

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<p>Once Upon a Time This introductory topic explores fairytale stories that can often be recognised by the children due to it providing a concrete foundation from 'Traditional Tales' investigated in EYFS to KS1 so that the children can consolidate and build on their prior knowledge of repetition and familiar refrain. This topic enables the children to think about the layout of stories, order and retell these stories as well as begin to use key features of narratives in their own writing through independent application of 'Once Upon A Time' and 'Happily Ever After'.</p>	<p>Toys This topic explores how toys have changed through history and provides the children with insight into whether modern toys entertain us more than old toys did years ago as a result of the topic opening up many avenues of discussion for children to investigate. The stories explored in this topic enable the children to recognise familiar settings and use their imagination. The stories allow for the children to independently order the key parts and write recounts as part of the children gradually being able to write simple sentences that can be read by themselves and others due to application of phonics also becoming more prevalent and secure. The familiar settings as well as the encouragement of imagination provided by the stories also enables the children to perform the stories in groups through role-play and gain confidence in recognising the key parts of the story and showing this to their peers.</p>	<p>Superheroes and Villains This topic allows us to explore real life superheroes throughout history and explore what life was like when they were alive. Superworm has a lot of rhyming in for the children to recreate their own stories. Supertato is a funny story that especially appeals to the boys. We can recreate comic strips and speech bubbles. Superkid is a longer story which lets us retell in greater depth now the children are more secure in their phonics.</p>	<p>Dinosaurs This topic especially appeals to boys where some have a broad prior knowledge for us to build on. This prior knowledge helps them feel more confident writing fact files and descriptions. The children love rewriting 'The dinosaur that pooped' story and it allows them to be expressive and imaginative.</p>	<p>Kings and Queens This topic enables children to develop understanding of castles in the past (significant historical places in their own locality). It will also link to the geography curriculum by exploring their local area and capital city. The text 'We absolutely must go to London' allows for detailed narrative writing as well as non-fiction writing about London.</p>	<p>The Jungle The Jungle topic will engage the interests of both boys and girls alike. It will allow for a range of descriptive writing, speech and rhyming with the texts used. The topic also gives the opportunity to explore non-fiction writing such as animal fact file. This topic links to the geography curriculum and allows for teaching on the world, maps, continents and oceans.</p>
Debate	<i>What is the purpose of stories? Why do we have them?</i>	<i>Do modern toys entertain us more?</i>	<i>What is a hero? Who are real life heroes?</i>	<i>If we could, should we bring back dinosaurs?</i>	<i>Is it better to live in a house or a castle?</i>	<i>Should animals live in zoos?</i>
Focus texts	<p>The Three Little Pigs This text is very popular with many children due to having lots of repetition and familiar refrain, which enables the children to recognise,</p>	<p>Stanley's Stick This text is full of alliteration and rich language as well as vibrant images to capture the imagination of children. Familiar settings are explored which encourages</p>	<p>Supertato – This book is especially loved by the boys and sparks imaginative retelling of how they can save the other fruit and vegetables. It uses</p>	<p>The dinosaur that pooped a planet – This book is funny and light hearted which is great for encouraging retelling and writing sentences. The children can use their</p>	<p>Queen's knickers This text is engaging and includes humour. The text allows for quality writing using adjectives. You can't eat a princess</p>	<p>Rumble in the Jungle This book includes an adventure story line and animals relating to the current topic. The book has lots of rhyming words. It can be used for narratives,</p>

	<p>remember and then retell.</p> <p>Goldilocks and the Three Bears This text enables the children to sequence events and break the story down into sections to allow for easy retelling through acting, story mapping and then writing the story as well as their own versions of the story.</p> <p>Little Red Riding Hood This text creates a comfortable level of suspense for the children, which captures their attention and allows for their imagination to come to life when ordering and retelling the story.</p>	<p>ordering and retelling as well as performing the stories in groups through drama and role-play. This story enables the children to think about how something simple can be transformed into something magical when they use their imagination and how this can be applied to their writing too.</p> <p>Dogger This text enables the children to retell and write recounts due to its simple and relatable context where a child loses his favourite toy called Dogger. A child can relate to the imagery and language used in the story and the text maintains their attention until the end due to children wanting to find out if the child finds his toy. This also encourages the children to focus in on details of the story and consequently confidently order and retell.</p> <p>Where's My Teddy? This text has rhyming and many examples of adjectives, which help the children to visualize what is happening in the story and gives the children a vocabulary rich bank of language to use when ordering and retelling the story themselves. The focal point of the story being based around a teddy too also encourages children to want to listen to the story and recount what happens.</p>	<p>speech bubbles and exclamation marks for the children to find and create their own speech for the different vegetables. Children can create a Supertato character description using their imaginations to decide the other adventures he has been on.</p> <p>Superworm – This book has great alliteration to introduce it in a friendly way. The children can create their own characters using alliterations and adjectives to describe. The children love seeing Superworm escape from the crow which spark their imagination to write their own story endings.</p> <p>Superkid – This text is set in familiar surroundings which helps the children engage with the story. It has lots of rhyming couplets throughout giving the children an opportunity to create their own. The book is full of colourful pictures in a comic book style which brings the story to life.</p>	<p>imagination to create their own dinosaur poop using adjectives to describe it.</p> <p>Dinosaurs love underpants –This funny book has lots of rhyming words throughout for children to copy and develop their own. It is great for retelling and has clear pictures to help story understanding. The story also is great for art projects designing our own underpants.</p> <p>Dear Dinosaur This text explores the themes of friendship and communication. The children are able to see examples of letters and therefore have the opportunity to focus on features of a letter and think about how they could write their own letters.</p> <p>Dinosaurs in my School This story encourages the children to use their imagination as dinosaurs are in school to wreak havoc but the adults cannot see them in the classroom. Children can be encouraged to retell the story as well as create alternative versions of the story using their creativity and knowledge of the story already.</p>	<p>This book has a humorous story line to engage the children. The story includes a variety of characters to encourage detailed character descriptions using adjectives. The use of speech allows us to explore how a character is feeling.</p> <p>We completely must go to London This book is a detailed account of travelling to London. It allows us to learn a variety of fiction facts about different landmarks around London such as; Big Ben, London Bridge and the Tower of London. The facts can be used to create a non-chronological report.</p> <p>The King's Pants This text introduces our new King, King Charles III and his array of underwear. This story encourages children to write descriptively using adjectives and also offers opportunities for children to explore letter writing and using questions.</p>	<p>animal fact files and rhyming.</p> <p>The Tiger who came to tea This book is repetitive and engaging. We can explore the use of lists in everyday lives such as shopping lists. It also looks at recipes for tea for the tiger. This story is great for recounts of the story.</p> <p>Roaming in the Rainforest Rhyming verse describes the activities of many of the creatures that inhabit the Amazon rainforest. Includes facts about the animals in the book in addition to learning about people in the Amazon rainforest.</p> <p>The Jungle Book This text explores fun and adventure through a jungle setting where lots of jungle animals are introduced. This story is excellent for influencing animal fact files, descriptive writing and non-chronological reports.</p>
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Maths	<ul style="list-style-type: none"> Place value within 10 Addition and subtraction within 10 	<ul style="list-style-type: none"> Addition and subtraction within 10 Shape 	<ul style="list-style-type: none"> Place value within 20 Addition and subtraction within 20 Place value within 50 	<ul style="list-style-type: none"> Place value within 50 Length and height Mass and volume 	<ul style="list-style-type: none"> Multiplication and division Fractions Position and direction 	<ul style="list-style-type: none"> Place value within 100 Money Time
English	<p>Jonathan Bond</p> <p>Building writing fluency through picture stories</p> <p><u>Phonics</u> – Recap phases 2, 3 and 4 (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words Trigraph Vowel 	<p>Jonathan Bond</p> <p>Using picture story units – enabling pupils to now plan and write their own stories</p> <p><u>Phonics</u> – Introduce phase 5 (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words Trigraph Vowel 	<p>Jonathan Bond</p> <p>Using longer picture story units – lengthening pieces of writing by increasing the number of pictures and increasing the number of sentences being written</p> <p><u>Phonics</u> – Phase 5 (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words Trigraph 	<p>Jonathan Bond</p> <p>Using longer picture story units – lengthening pieces of writing by increasing the number of pictures and increasing the number of sentences being written</p> <p><u>Phonics</u> – Phase 5 (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words Trigraph 	<p>Jonathan Bond</p> <p>Using English units of work – making the transition into more ‘traditional’ units of work</p> <p>Making traditional tales the focus of class story times</p> <p>Phonics – Recap phase 5 (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words Trigraph Vowel 	<p>Jonathan Bond</p> <p>Using English units of work – making the transition into more ‘traditional’ units of work</p> <p>Making fairy tales the focus of class story times</p> <p><u>Phonics</u> – Gaps in phonics screening focus (Bug Club)</p> <p>Phonics Key Words:</p> <ul style="list-style-type: none"> Blend Consonant CVC words Digraph Grapheme Phoneme Pure sound Segment Tricky words

			• Vowel	• Vowel		• Trigraph • Vowel
Science	Working Scientifically •ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions	Working Scientifically • ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions	Working Scientifically • ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions	Working Scientifically • ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions	Working Scientifically • ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions	Working Scientifically • ask questions and know they can be answered in different ways •look closely, using simple equipment. •Perform simple tests. •Identify and classify (name and group) •Use observations and ideas to suggest answers to questions. •collect and record data to help answer questions
	Animals including Humans •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body	Seasonal Changes: Autumn and Winter •observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies Vocabulary: Autumn, changes, Winter, seasons.	Everyday Materials •distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock •describe the simple physical properties of a variety of everyday materials	Living Things and their Habitats • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify the life cycle of a living thing • identify a food chain • identify the habitat of a living thing Vocabulary: omnivores,	Plants •identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. •identify and describe the basic structure of a variety of common flowering plants, including trees Vocabulary: deciduous and evergreen trees, planting, soil, seeds, sun, roots, flower, stem, leaf, sap	Seasonal Changes: Spring and Summer • observe changes across the four seasons •observe and describe weather associated with the seasons and how day length varies Vocabulary: Spring, changes, Summer, seasons

	<p>and say which part of the body is associated with each sense</p> <p>Vocabulary: Sense, sight, sound, touch, taste, smell, hear, see, eye, nose, mouth, tongue, fingers, ears</p>		<p>•compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Vocabulary: metal, glass, rock, wood, plastic, water</p>	<p>herbivores, carnivores, food chain, life cycle, habitats</p>		
Computing	<p>Computing systems and networks – Technology around us</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Learning objectives:</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</p>	<p>Creating media – Digital painting</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Learning objectives:</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>Programming A – Moving a robot</p> <p>National curriculum objectives:</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>recognise common uses of information technology beyond school</p> <p>Learning objectives:</p> <p>-To explain what a given command will do</p> <p>-To act out a given word</p>	<p>Data and information – Grouping data</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>Learning objectives:</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>Creating media – Digital writing</p> <p>National curriculum objectives:</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>Learning objectives:</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>Programming B - Programming animations</p> <p>National curriculum objectives:</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Learning objectives:</p> <p>-To choose a command for a given purpose -To show that a series of commands can be joined together</p>

Year 1 Curriculum Map

	-To create rules for using technology responsibly		-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			-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 -To recognise the uses and features of information technology -To identify the uses of information technology in the school -To identify information technology beyond school -To explain how information technology helps us -To explain how to use information technology safely -To recognise that choices are made when using information technology
Music	<p>Year 1 Unit 1 - How Can We Make Friends When We Sing Together?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low <p>Song Composer</p>	<p>Year 1 Unit 2 - How Does Music Tell Us Stories About The Past?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low <p>The Christmas production will provide opportunities for ensembles and</p>	<p>Year 1 Unit 3 - How Does Music Make The World A Better Place?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low 	<p>Year 1 Unit 4 - How Does Music Help Us To Understand Our Neighbours?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low <p>Song</p>	<p>Year 1 Unit 5 - What Songs Can We Sing To Help Us Through The Day?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low <p>Song Composer Genre</p>	<p>Year 1 Unit 6 - How Does Music Teach Us About Looking After Our Planet?</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> Finding and keeping a steady beat Simple rhythmic patterns using long and short Simple melodic patterns using high and low <p>Song</p>

Year 1 Curriculum Map

<p>Genre Date</p> <p>Find The Beat Joanna Mangona and Pete Readman Hip Hop 2020/21</p> <p>1-2-3-4-5 Joanna Mangona and Pete Readman Jazz 2020/21</p> <p>Head, Shoulders, Knees And Toes Unknown Hip Hop 1960s</p> <p>Shapes Joanna Mangona and Pete Readman Pop 2020/21</p> <p>We Talk To Animals Joanna Mangona and Rick Coates Pop 2020/21</p> <p>Piano Sonata No. 11 - III. Rondo Alla Turca Wolfgang Amadeus Mozart Classical 1783</p> <p>Musicianship (including playing, composing and improvising) Tempo: 100bpm Time Signature: 4/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G</p>	<p>collaborative music with the performance.</p> <p><u>Musicianship</u> Being able to perform as a group with varying songs, using voices, body percussion, percussion and movement.</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>	<p>Song Composer Genre Date</p> <p>If You're Happy And You Know It Unknown Pop Unknown</p> <p>Sing Me A Song Joanna Mangona and Pete Readman Waltz 2020/21</p> <p>Sparkle Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Rhythm In The Way We Walk Joanna Mangona and Pete Readman Reggae 2020/21</p> <p>Big Bear Funk Joanna Mangona and Pete Readman Funk 2020</p> <p>Baby Elephant Joanna Mangona and Pete Readman Lullaby 2020/21</p> <p>Cinderella, Op.87: 37 - Waltz-Coda Sergei Prokofiev 20th and 21st Century Orchestral 1944</p>	<p>Composer Genre Date</p> <p>Days Of The Week Joanna Mangona and Pete Readman Jazz: Swing 2020/21</p> <p>Name Song Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Cuckoo Joanna Mangona and Pete Readman Waltz 2020/21</p> <p>Upside Down Joanna Mangona and Pete Readman Waltz 2020/21</p> <p>Hush Little Baby Unknown Lullaby Unknown</p> <p>Who Took The Cookie? Unknown Pop Unknown</p> <p>The Planets, Op. 32 - I. Mars, The Bringer Of War Gustav Holst 20th and 21st Century Orchestral 1914–17</p> <p>Musicianship (including playing, composing and improvising)</p>	<p>Date</p> <p>Getting Dressed Joanna Mangona and Pete Readman Pop 2020/21 2</p> <p>Dress Up Joanna Mangona and Pete Readman Jazz: Swing 2020/21</p> <p>Brush Our Teeth Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Get Ready Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Up And Down Joanna Mangona and Pete Readman Pop 2020/21</p> <p>Star Light, Star Bright Unknown Lullaby Late 1800s</p> <p>Sonata In C Major Hob. XVI:150 - 3rd Movement Franz Joseph Haydn Classical c. 1794</p> <p>Musicianship (including playing, composing and improvising) Tempo: 100bpm Time Signature: 3/4 Key Signature: C major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: C, G Improvise Together - Activity 3 Tempo: 100bpm Time Signature: 3/4 Key</p>	<p>Composer Genre Date</p> <p>The Bear Went Over The Mountain Unknown Pop Unknown</p> <p>In The Sea Joanna Mangona and Pete Readman 20th and 21st Century Orchestral 2020/21</p> <p>Alice The Camel Unknown Marching Band Unknown</p> <p>Ten Green Bottles Unknown Country Unknown</p> <p>Zootime Joanna Mangona and Pete Readman Reggae 2020/21</p> <p>She'll Be Coming 'Round The Mountain Unknown Gospel Late 1800s</p> <p>The Pink Panther Theme Henry Mancini Jazz 1963</p> <p>Musicianship (including playing, composing and improvising) Tempo: 100bpm Time Signature: 2/4 Key Signature: G major Rhythmic patterns</p>
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Year 1 Curriculum Map

	<p>Improvise Together - Activity 1 Tempo: 100bpm Time Signature: 4/4 Key Signature: C major Improvise section using: C, D, E</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>		<p>Musicianship (including playing, composing and improvising)</p> <p>Tempo: 98bpm Time Signature: 4/4 Key Signature: G major Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: G, D</p> <p>Improvise Together - Activity 2 Tempo: 96bpm Time Signature: 4/4 Key Signature: F major Improvise section using: F, G, A</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>	<p>Tempo: 98bpm Time Signature: 4/4 Key Signature: A minor Rhythmic patterns using: Minims, crotchets and quavers Melodic patterns: A, E</p> <p>Improvise Together - Activity 2 - As Unit 3</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>	<p>Signature: C major Improvise section using: C, D, E</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>	<p>using: Crotchets and quavers Melodic patterns: G, B, D</p> <p>Improvise Together - Activity 3 - As Unit 5</p> <p>Vocabulary:</p> <p>Audience Backing Band Chorus Composition Dynamics Duet Group Lyrics Melody Notes Performing Pitch Pulse Rhythm Style Solo Tempo Tune Verse Vocals</p>
<p>Physical Ed</p>	<p>Fundamentals</p> <ul style="list-style-type: none"> •To explore balance, stability and landing safely •To explore how the body moves differently when running at different speeds 	<p>Ball Skills</p> <ul style="list-style-type: none"> •To develop control and co-ordination when dribbling a ball with your hands •To explore accuracy when rolling a ball •To explore throwing with accuracy towards a target 	<p>Invasion</p> <ul style="list-style-type: none"> •To develop dribbling towards a goal •To understand what being 'in possession' means 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> •To develop underarm throwing and catching and put this into small sided games •To develop overarm throwing 	<p>Net and Wall</p> <ul style="list-style-type: none"> •To defend space, using the ready position •To play against an opponent and keep the score •To develop control when handling a racket 	<p>Athletics and sports day prep</p> <ul style="list-style-type: none"> •To learn to move at different speeds for varying distances •To develop a foundation for balance and stability

	<ul style="list-style-type: none"> •To explore changing direction and dodging •To explore jumping, hopping and skipping actions •To explore co-ordination and combining jumps •To explore combination jumping and skipping in an individual rope <p>Dance</p> <ul style="list-style-type: none"> •To explore travelling actions and use counts of 8 to move in time with the music •To remember and repeat actions and respond imaginatively to a stimulus •To copy, remember and repeat actions that represent the theme •To copy, repeat, create and perform actions that represent the theme •To use expression and create actions that relate to the story •To use a pathway when travelling •To copy, repeat and choose actions that represent the theme •To show changes in expression, level and shape 	<ul style="list-style-type: none"> •To explore catching with two hands •To explore control and co-ordination when dribbling a ball with your feet •To explore tracking a ball that is coming towards me <p>Gymnastics</p> <ul style="list-style-type: none"> •To explore travelling movements using the space around you •To develop quality when performing gymnastic shapes •To develop stability and control when performing balances •To develop technique and control when performing shape jumps •To develop technique in the barrel, straight and forward roll •To link gymnastic actions to create a sequence 	<ul style="list-style-type: none"> •To develop passing to a teammate with your feet •To understand who to pass to and why when playing against a defender •To develop dribbling a ball with hands •To move towards a goal with the ball •To develop throwing to a teammate •To support a teammate when in possession •To move into space showing an awareness of defenders •To be able to stay with a player when defending <p>Yoga</p> <ul style="list-style-type: none"> •To explore yoga and mindfulness •To be able to copy and remember poses •To develop flexibility when holding poses •To develop balance whilst holding poses •To create yoga poses using a hoop •To create a yoga flow with a partner 	<ul style="list-style-type: none"> •To develop striking a ball with my hand and equipment •To retrieve a ball when fielding •To understand how to get a batter out •To develop decision making and understand how to score points <p>Fitness</p> <ul style="list-style-type: none"> •To develop knowledge about how exercise can make you feel •To develop knowledge about how exercise can make you strong and healthy •To develop knowledge about how exercise relates to breathing •To develop my understanding of how exercise helps my brain •To develop my understanding of how exercise helps my muscles •To begin to understand the importance of daily exercise 	<ul style="list-style-type: none"> •To develop racket and ball skills •To develop sending a ball using a racket •To develop hitting over a net <p>Teambuilding</p> <ul style="list-style-type: none"> •To co-operate and communicate with a partner to solve challenges •To explore and develop teamwork skills •To develop communication skills •To use communication skills to lead a partner •To plan with a partner and small group to solve problems •To communicate with a group to solve challenges 	<ul style="list-style-type: none"> •To develop agility and co-ordination •To explore hopping, jumping and leaping for distance •To develop throwing for distance •To develop throwing for accuracy <p>Target Games</p> <ul style="list-style-type: none"> •To develop underarm throwing towards a target •To develop throwing for accuracy •To develop underarm and overarm throwing for accuracy •To develop throwing for accuracy and distance using underarm and overarm •To select the correct technique for the situation •To develop throwing for accuracy and distance
PSHE	<p>New beginnings Beginning and belonging, changes as you get older, family and friendships, E Safety, important people in their life.</p> <p>H26. about growing and changing from young to</p>	<p>Bullying – ABW week Family and friends myself and my relationships, feeling and how to describe them, friendship resolution and thinking of others’ feelings.</p>	<p>Life Education - My wonderful body Harmful aspects of the household, belonging to groups in the community, how we are the same and different to others.</p>	<p>Citizenship Similarities and differences between people, kind and unkind behaviour, how to show respect, how to show and share opinions.</p>	<p>Healthy and safer lifestyles Healthy living, how to stay healthy and what foods are good for the body, benefits of physical activity, how to stop germs spreading.</p>	<p>Finance – Enterprise week How and why to spend and save money, why people have jobs, strengths to do different jobs.</p>

<p>old and how people's needs change</p> <p>R1. To know about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p>R2. To identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. To know about different types of families including those that may be different to their own</p> <p>R4. To identify common features of family life</p> <p>R5. To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>E Safety Week</p> <p>H34. Be able to say what it means to stay safe and online and why it is important.</p> <p>L7. To know about how the internet and digital devices can be used safely to find things out and to communicate with others</p> <p>L8. To know about the role of the internet in everyday life</p>	<p>R11. Knowledge: Be able to describe how they are feeling, inc strong emotions.</p> <p>R6. Explain different ways that family and friends should care for one another.</p> <p>R6. To know about how people make friends and what makes a good friendship</p> <p>R7. To learn about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. To explore simple strategies to resolve arguments between friends positively</p> <p>R9. To know how to ask for help if a friendship is making them feel unhappy</p> <p>vocab – emotion</p> <p>happy</p> <p>sad</p> <p>angry</p> <p>family</p> <p>friend</p> <p>safe</p> <p>care</p>	<p>H31. talk about the harmful aspects of some household products and medicines</p> <p>describe ways of keeping safe in familiar situations</p> <p>L2. To know how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L4. To know about the different groups they belong to</p> <p>L5. To explore the different roles and responsibilities people have in their community</p> <p>L6. To recognise the ways they are the same as, and different to, other people</p> <p>vocab – medicine</p> <p>safety</p> <p>water</p> <p>air</p> <p>food</p>	<p>R3. be able to describe aspects of their identity, and recognise some similarities and differences between themselves and others.</p> <p>R21. To know about what is kind and unkind behaviour, and how this can affect others</p> <p>R22. To learn how to treat themselves and others with respect; how to be polite and courteous</p> <p>R23. To recognise the ways in which they are the same and different to others</p> <p>R24. To know how to listen to other people and play and work cooperatively</p> <p>R25. To explore how to talk about and share their opinions on things that matter to them</p> <p>vocab – identity</p> <p>same</p> <p>different</p> <p>like</p> <p>dislike</p> <p>myself</p> <p>others</p>	<p>H1. To know about what keeping healthy means and different ways to keep healthy</p> <p>H2. To be aware about foods that support good health and the risks of eating too much sugar</p> <p>H3. To know how physical activity helps us to stay healthy; and ways to be physically active everyday</p> <p>H4. To begin to understand why sleep is important and different ways to rest and relax</p> <p>H5. To be aware of simple hygiene routines that can stop germs from spreading</p> <p>vocab –</p> <p>healthy</p> <p>safety</p> <p>diet</p> <p>exercise</p> <p>sleep</p> <p>unhealthy</p>	<p>L11. that people make different choices about how to save and spend money</p> <p>L14. To know that everyone has different strengths</p> <p>L15. To learn that jobs help people to earn money to pay for things</p> <p>L16. To explore the different jobs that people they know or people who work in the community do</p> <p>L17. To learn about some of the strengths and interests someone might need to do different jobs</p> <p>HRSE- Know how to keep ourselves clean.</p> <p>Know that babies become children then adults.</p> <p>Understand the difference between boy and girls.</p> <p>Know there are different types of families.</p> <p>Know who we can ask for help.</p> <p>vocab - money</p> <p>buy</p>
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Year 1 Curriculum Map

	L9. To learn that not all information seen online is true Vocab – babies adults teenagers older online safe					sell soap brush clean penis vagina family
MFL	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages	Begins to build a bank of vocabulary in other languages
HRSE						

RSE Curriculum	Knowledge	Objectives PSHE Programme of study	Vocabulary	Resources In folder on Tpool.
KS1 Parents can not withdraw children from any lessons. Year 1 Lesson 1 Keeping clean Lesson 2	<p>All children should be able to...</p> <ul style="list-style-type: none"> -Use the scientific names introduced to name male and female body parts. -Identify some differences between males and females. -Identify the body parts that we keep private. -Understand the words 'no' and 'stop'. -Understand that people's bodies and feelings can be hurt. <ul style="list-style-type: none"> -Understand that girls and boys can like different things, or the same things. -Describe how they have changed since they were a baby. -Understand that peoples' needs change as they grow older. -Talk about things they would like to do when they are older. 	<p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p>	<p>Difference Girls Boys Similarities Body Underwear Private Scientific words Genitals Penis Testicles Vulva Vagina Respect No Stop Feelings Consent Permission</p>	<p>Our bodies ppt</p> <p>Our bodies labelling sheet</p> <p>Is it ok ppt (Consent)</p> <p>Ask Teddy cards (Consent)</p> <p>Scenario cards (respect)</p> <p>Growing up ppt</p>

<p>Growing and changing</p> <p>Lesson 3</p> <p>Different types of family and who to ask for help.</p>	<p>-Discuss some changes that people might go through in life.</p> <p>-Talk about their family and ask others questions about their family.</p> <p>-Describe physical changes humans go through as they grow up.</p> <p>-Explain the word 'consent'.</p> <p>-Describe some similarities and differences between families.</p> <p>identify different family members and different family structures.</p>	<p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</p> <p>H27. about preparing to move to a new class/year group</p>	<p>Stereotype</p> <p>Gender</p> <p>Family</p> <p>Baby</p> <p>Toddler</p> <p>Child</p> <p>Teenager</p> <p>Adult</p> <p>Change</p> <p>Emotions</p> <p>Resilient</p>	<p>(Stereotypes)</p> <p>Growing up pictures and activities</p> <p>Family ppt</p> <p>Family activity</p> <p>Getting older ppt</p> <p>Getting older activities</p>
<p>Year 1</p> <p>Safeguarding</p> <p>Harmful sexual behaviour and peer on peer abuse.</p>	<p>Me and my online identity. Autumn 1</p> <p>To understand that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.</p> <p>E Safety Week</p> <p>Be able to say what it means to stay safe and online and why it is important.</p> <p>Myself and my relationships. Autumn 2</p> <p>Be able to describe how they are feeling, inc strong emotions.</p> <p>To know how to ask for help if a friendship is making them feel unhappy.</p> <p>Life education. Spring 1.</p> <p>Talk about the harmful aspects of some household products and medicines.</p> <p>Describe ways of keeping safe in familiar situations.</p> <p>Citizenship. Spring 2</p>	<p>H11. about different feelings that humans can experience.</p> <p>H12. how to recognise and name different feelings.</p> <p>H13. how feelings can affect people's bodies and how they behave.</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things.</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings.</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm.</p> <p>H32. ways to keep safe in familiar and unfamiliar environments.</p> <p>H33. about the people whose job it is to help keep us safe H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance</p>	<p>Talk</p> <p>Uncomfortable</p> <p>Worried</p> <p>Sad</p> <p>Safe</p> <p>E safety</p> <p>Online</p> <p>Strangers</p> <p>Unhappy</p> <p>Medicines</p> <p>Harmful products</p> <p>Kind</p> <p>Unkind</p> <p>Respect</p>	

	<p>To know about what is kind and unkind behaviour, and how this can affect others</p> <p>To learn how to treat themselves and others with respect; how to be polite and courteous. Healthy and safer lifestyles. Summer 1</p> <p>Be able to give examples of staying safe and healthy.</p>	<p>of telling a trusted adult if they come across something that scares them.</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things</p> <p>R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not.</p> <p>R15. how to respond safely to adults they don't know.</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe.</p> <p>R17. about knowing there are situations when they should ask for permission and also when their permission should be sought.</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>		
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Religious Education

	Year 1				
	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	<i>How does a celebration bring a community together?</i>	<i>What do my senses tell me about the world of religion and belief?</i>	<i>What do Jewish people remember on Shabbat?</i>	<i>What does the cross mean to Christians?</i>	<i>How did the universe come to be?</i>
Religion	Muslim, Christian	Christian, Hindu, Jewish	Jewish	Christian	Christian, Hindu
Core Knowledge	<ul style="list-style-type: none"> How Christians celebrate Christmas/Easter. How Muslims celebrate Eid-ul-Fitr and Eid-ul-Adha. <p>How do these festivals help to bring the religious communities together?</p>	<ul style="list-style-type: none"> The five senses (see, hear, smell, touch, taste) and how they are engaged in religion and worship The worship practice of Hindu Puja Visual art, e.g., Murti / Image of Hindu God Artefacts, e.g., Arti Lamp has five wicks one for each blessing Smell – incense is used as part of Hindu worship at a shrine 	<ul style="list-style-type: none"> The Jewish story of creation and relate it to observing Shabbat. Jews believe in one God and that He is the creator. Shabbat is celebrated as a weekly tradition for Jewish families. The symbolism of the key artefacts used during Shabbat: <ul style="list-style-type: none"> Candles – are lit before Shabbat to create peace in the home. Challah Bread – a special plaited bread to show how Jews love Shabbat. 	<ul style="list-style-type: none"> The Easter narrative in the Bible. Christians believe Jesus’ died on a cross (crucifixion) to save people (salvation). Christians believe Jesus came back to life (resurrection). <p>Christians believe Easter gives people hope of a new life, now and in the future.</p>	<ul style="list-style-type: none"> The creation stories within Christian and Hindu traditions. Non-religious ideas about the origin of the universe.
		Taste – food such as fruit is left at the shrine as an offering to the Gods	<ul style="list-style-type: none"> Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat. <p>Zemirot – the special songs sung at the table for Shabbat.</p>		
Key words	Celebration, Christian, Christmas, Community, Easter, Eid-ul-Adha, Festival, Muslim, Religion.	Sense, religion, worship, belief, shrine, mantra, puja, murti.	Jew/Jewish, Menorah, Challah Bread, Shabbat, Judaism, Synagogue, Creation, Kiddush Cup, Zemirot.	Christian, Cross, Crucifixion, Jesus, Resurrection, Salvation.	Brahma, Christian, Hindu, Creation, Origin, Universe, Vishnu, God

History

Autumn 1- Geography Black History Month – 1 lesson dedicated to theme of Black History Month. Posters/Comic strips/Artwork as evidence
Autumn 2- History – Local history: Our High Street Key vocabulary: Basildon Different Goods Packaging Payment Price Shops Similar
Spring 1 – History – Explorers: Ibn Battuta Key vocabulary: Adventure Country Explore Explorer Journey Landscape
Spring 2 – Geography
Summer 1 – History – Queen Elizabeth II's Platinum Jubilee Resource – make timeline for books (A3 or A4) that has key dates from Elizabeth II's life on it e.g. <u>1926</u>. 1952. 1953. 2022. 2023 Key vocabulary: Coronation Jubilee King Monarch Parliament Power Prince/Princess Queen Relative
Summer 2 – Geography

Geography

Autumn 1 - Where am I?

What is a map?

What are the 4 main points on a compass?

What symbol is used for a capital city?

What symbol is used for a city?

What is the weather like in the UK?

How is it different from other countries?

Which way is left/ right?

Key Vocabulary - aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village

Autumn 2 - History focus

Spring 1 - History focus

Spring 2 - Weather

Why do we wear different clothes at different times of the year?

Why do people talk in different languages?

What 4 countries make up the UK?

What is your heritage?

Have you ever visited another country?

Key Vocabulary - atlas, capital city, climate, compass, continent, country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane

Summer 1 - History focus

Summer 2 - Shanghai

Where are the jungles?

Why are they there?

What is the equator?

What animals live here?

Why?

Key Vocabulary - continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol

Art and Design

Autumn 1 Sculpture / 3D work Once upon a Time	Autumn 2 Cooking Fruit Skewers	Spring 1 Painting Superheroes and Villains	Spring 2 Drawing Textures and Collage Dinosaurs	Summer 1 Printing Kings and Queens	Summer 2 Textiles and Collage Jungle Book
<p><i>In EYFS, children had the opportunity to build some simple structures and play with them. In this unit, the children will develop this skill further by building 'small worlds' with a simple, stable structure. The children will also begin to use mechanical systems for the first time by building a simple slider.</i></p> <p>Lesson One: Making small worlds. Introduction to 3D work. Children should look at how to make imaginative and complex 'small worlds' out of Lego. Children can build their own 'small</p>	<p><i>In EYFS, children had the opportunity to begin to explore and describe their simple ideas, select materials and discuss their work as well as begin to create basic designs and explore using/holding basic tools. They also had the opportunity to say what they liked and did not like and why as well as start to think about the need for a variety of foods in our diet in order to be healthy. In year 1, the children build on their prior knowledge from the early years by exploring fruit as a healthy food and evaluating existing fruits and then practising how to use tools safely and effectively in the process of making a</i></p>	<p><i>In EYFS, children had the opportunity to explore colours and different types of paint (water colour, poster paint). In year 1, the children will be introduced to mixing primary colours to make secondary colours. They will look at the work of Roy Lichtenstein and mix their own colours to create paintings.</i></p> <p>Lesson one: Mixing primary colours. Children will be introduced to primary and secondary colours and how to mix them successfully. Children should have the opportunity to pour their own paint and mix them to</p>	<p><i>In EYFS, the children will have learnt how to hold a pencil and make marks to create a picture. In year 1, children will start to explore how artists use pattern and marks to represent noises. Teachers can use examples from books, pictures and artists who illustrate stories.</i></p> <p>Lesson One: Pattern Children to be introduced to how pattern is used in drawing and sketch different patterns of dinosaur scales. Teachers to focus on the pencil grip, what a pattern is and why artists use this technique. Pattern</p>	<p><i>In EYFS, children were given the opportunity to print with simple objects. However, they would not have discussed printing as an art form before. In Y1, children will have an introduction to printing and have a go at printing using simple objects. They will then learn how to create a picture using only printing.</i></p> <p>Lesson One: Introduction on printing. Children will be given an introduction into what printing is and look at artist examples. Children should have a go at printing their own handprint/fingerprints in repeating patterns. Children should be able to mix their own colours.</p>	<p><i>In EYFS, the children may have seen simple examples of a collage. In Y1, children will look at what a collage is and how they can use a range of materials to create an animal/jungle scene.</i></p> <p>Lesson One: What is collage? Children to learn what a collage is and how you can create a picture using materials other than paint and colouring pens/pencils. Children should design a jungle animal that they will create next lesson. Collage Materials - examples Paint Pencils Felt Tips</p>

<p>world' and explain what each part is. Small Worlds Building Blocks Strong Stable</p> <p>Lesson Two: Sliders Children should <i>begin</i> to explore and use mechanisms for example, levers and sliders. Children to make a slider where a character pops up. Mechanisms Levers Sliders Character Strong Stable Puppets</p> <p>Lesson Three: Making sculptures strong and stable. Children to create tin foil sculptures of people (Artist: Giacometti). Children to explore how to make the tin foil can be made</p>	<p><i>fruit skewer. Children continue to develop their designing and evaluating skills.</i></p> <p>Lesson One: Where does food come from? Children to explore African and non-African fruits. Children to look at <i>Handa's surprise</i> and explain why some fruit can only be grown in hot climates.</p> <p>Fruit Growing Ingredient</p> <p>Lesson Two: Evaluate existing products. Children to evaluate existing products.</p> <p>Ingredient Evaluate Products Senses Taste Texture Smell</p>	<p>create their desired colours. Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot</p> <p>Lesson Two: Roy Lichtenstein. Children will learn about Roy Lichtenstein (pointillism) and start to use cotton buds to create images. The children should consider what inspired the artist, evaluate his work. Teachers should focus on the colours in Lichtenstein's paintings. The children should create their own images using what they learnt last lesson about primary and secondary colours. Mix Colour</p>	<p>Drawing Sketch Pencil Repeating Patterns Pencil Grip</p> <p>Lesson Two: Use drawing to represent loud noises. Children to look how artists use drawing to represent loud noises. Children to sketch a dinosaur roar. Teachers to focus on pencil grip and how to use a range of marks to represent a loud noise. Pattern Drawing Sketch Pencil Repeating Patterns Pencil Grip Noise Marks Emotion</p> <p>Lesson Three: Use drawing to represent movement.</p>	<p>Printing Artist Colours Handprint Finger Print Repeating Patterns Patterns</p> <p>Lesson Two: Printing Shapes. Children will use what they learnt last lesson to print shapes to create images of part of a castle (bridge, tower) and then print them into their sketch books. Teachers should model how you can use printing to create several images. Printing Artist Colours Shapes Castle Repeating Patterns Patterns</p> <p>Lesson Three Planning a print. Children to look at some shapes that they can print with and plan a print of a castle ready</p>	<p>Colour Jungle</p> <p>Lesson Two: Use materials to make a jungle animal. Children to use their design from lesson one to make a jungle animal. Children should 'colour' their animal in using materials (magazines, newspapers, tissue paper). Children should look at materials and begin to explore how to manipulate them into being something that they are not. Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials</p> <p>Lesson Three:</p>
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<p>stronger, stiffer and more stable. Sculpture Strong Stable Giacometti Stiff Puppets Materials</p> <p>Lesson 4&5: Final project: Children to create a room for a character (their tin foil person) to live in. Children should include a slider and the other skills that they have learnt.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Make imaginative and complex 'small worlds' with blocks</p>	<p>Appearance Like Dislike</p> <p>Lesson Three: Using tools and equipment safely. Children to practise chopping fruit and putting it onto a skewer.</p> <p>Prepare Ingredient Method Process Tools Safely Equipment Skewer Chop Slice Thread</p> <p>Lesson Four: Design a product. Children to design a fruit skewer based on a <u>criteria</u> (colourful, interesting, a range of fruits)</p> <p>Ingredient Design Design criteria</p>	<p>Primary Colours Brush Pallett Water Pot Roy Lichtenstein Pointillism Cotton Buds</p> <p>Lesson Three: Planning a painting with primary and secondary colours. Children will plan a superhero cape that they will paint for their final project. They should use a range of a primary and secondary colours and note how they will mix the colours to make them. This design should be in the style of Roy Lichtenstein (pointillism). Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot Roy Lichtenstein Pointillism</p>	<p>Children to look how artists draw movement in stories. Children to sketch a dinosaur stomp. Teachers to focus on pencil grip and how to use a range of marks to represent a loud noise. Children should be confident enough to include pattern and a range of marks to represent a loud noise. Pattern Drawing Sketch Pencil Emotion Repeating Patterns Pencil Grip Noise Marks Movement</p> <p>Lesson 4&5 Final project: Children to draw a roaring, stomping, scaled dinosaur using all of the skills that they have</p>	<p>for their projects. They can draw around the shapes in their sketch book. Printing Artist Colours Shapes Castle Repeating Patterns Patterns</p> <p>Lesson 4&5 Final Project: Children should use the skills that they have learnt to print a final image of a castle. Children should be encouraged to use their knowledge of colour theory to help them to mix their own colours.</p> <p>Join different materials and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Design a jungle scene with materials. Children will design a jungle scene that they will make out of materials for their final project. Children should think about what materials they should use Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials</p> <p>Lesson 4&5: Final Project Make a collage of a jungle using a range of materials. Children should explore different materials and to use and express them.</p> <p>Begin to design different materials</p>
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<p>and construction kits, such as a city with different buildings and a park.</p> <p>Develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Begin to build structures exploring how they can be made stronger, stiffer and more stable.</p> <p>Begin to explore and use mechanisms for example, levers, sliders.</p> <p>Key Words: Sculpture Giacometti Stiff Puppets Materials Mechanisms Levers Sliders Character Stable</p>	<p>Lesson Five: Make and evaluate. Children to make and evaluate their fruit skewer.</p> <p>Prepare Make Ingredient Method Process Evaluate Design criteria Tools Safely Equipment Skewer Chop Slice Thread Like Dislike</p> <p>Start to use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>Start to understand where food comes from.</p>	<p>Cotton Buds</p> <p>Lesson 4&5: Final Project: Children to paint their capes using the skills that they have learnt (colour mixing, pointillism) and evaluate their own work. Teachers should see evidence of colour mixing by only giving children primary colours and encourage them to use their plan and mix their desired colours.</p> <p>Explore colour and colour-mixing with more depth.</p> <p>Children should know which colours mix together to create new colours.</p> <p>Begin to explore simple brush and painting technique.</p> <p>Respond to what they have seen,</p>	<p>learnt. Children should also try to include the dinosaur's emotions.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Pattern Drawing Sketch Emotion</p>	<p>Begin to use equipment and media correctly and be able to produce a clean printed image</p> <p>Key Words: Printing Artist Colours Shapes Castle Repeating Patterns Patterns</p>	<p>and explore different textures.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p> <p>Begin to use a sketchbook to plan and develop simple ideas and collect textures, patterns to inform other work.</p> <p>Key Words: Collage Materials - examples Paint Pencils Felt Tips Jungle Colour Manipulating Materials</p>
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<p>Small Worlds Building Blocks</p>	<p>Start to design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Start to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make- start to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p> <p>Start to evaluate- explore and evaluate a range of existing products.</p>	<p>expressing their thoughts and feelings.</p> <p>Key Words: Mix Colour Primary Colours Secondary Colours Brush Pallett Water Pot Evaluate Roy Lichtenstein Pointillism Cotton Buds</p>	<p>Pencil Repeating Patterns Pencil Grip Noise Marks Movement</p>		
	<p>Start to evaluate their ideas and products against design criteria.</p>				

Maths - Stem Sentences for Year 1

Number and Place Value [NPV]	Number Facts [NF]	Addition and Subtraction [AS]	Multiplication and Division [MD]	Fractions [F]	Geometry [G]	Measurement [M]
<p>One part is ____. The other part is ____.</p> <p>The whole is ____. ____ is the whole. ____ is a part, and ____</p> <p>The parts are ____ and ____ The whole is ____</p> <p>____ is equal to ____</p> <p>I can partition ____ into ____ and ____</p> <p>This represents ____ because ____</p> <p>____ is greater than ____</p> <p>____ is less than ____</p>	<p>One more than ____ is ____</p> <p>One less than ____ is ____</p> <p>This number pattern is increasing by ____</p> <p>This number pattern is decreasing by ____</p> <p>____ plus ____ is greater than ____ because ____</p> <p>If I know ____ then I know ____ because ____</p> <p>I know ____ plus ____ is equal to ____ so I know that ____ plus ____ is equal to ____</p> <p>____ and ____ make ____</p>	<p>____ plus ____ is equal to ____</p> <p>____ subtract ____ is equal to ____</p> <p>When we subtract, we start with the whole</p> <p>The whole is ____. The parts are ____ and ____</p> <p>To find the unknown part/whole I need to ____</p> <p>The difference between ____ and ____ is ____</p> <p>____ is (so many) greater than ____</p> <p>____ and ____ have a difference of ____</p>	<p>____ groups of ____ are equal to ____</p> <p>____ shared equally into groups of ____ makes ____ groups.</p> <p>I shared ____ into ____ equal groups. There are ____ in each group.</p> <p>The pattern is increasing in ____</p> <p>The pattern is decreasing in ____</p> <p>There are ____ groups of ten. There are ____ ones.</p> <p>____ groups of ten are equal to ____</p> <p>____ groups of two are equal to ____</p> <p>There will be ____ in each group.</p>	<p>Half of ____ is equal to ____</p> <p>When I halve a number, I make two equal parts</p> <p>A half is one of two equal parts.</p> <p>There are ____ parts in total.</p> <p>____ parts are shaded</p>	<p>A circle has one curved side.</p> <p>A square has 4 straight sides and 4 vertices.</p> <p>A triangle has 3 straight sides and 3 vertices.</p> <p>A ____ has ____ sides and ____ vertices.</p>	<p>There are 7 days in a week.</p> <p>There are 60 seconds in a minute.</p> <p>There are 12 months in a year.</p> <p>One pound is the same as one hundred pence.</p> <p>____ is longer/shorter because ____</p> <p>____ is heavier/lighter because ____</p>