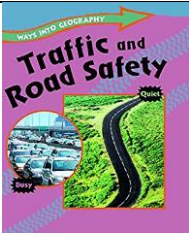
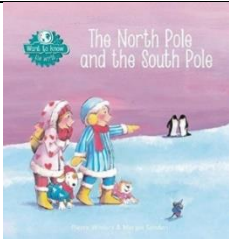
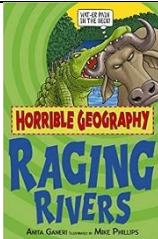
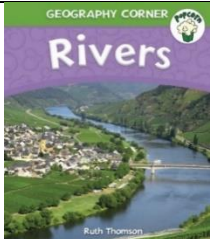
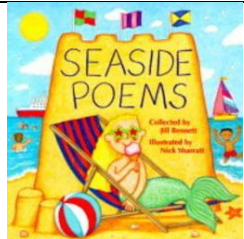
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b>	<b><u>Geography:</u></b> Finding where they live on different maps.	<b><u>History:</u></b> The Royal Family's personal history.	<b><u>Geography:</u></b> North Pole, South Pole, Himalayas and mountain.	<b><u>Science:</u></b> Materials and their properties linked to their function	<b><u>Geography :</u></b> Local geography. Directions. Street and road maps.	<b><u>History:</u></b> 1970s holidays
<b>Quality Texts:</b>	<p>We're Going On A Bear Hunt by Michael Rosen</p>  <p>Percy and the Park Keeper: The Secret Path by Nick Butterworth</p> 	<p>Queens Knickers by Nicholas Allan</p>  <p>Paddington at the Palace by Michael Bond</p> 	<p>Lost and found by Oliver Jeffers</p>  <p>The Rainbow Bear by Michael Morpurgo</p> 	<p>Beware of the Bears by Alan MacDonald</p>  <p>The Jolly Postman and other people's letters by Janet and Allan Ahlberg</p> 	<p>Katie Morag Island Stories by Mairi Hedderwick</p>  <p>Meerkat Mail by Emily Gravett</p> 	<p>The Lighthouse Keeper's Lunch by David Armitage and Ronda Armitage</p>  <p>Seaside Poems by Jill Bennett</p> 

<b>Writing:</b>	<b>Transcription</b> <ul style="list-style-type: none"> <li>To be able to spell common exception words</li> <li>To be able to spell the days of the week</li> <li>To be able to name the letters of the alphabet</li> <li>To be able to name the letters of the alphabet in order</li> <li>To be able to use the letter names to distinguish between alternative spellings of the same sound</li> <li>To be able to add prefixes and suffixes</li> <li>To be able to use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>To be able to use the prefix un–</li> <li>To be able to use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</li> <li>To be able to apply simple spelling rules and guidance, as listed in English Appendix 1</li> <li>To be able to write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>To be able to say out loud what they are going to write about</li> <li>To be able to compose a sentence orally before writing it</li> <li>To be able to sequence sentences to form short narratives</li> <li>To be able to re-read what they have written to check that it makes sense</li> <li>To be able to discuss what they have written</li> <li>To be able to read their writing aloud</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>To form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>To form capital letters</li> <li>To form digits 0-9</li> <li>To understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</li> </ul>	<b>Vocabulary, Grammar and Punctuation</b> <ul style="list-style-type: none"> <li>To be able develop their understanding of the concepts set out in English Appendix 2 by:</li> <li>To be able to leave spaces between words</li> <li>To be able to join words and join clauses</li> <li>To be to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>To be able to use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>To be able to learn the grammar for year 1 in English Appendix 2</li> <li>To be able to use the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul>
<b>Genres of writing:</b>	Fiction	Non-Fiction		Poetry
	<ul style="list-style-type: none"> <li>Retell known narrative</li> <li>Innovate known narrative</li> </ul>	<ul style="list-style-type: none"> <li>Recounts</li> <li>Fact file</li> <li>Information text</li> <li>Character interview</li> </ul>		<ul style="list-style-type: none"> <li>Alliterative List Poem</li> <li>Calligrams</li> <li>Acrostic Poems</li> </ul>

Reading :		Word Recognition			Comprehension		Speaking and Listening	
		<ul style="list-style-type: none"> <li>To be able to apply phonic knowledge and skills as the route to decode words</li> <li>To be able to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>To be able to read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>To be able to read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>To be able to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>To be able to read other words of more than one syllable that contain taught GPCs</li> <li>To be able to read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>To be able to use phonics knowledge and other strategies to work out unfamiliar words when reading aloud</li> <li>To be able to develop fluency and confidence in word reading.</li> </ul>			<ul style="list-style-type: none"> <li>To be able to listen to and discuss a wide range of poems, stories and non-fiction</li> <li>To be able to link what they read or hear to their own experiences</li> <li>To be able to retell familiar stories considering their particular characteristics</li> <li>To be able to recognise and join in with predictable phrases</li> <li>To be able to learn rhymes and poems, and recite some by heart</li> <li>To be able to discuss word meanings and link new meanings to those already known</li> <li>To be able to check that the text makes sense</li> <li>To be able to correct inaccurate reading</li> <li>To be able to discuss the significance of the title and events</li> <li>To be able to make inferences on the basis of what is being said and done</li> <li>To be able to discuss what might happen on the basis of what has been read</li> <li>To be able to participate in discussion about what is read</li> <li>To be able to take turns and listen to what others say</li> <li>To be able to explain their understanding of what is read to them.</li> </ul>		<ul style="list-style-type: none"> <li>To be able to listen and respond appropriately to adults and their peers</li> <li>To be able to ask relevant questions to extend their understanding and knowledge</li> <li>To be able to use relevant strategies to build their vocabulary</li> <li>To be able to articulate and justify answers, arguments and opinions</li> <li>To be able to give well-structured descriptions, explanations and narratives for different purposes</li> <li>To be able to maintain attention and participate in collaborative conversations</li> <li>To be able to stay on topic and initiate and respond to comments</li> <li>To be able to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>To be able to speak audibly and fluently with an increasing command of Standard English</li> <li>To be able to participate in discussions, presentations, performances, role play, improvisations and debates</li> <li>To be able to gain, maintain and monitor the interest of the listener(s)</li> <li>To be able to consider and evaluate different viewpoints</li> <li>To be able to speak appropriately to a range of audiences</li> </ul>	
History:	Personal timeline.	The Royal Family's personal history. Idea of a family tree.		Female and male Explorers in the 21 <sup>st</sup> and 20 <sup>th</sup> century.	Life in the 1980s – TV, music and computers and toys		Local history from the 1970s	1970s holidays
	<ul style="list-style-type: none"> <li>know how to compare people who lived in the past by using the terms 'old, older, oldest'</li> <li>know what a time line is and how to plot one</li> </ul>	<ul style="list-style-type: none"> <li>Know what a family tree is</li> <li>know who the Queen is</li> <li>know how to create a simple family tree for the Queen</li> <li>know how to create a timeline for the Queen</li> </ul>		<ul style="list-style-type: none"> <li>Know about the life of explorer Sir Rannulph Feinnes</li> <li>Know about the life of explorer Ann Bancroft</li> </ul>	<ul style="list-style-type: none"> <li>know about the royal family in the 1980s and their own personal history</li> <li>know about some of the toys and</li> </ul>		<ul style="list-style-type: none"> <li>know about the royal family in the 1970s</li> <li>know about their town/city in the 1970s</li> </ul>	<ul style="list-style-type: none"> <li>know what holidays looked like in the 1970s</li> <li>know that first-hand oral</li> </ul>

	<ul style="list-style-type: none"> <li>Children can talk about past and present events in their own lives and in the lives of family members.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use a simple timeline to describe the life of Queen Elizabeth II</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Know about the life of explorer Roald Amundsen</li> <li>Know about the life of explorer Ibn Batuta</li> <li>Know about the life of explorer Scott</li> <li>Use a simple timeline to plot the recent history of exploration</li> </ul>	<p>computers from the 1980s</p> <ul style="list-style-type: none"> <li>know about how TV has changed since the 1980s</li> <li>know about how TV has changed since the 1980s</li> <li>Know what life was like near where they live in the 1980s</li> </ul>	<ul style="list-style-type: none"> <li>know to compare their town in 1970s with the town in the present</li> <li>know what houses and furnishings in the 1970s looked like</li> <li>know what music and fashion was like in the 1970s</li> <li>Know what life in their town was like in the 1970s</li> </ul>	<p>evidence is an important historical source</p> <ul style="list-style-type: none"> <li>know that most people spent their holiday by the sea but some went to holiday camps</li> <li>What were holidays like in the 1970s?</li> </ul>
History Shared Read Texts:						
Geography:	<p>Finding where they live on different maps.</p>	<p>Fieldwork – traffic survey, amenities, Christmas trees. The role of a town planner</p>	<p>North Pole, South Pole, Himalayas and mountain.</p>	<p>Rivers in the UK, traced on maps from the source to the sea</p>	<p>Local geography. Directions. Street and road maps.</p>	<p>Fieldwork - Features of seaside towns</p>
Tracing features on a map	<ul style="list-style-type: none"> <li>know the capital cities in the UK</li> <li>know the location of Oasis academies</li> </ul>	<ul style="list-style-type: none"> <li>know how to conduct a traffic survey</li> <li>know how to tally how busy the road is</li> </ul>	<ul style="list-style-type: none"> <li>know the names of the oceans</li> <li>know the location and characteristics of the south pole</li> </ul>	<ul style="list-style-type: none"> <li>know how to trace a river on a map</li> <li>know some of the rivers close to school</li> </ul>	<ul style="list-style-type: none"> <li>know directions left, right and straight on</li> </ul>	<ul style="list-style-type: none"> <li>know where seaside towns are located</li> <li>know that some features</li> </ul>



	<ul style="list-style-type: none"> <li>know the difference between a county and a country</li> <li>know the difference between a map and a photograph</li> <li>know how to identify where they live on a map</li> <li>know how land is used around the school</li> </ul>	<ul style="list-style-type: none"> <li>know how to make suggestions about how to improve the roads around the school</li> <li>know what an amenity is</li> <li>know how to use their results to create a graph</li> <li>know what town planners do</li> </ul>	<ul style="list-style-type: none"> <li>know the location and characteristics of the North Pole</li> <li>know the difference between a hill and a mountain</li> <li>know some of the mountains in the UK</li> </ul>	<ul style="list-style-type: none"> <li>know that rivers flow into the sea</li> <li>know that the river Thames runs through London</li> <li>know some of the main rivers in the UK</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>know how to read a simple street map</li> <li>know how to read a simple road map</li> <li>know how to use the key to a map</li> <li></li> </ul>	<p>of the town you only get by the seaside, but others you get in all towns</p> <ul style="list-style-type: none"> <li>know the names of some of the building by the seaside</li> <li>know how to complete simple fieldwork at the seaside</li> </ul>
<b>Geography</b> <b>Shared Read Texts:</b>						
<b>Science:</b>  <u>Theme:</u> different animals and their habitats. Scientific observation.	<b>Parts of the human body</b> <ul style="list-style-type: none"> <li>know the names of parts of a head</li> <li>know the parts of an eye</li> <li>know the names of parts of the body</li> <li>know that a X-Ray can show inside the body</li> <li>know that inside our bodies there is a skeleton</li> <li>know the names of the main parts of the body and how to measure them</li> </ul>	<b>Sense of smell, touch, sight, taste, hearing</b> <ul style="list-style-type: none"> <li>know about how we are able to smell things</li> <li>know about how we are able to taste things</li> <li>know about how we are able to touch things</li> <li>know about how we are able to hear things</li> <li>know about how we are able to see things</li> <li>know about how people live with and without five of our senses</li> </ul>	<b>Antarctic animals and their habitats</b> <ul style="list-style-type: none"> <li>know about some of the animals that live in the Antarctic</li> <li>know about what Antarctic animals eat</li> <li>know about the structure of an Antarctic animal</li> <li>know about how humans would have to adapt to be able to survive in the Antarctic</li> <li></li> </ul>	<b>Materials and their properties linked to their function</b> <ul style="list-style-type: none"> <li>know that materials have different properties</li> <li>know that some materials are sturdy to use for shelter</li> <li>know that some materials float and some sink</li> <li>know how to use the properties of materials to make a sturdy forest shelter</li> </ul>	<b>The features and habitats of invertebrates</b> <ul style="list-style-type: none"> <li>know how to sort animals into invertebrates and non-invertebrates</li> <li>know how to treat and handle invertebrates</li> <li>know what invertebrates eat</li> <li>know how to describe an invertebrate using correct vocabulary</li> </ul>	<b>know the features of a bird, a human and shellfish</b> <ul style="list-style-type: none"> <li>know about seagull habitats, what they eat and why they are seen at the seaside</li> <li>know about puffin habitats, what they eat and why they are seen at the seaside</li> <li>know about crab habitats,</li> </ul>

						<p>what they eat and why they are seen at the seaside</p> <ul style="list-style-type: none"> <li>know the features of birds, shellfish and the similarities and differences to humans</li> </ul>
Science Shared Read Texts:						
Non-fiction texts (wider curriculum)	Report: Leaflet	Recount: <b>Biography</b>	Explanation: Scientific text	Persuasion: A advert/letter	Report: Tourist guidebook	Discussion: Review
Maths:	<b>Place value within 10</b> <ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Count objects from a larger group</li> <li>Represent objects</li> <li>Recognise numbers as words</li> <li>Count on from any number</li> <li>1 more</li> <li>Count backwards within 10</li> <li>1 less</li> </ul>	<b>Addition and subtraction within 10 (continued)</b> <ul style="list-style-type: none"> <li>Number bonds to 10</li> <li>Addition - add together</li> <li>Addition - add more</li> <li>Addition problems</li> <li>Find a part Subtraction - find a part</li> <li>Fact families - the eight facts</li> <li>Subtraction - take away/crossing out (How many left?)</li> </ul>	<b>Addition and Subtraction within 20</b> <ul style="list-style-type: none"> <li>Add by counting on</li> <li>Add ones using number bonds</li> <li>Find &amp; make number bonds</li> <li>Add by making 10</li> <li>Add by making 1</li> <li>Subtraction - not crossing 10</li> <li>Subtraction - not crossing 10 (counting back)</li> </ul>	<b>Place value within 50 (continued)</b> <ul style="list-style-type: none"> <li>*Compare objects within 50</li> <li>Compare numbers within 50</li> <li>Order numbers within 50</li> <li>Count in 2s</li> <li>Count in 5s</li> </ul> <b>Length and height</b> <ul style="list-style-type: none"> <li>Compare length</li> <li>Compare height</li> <li>Compare lengths &amp; heights</li> </ul>	<b>Multiplication and division</b> <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 5s</li> <li>Count in 10s</li> <li>Count in 10s</li> <li>Make equal groups</li> <li>Add equal groups</li> <li>Make arrays</li> <li>Make doubles</li> <li>Make equal groups – grouping</li> </ul>	<b>Place Value within 100</b> <ul style="list-style-type: none"> <li>Counting to 100</li> <li>Counting forwards and backwards within 100</li> <li>Introducing the 100 square</li> <li>Partitioning numbers</li> <li>Comparing numbers</li> </ul>

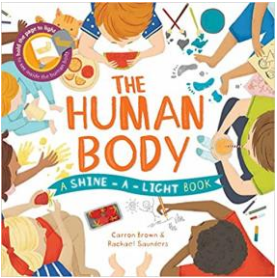
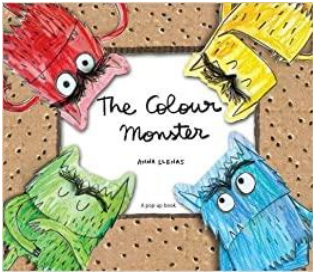



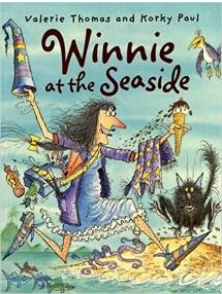
	<ul style="list-style-type: none"> <li>Compare groups by matching</li> <li>Fewer, more, same</li> <li>Less than, greater than, equal to</li> <li>Compare numbers</li> <li>Order objects and numbers</li> <li>The number line</li> </ul> <p><b>Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Introduce parts and wholes</li> <li>Part-whole model Write number sentences</li> <li>Fact families - addition facts</li> <li>Number bonds within 10</li> <li>Systematic number bonds within 10</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction - take away (How many left?)</li> <li>Subtraction on a number line</li> <li>Add or subtract 1 or 2</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Sort 3-D shapes</li> <li>Recognise and name 2-D shapes</li> <li>Sort 2-D shapes</li> <li>Patterns with 2-D and 3-D shape</li> </ul> <p><b>Place value within 20</b></p> <ul style="list-style-type: none"> <li>Count forwards and backwards and write numbers to 20 in numerals and words</li> <li>Numbers from 11 to 20</li> <li>Tens and ones</li> <li>Tens and ones</li> <li>Count one more and one less</li> <li>Compare groups of objects</li> <li>Compare numbers</li> <li>Order groups of objects</li> <li>Order numbers</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction - crossing 10 (counting back</li> <li>Subtraction - crossing 10 (1)</li> <li>Subtraction - crossing 10 (2)</li> </ul> <p><b>Place Value within 50</b></p> <ul style="list-style-type: none"> <li>Counting to 50 by making 10s</li> <li>Numbers to 50</li> <li>Counting forwards and backwards within 50</li> <li>Tens and ones</li> <li>Represent numbers to 50</li> <li>One more one less</li> </ul>	<ul style="list-style-type: none"> <li>Measure length</li> <li>Introducing the ruler</li> <li>Adding length problems</li> <li>Subtracting length problems</li> </ul> <p><b>Weight and Volume</b></p> <ul style="list-style-type: none"> <li>Introduce weight &amp; mass</li> <li>Introduce weight &amp; mass</li> <li>Measure mass</li> <li>Compare mass</li> <li>Weight and mass problems</li> <li>Introduce capacity and volume</li> <li>Introduce capacity and volume</li> <li>Measure capacity</li> <li>Compare capacity</li> </ul>	<ul style="list-style-type: none"> <li>Make equal groups - sharing</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Find a half</li> <li>Find a half of a quantity</li> <li>Making a quarter activity</li> <li>Find a quarter</li> <li>Find a quarter of a quantity</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>Describe turns</li> <li>Describe positions</li> </ul>	<ul style="list-style-type: none"> <li>Ordering numbers</li> <li>One more, one less</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins</li> <li>Recognising notes</li> <li>Counting in coins</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>Before and after</li> <li>Dates</li> <li>Time to the hour</li> <li>Time to the half hour</li> <li>Writing time</li> <li>Comparing time</li> </ul>
<b>Arithmetic:</b>	<ul style="list-style-type: none"> <li>Count within 100, forwards and backwards, starting with any number</li> <li>One more ,one less</li> <li>Odd and even numbers</li> <li>Count in 2s, 5s and 10s up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</li> <li>10 more 10 less</li> <li>Develop fluency in addition and subtraction facts within 10</li> <li>Use number bonds within 20</li> </ul>					

	<ul style="list-style-type: none"> <li>• Use subtraction facts within 20</li> <li>• Add one and two digit numbers to 20, including zero</li> <li>• Add one-digit and two-digit numbers to 20, including zero</li> </ul>					
<b>PE:</b>	Unit 1: Fitness and Healthy Lifestyles  Unit 2: Object Control – Foundations 1	Unit 1: Stability and Locomotion – Foundations 1  Unit 2: Object Control – Invasion Games 1	Unit 1: Fitness and Healthy Lifestyles  Unit 2: Stability and Locomotion – Through Gymnastics	Unit 1: Outdoor and Adventurous Activities  Unit 2: Object Control – Strike and Field 1	Unit 1: Fitness and Healthy Lifestyles  Unit 2: Stability and Locomotion – Through Athletics	Unit 1: Stability and Locomotion – Through Dance  Unit 2: Object Control – Net and Wall 1
	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• To understand why I need to be healthy.</li> <li>• To understand what fitness means.</li> <li>• To begin to understand how I feel after exercise.</li> <li>• To demonstrate improvement in selected physical activities</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils begin to explore the key concepts of object control independently (throwing, catching, kicking, rolling, controlling)</li> <li>• Pupils can repeat basic object control concepts with some consistency.</li> <li>• Pupils begin to show a basic understanding of tactics.</li> </ul>	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• Pupils begin to explore the key concepts of locomotion and stability independently.</li> <li>• Pupils begin to move with confidence, imagination and competence.</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils can begin to select appropriate skills and actions linked to their activity.</li> <li>• Pupils can explore the key concepts of object control independently.</li> <li>• Pupils can repeat object control concepts with some consistency.</li> </ul>	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• To understand why I need to be healthy</li> <li>• To understand what fitness means</li> <li>• To demonstrate improvement in selected physical activities across a longer period of time.</li> <li>• To understand how simple, regular physical exercise can contribute to an active lifestyle.</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils can explore the key concepts of locomotion and stability independent.</li> <li>• Pupils begin to move with confidence, imagination and competence.</li> </ul>	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• Pupils can select activities and skills to solve a small number of simple problems.</li> <li>• Pupils begin to develop problem solving and teamwork skills.</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils can explore the key concepts of object control independently.</li> <li>• Pupils can repeat object control concepts with some consistency.</li> <li>• Pupils begin to show a basic understanding of tactics.</li> <li>• Pupils can begin to select appropriate skills and actions linked to their activity.</li> </ul>	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• To understand why I need to be healthy</li> <li>• To understand what fitness means</li> <li>• To demonstrate improvement in selected physical activities across a longer period of time.</li> <li>• To understand how simple, regular physical exercise can contribute to an active lifestyle.</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils can repeat object control concepts with some consistency.</li> <li>• Pupils can begin to select appropriate skills</li> </ul>	<u>Unit 1:</u> <ul style="list-style-type: none"> <li>• Pupils can explore the key concepts of locomotion and stability independent.</li> <li>• Pupils begin to move with confidence, imagination and competence.</li> </ul> <u>Unit 2:</u> <ul style="list-style-type: none"> <li>• Pupils can explore the key concepts of object control independently.</li> <li>• Pupils can repeat object control concepts with some consistency.</li> <li>• Pupils can begin to select</li> </ul>






	<ul style="list-style-type: none"> <li>Pupils can begin to select appropriate skills and actions linked to their activity.</li> </ul>				<ul style="list-style-type: none"> <li>and actions linked to their activity.</li> <li>Pupils can explore the key concepts of locomotion and stability independent.</li> <li>Pupils begin to move with confidence, imagination and competence.</li> </ul>	appropriate skills and actions linked to their activity.
<b>PSHE:</b>	To recognise that my behaviour can affect other people.	To recognise that people's differences make them special and unique.	To know how it feels when I succeed in a new challenge.	To know that family relationships are important to everybody	To know who can help me to stay safe and healthy.	To know that changes are okay and that some will happen whether I want them to or not.
	<ul style="list-style-type: none"> <li>Learn about my rights and responsibilities as a member of my class</li> <li>Know how to make my class a safe place for everybody to learn</li> <li>Recognise that choices have consequences</li> <li>Understand how being bullied might feel</li> <li>Know some people I could talk to if I was feeling unhappy or being bullied</li> </ul>	<ul style="list-style-type: none"> <li>Know that everyone feels special</li> <li>Identify some ways that I am the same as other people</li> <li>Identify some ways that I am different from other people</li> <li>Know what makes a good friend and how to make a new friend</li> <li>Recognise my qualities as a good friend</li> <li>Recognise which physical contact is acceptable/unacceptable to me</li> </ul>	<ul style="list-style-type: none"> <li>Identify my successes and achievements</li> <li>Set a goal and work out how to achieve it</li> <li>Understand how to work well with a partner</li> <li>Know how it feels to see obstacles and overcome them</li> </ul>	<ul style="list-style-type: none"> <li>Explain what makes people a family</li> <li>Know that there are lots of different kinds of family</li> <li>Know how being in a family helps me</li> <li>Know what to do if someone in my family feels unhappy</li> </ul>	<ul style="list-style-type: none"> <li>Know that food can help me to stay healthy</li> <li>Explain how I can keep myself safe from germs</li> <li>Identify some ways to keep my body safe and healthy</li> <li>Understand who and what can help me when I feel poorly</li> <li>Know who can help me to feel safe</li> <li>Know which information it is safe to share with others</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand the lifecycles of animals and humans</li> <li>Know how I have changed since I was a baby</li> <li>Understand which parts are private</li> <li>Know how change makes us feel</li> </ul>
<b>Music:</b>	<b>Musicianship: Understanding music</b>	<b>Listening: Appraisal</b>	<b>Singing</b>	<b>Playing Instruments/notation</b>	<b>Improvisation</b>	<b>Composition</b>

	Introducing Beat How Can We Make Friends When We Sing Together?	Adding Rhythm & Pitch How Does Music Tell Stories about the Past?	Introducing Tempo & Dynamics How Does Music Make the World a Better	Combing Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours?	What Songs Can We Sing To Help Us Through The Day?	How Does Music Teach Us About Looking After Our Planet?
	<ul style="list-style-type: none"> <li>To know the meaning of the words 'higher' and 'lower' in a musical context.</li> <li>To know the words 'faster' and 'slower' in a musical context.</li> </ul>	<ul style="list-style-type: none"> <li>To respond to a piece of music with appropriate comments and questions.</li> <li>To know the features of pop, lullaby and classical music.</li> <li>To know what a drum, guitar, piano and voice look and sound like.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs from memory.</li> <li>Sing in unison.</li> <li>To know that it is better to stand to sing.</li> </ul>	<ul style="list-style-type: none"> <li>To draw/use symbols to represent high and low sounds.</li> <li>To experiment with pitch.</li> <li>To experiment with speed.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>To improvise using the voice or an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>To create musical sound effects in response to a stimulus.</li> <li>To know that musical symbols have meaning and we can use these to make melodies.</li> </ul>
Performing	Enjoy and have fun performing. Perform to a well-known audience.					
Artist/ Composer s	Joanna Mangona and Pete Readman Wolfgang Amadeus Mozart	Jane Taylor Joanna Mangona and Pete Readman Harry Dacre John Newbery George Harold Sanders and Clarence Z. Kelley Leroy Anderson	Joanna Mangona and Pete Readman Sergei Prokofiev	Joanna Mangona and Pete Readman Gustav Holst	Joanna Mangona and Pete Readman Franz Joseph Haydn	Joanna Mangona and Pete Readman Henry Mancini
Genres	Classical, Hip Hop, Jazz, Pop, Gospel	Reggae, 20th and 21st Century Orchestral, Pop, Gospel	Pop, Waltz, Pop, Reggae, Funk, Lullaby, 20th and 21st Century Orchestral	Jazz, Swing, Pop, Waltz, Lullaby, 20th and 21st Century Orchestral	Pop, Jazz, Swing, Lullaby, Classical	Pop, 20th and 21st Century Orchestral, Marching Band, Country, Reggae, Gospel, Jazz
<b>Art:</b>	Drawing: eyes, noses, ears and mouths. Self-portraits	Colour. Shades of colour. Artists who use colour for effect.	Working with paper to depict winter scenes. Create a montage.	Hokusai, Hockney and Monet – how to create the movement of water	How to draw bees, lady birds, ants and spiders	Collage work
<b>Theme:</b> How to draw	<ul style="list-style-type: none"> <li>know how to draw an eye</li> <li>know how to draw their eyes onto a head</li> </ul>	<ul style="list-style-type: none"> <li>know how to use colour to create an effect</li> <li>know artists use colour wrongly for an effect</li> </ul>	<ul style="list-style-type: none"> <li>know how to use scissors to create hexagonal snowflakes</li> </ul>	<ul style="list-style-type: none"> <li>know what a collage is</li> <li>know the effect of different size brushes</li> </ul>	<ul style="list-style-type: none"> <li>know how to draw a spider</li> <li>know how to draw an ant</li> </ul>	<ul style="list-style-type: none"> <li>know what a collage is</li> <li>know what sticks to paper</li> </ul>

	<ul style="list-style-type: none"> <li>• know how to draw ears</li> <li>• know how to draw noses</li> <li>• know how to draw a mouth</li> <li>• draw a self portrait</li> </ul>	<ul style="list-style-type: none"> <li>• know that artists use shades of colour</li> <li>• know that colours look different when light comes through them</li> <li>• Know how to make a Christmas stained glass window</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use scissors to create paper penguins</li> <li>• know how to use scissors to create paper snow people</li> <li>• Know how to make a paper picture from collage</li> </ul>	<ul style="list-style-type: none"> <li>• know the direction of brush strokes can change the effect</li> <li>• Know how to make a painting of water with directional brush strokes</li> </ul>	<ul style="list-style-type: none"> <li>• know how to draw a lady bird</li> <li>• know how to draw a bee</li> <li>• Know how to draw a summer scene with insects</li> </ul>	<ul style="list-style-type: none"> <li>• easily and what is difficult know how to create a collage to depict a holiday scene</li> </ul>
Art Shared Read Texts:						
RE:	Our Wonderful World	Why do Christians give gifts and Christmas?	Special Books	What did Jesus teach us?	What do Hindus Celebrate?	What do Muslims Celebrate?

	<ul style="list-style-type: none"> <li>To identify things that make our world special.</li> <li>To explore the Jewish, Christian and Islamic creation stories.</li> <li>To explore the Hindu creation story.</li> <li>To explore different accounts of the creation of the sky and Heaven.</li> <li>To explore different religious accounts of how animals and people were created</li> </ul>	<ul style="list-style-type: none"> <li>To discuss their experiences of giving and receiving presents.</li> <li>To find out about the story of Jesus' birth.</li> <li>To think about a gift a Christian might give to baby Jesus.</li> <li>To think about presents that can be given that you can't see.</li> <li>To create a Christmas card for my loved ones.</li> </ul>	<ul style="list-style-type: none"> <li>To share special books.</li> <li>To find out which books are special for different religions.</li> <li>To find out about the special book for Jewish people.</li> <li>To find out about the special book for Christian people.</li> <li>To find out about the special book for Muslim people.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the life of Jesus.</li> <li>To find out about the parable of the lost son.</li> <li>To find out about the parable of the good Samaritan.</li> <li>To find out what Jesus taught at the Sermon on the Mount.</li> <li>To explore what we can learn from the actions of Jesus.</li> <li>To summarise what Jesus taught people.</li> <li>Make a Mothering Sunday card.</li> </ul>	<ul style="list-style-type: none"> <li>To find out what Hindus believe.</li> <li>To find out about special occasions in a Hindu childhood.</li> <li>To find out what happens at a Hindu wedding.</li> <li>To find out about the Hindu festival of Diwali.</li> <li>To find out about the Hindu festival of Raksha Bandhan.</li> <li>To find out about the Hindu festival of Ganesh Chaturthi.</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the Islamic New Year.</li> <li>To find out about the Day of Ashura.</li> <li>To find out about Mawlid al-Nabi.</li> <li>To find out about Ramadan.</li> <li>To find out Eid al-Fitr.</li> <li>To find out about the Hajj.</li> </ul>
<b>Design &amp; Technology</b>	know how to design an outfit for a purpose e.g. for a windy autumn day; for a bonfire night; for a warm autumn day	know how to make a tree decoration	create a sledge that will slide over the snow and ice	create a decorated egg in a secure transportable box	know how to camouflage an object	make and evaluate their ice lolly
<b>Theme: Shaping Materials</b>	<ul style="list-style-type: none"> <li>know how to evaluate the purpose, make and customer for jackets and coats</li> <li>know how to evaluate the purpose, make and customer for different footwear</li> </ul>	<ul style="list-style-type: none"> <li>know how to make a Christmas card</li> <li>know how to make a tree decoration</li> </ul>	<ul style="list-style-type: none"> <li>know what the different parts of a sledge are for e.g. runners</li> <li>know what materials slide well over snow and ice</li> </ul>	<ul style="list-style-type: none"> <li>know how and why egg boxes are good designs</li> <li>know how to design a box to keep an egg safe</li> </ul>	<ul style="list-style-type: none"> <li>know how to evaluate bug hotels that use stacked shapes</li> <li>know how to shape and measure wood to make a bug hotel</li> </ul>	<ul style="list-style-type: none"> <li>know how to evaluate different lollies</li> <li>know about how ice lollies are made</li> <li>make a prototype/practise ice lolly</li> </ul>

		<ul style="list-style-type: none"><li>know how to evaluate the purpose, make and customer for headwear</li></ul>				
Designers:		<p>Chuck Fischer – pop up book artist</p> 	<p>Samuel Allen – The Flexible Flyer Sled</p> 		<p>Coyle and Caron – Zoological Designers</p> 	
Computing	E-Safety	Health, well-being and lifestyle	Online Bullying	Self-image and identity		Online relationships
		<ul style="list-style-type: none"><li>Identify rules that keep us safe and healthy online</li></ul>	<ul style="list-style-type: none"><li>Identify what online bullying is</li></ul>	<ul style="list-style-type: none"><li>Know what to do if someone tells me to do something that makes me feel sad, embarrassed or upset</li></ul>		<ul style="list-style-type: none"><li>Understand how I can communicate online</li></ul>



	Computer Science Coding	Digital Citizenship	Sequencing	Sequencing	Loops	Events	End of course project
		<ul style="list-style-type: none"> <li>Staying safe on online adventures</li> <li>Introducing computer lab manners</li> <li>Complete an online puzzle</li> </ul>	<ul style="list-style-type: none"> <li>Write precise instructions</li> <li>Translate instructions into symbols</li> <li>Develop sequential algorithms</li> </ul>	<ul style="list-style-type: none"> <li>Begin to understand how to stack code blocks together in a linear sequence</li> <li>Introduction to sequential algorithms</li> <li>Use programming skills to navigate</li> <li>Use loops to solve puzzles</li> </ul>	<ul style="list-style-type: none"> <li>Know what a loop is</li> <li>Practice using loops in programming puzzle</li> <li>Use loops to complete a variety of tasks</li> <li>Draw images by looping simple sequences of instruction</li> </ul>	<ul style="list-style-type: none"> <li>Know what an event is and experience several events</li> <li>Use evets and apply coding skills to create an animated game</li> </ul>	<ul style="list-style-type: none"> <li>Apply what we have learnt this year.</li> </ul>
MFL	<p>By the end of the year, children will be able to:          Know numbers 1-10          To know basic greetings (hello, good-bye, good morning, good afternoon, good night, how are you?)</p>						