

Year 1 Curriculum Map

	Autumn	Spring	Summer
English	<p>Guided and individual reading <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts</i></p> <p>Write captions and labels, stories & recounts based on personal experience</p> <p>Write reports & recounts, information texts <i>Skills: learn correct letter formation, spell using phonics & CEW knowledge, begin to use capital letters, finger spaces & full stops, sentences composed orally before writing</i></p> <p>Exposed to language rich environment to develop vocabulary/listening <i>Skills: Developing listening skills & sustaining concentration</i> -Discussion – talking/describing/ retelling /imagining/pretending Cooperative play – negotiating/sharing /listening to others/discussion/ questioning</p> <p>Texts: Plenty of love to go round- Emma Chichester Clarke</p> <p>Farmer Duck- Martin Waddell Man on the Moon S. Bartram</p> <p>Where's My Teddy? J. Alborough</p> <p>Twas the Night Before Christmas- Claire Fennell</p>	<p>Guided and individual reading <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts</i></p> <p>Traditional fairy tales Descriptive writing, narratives & recounts Write information texts, recounts, instructions <i>Skills: learn correct letter formation, spell using phonics & CEW knowledge, begin to use capital letters, finger spaces & full stops, sentences linked with 'and', simple conjunctions, dictation learn simple spelling rules, form upper & lower case, combine sentences to form short narratives, prefixes & suffixes</i></p> <p>Exposed to language rich environment to develop vocabulary/listening <i>Skills: Developing listening skills & sustaining concentration</i> -Discussion – talking/describing/ retelling /imagining/pretending Cooperative play – negotiating/sharing /listening to others /discussion/ questioning</p> <p>Texts: Cinderella (traditional fairy tale) The 3 Little Pigs (traditional fairy tale) Little Red and the Very Hungry Lion Alex T. Smith</p> <p>Beegu- Alexia Deacon The Easter story</p>	<p>Guided and individual reading <i>Skills: read using phonics, HFW, CEW, blend, read contractions, read for meaning & self-correct, build fluency and confidence, recognise & join in predictable phrases, discuss word meanings, participate in discussion, identify some features of non-fiction texts, recite familiar poems by heart</i></p> <p>Write information texts & instructions Explanations Poems, rhymes with pattern, reports, information texts, retelling familiar stories <i>Skills: learn correct letter formation, spell using phonics & CEW knowledge, learn simple spelling rules, use capital letters, finger spaces & full stops, question and exclamation marks, use simple conjunctions, dictation</i></p> <p>Exposed to language rich environment to develop vocabulary /listening <i>Skills: Developing listening skills & sustaining concentration</i> -Discussion –talking /describing/retelling /imagining/pretending Cooperative play – negotiating/sharing /listening to others /discussion/ questioning</p> <p>Texts: Magical Mystery of Trees – Jen Green Jim and the Beanstalk R. Briggs The Tiny Seed E. Carle</p> <p>Katie In London – James Mayhew Giraffes Can't Dance G.Andrea The Snail and the Whale J. Donaldson</p>

Mathematics

Subitising 1-6, exploring loose parts as manipulatives for calculation, exploring numbers 0-10 – sorting, counting, representing, comparing, 1 more/less within 10, addition and subtraction within 10, problem solving, part-whole for single objects & groups of objects, odd & even, ordinal numbers, recording mathematical thinking, number bonds within 10 (addition & subtraction), finding the difference, recognising 2D & 3D shapes, patterns, numbers 0-20, teen numbers (11-20), tens and ones, compare & order numbers

Skills: patterns & counting 0-20, estimate, order & regroup 1-20, part & whole addition & subtraction, problem solving, understand teen numbers as ten and some more, estimating & ordering 1-20, identify 1 more/less, odd & even, represent numbers and mathematical thinking pictorially, use cherry diagrams and whole/part bar models, understand magnitude 0-10 and then 0-20, know and recall number bonds to 10, use + - =, name & describe shapes & patterns

Texts:

One Duck Stuck (1-10)
One Ted Falls Out of Bed (1-10)
Ten in the Bed (1-10)
Ten Little Ladybirds (counting back from 10)
One Humpy Grumpy Camel (1-20)
One to Twenty, Animals Aplenty (1-20)

Songs:

1,2,3,4,5 once I caught a fish alive (counting to 10)
There were 10 in the bed & the little one said... (counting back from 10)
10 Green Bottles (counting back)
5 Green Apples (counting back)
5 Currant Buns (counting back)
1 Little Mouse (counting up)
5 Little Men in a Flying Saucer (counting back)

Adding by counting on within 20, adding using number bonds, subtraction not crossing 10/crossing ten, comparing number sentences, counting to 50 by making 10s, counting forwards & backwards within 50, representing, comparing and ordering numbers to 50, counting in 2s, doubling & halving, counting in 5s, comparing and measuring lengths & heights, problem solving with addition/subtraction of lengths, measure and compare weight & mass, problem solving with weight & mass, compare and measure capacity & volume

Skills: add & subtract no.s 0-20, identify part & whole, equality & balance no.s 0-20, use language of comparison & problem solve, count in 2s, 5s & 10s, represent numbers and mathematical thinking pictorially, using cherry diagrams and whole/part bar models, understand magnitude 0-50, know and recall number bonds to 20, use + - =, use standard & nonstandard measures

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One Duck Stuck (1-10)
One Ted Falls Out of Bed (1-10)
Ten in the Bed (1-10)
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Songs:

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Counting in 2s, 5s and 10s, equal groups, arrays, doubles & halves, sharing, making & finding $\frac{1}{2}$ and whole, making and finding $\frac{1}{4}$, describing turns & position, counting to 100, counting forwards & backwards within 100, 100 squares, partitioning, comparing and ordering numbers, 1 more/less, recognising and counting coins, time, before & after, dates and days, o'clock and half past, writing and comparing time

Skills: counting in 2s, 5s and 10s, equal or unequal groups & remainders, multiplication as repeated addition & array, sharing, problem solving, understand place value, estimate, order & compare, count up to and beyond 100, use + - x =, using positional language, read o'clock & half past on analogue clocks, sharing into equal groups, identify coins, sequence events in time,

Science

		5 Little Men in a Flying Saucer (counting back)			
<p><u>Seasonal changes - Winter</u></p> <p>I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.</p> <p>Weather investigation - measure temperature, rainfall & weather</p> <p><i>Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions</i></p>	<p><u>Everyday Materials Marvellous Materials</u></p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Lego man ice block investigation</p> <p><i>Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions</i></p>	<p><u>Everyday Materials Let's build</u></p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>3 pigs materials investigation</p> <p><i>Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions</i></p>	<p><u>Ourselves</u></p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Senses investigation</p> <p><i>Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions</i></p>	<p><u>Plants</u></p> <p>What's growing in our gardens? I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. I can begin to explore what plants need to survive.</p> <p>Bean plant investigation</p> <p><i>Skills: Work Scientifically, ask simple questions and recognise that they can be answered in different ways, observe closely using simple equipment, perform simple tests, identify and classify using their observations and ideas suggest answers to questions, gathering and recording data to help answer questions</i></p>	<p><u>Animals</u></p> <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Sorting & classifying & explaining choices. Investigating food chains in workshop</p> <p>Visit to Shepreth Wildlife Park</p>

RE	<p><u>God</u> What do Christians believe God is Like?</p> <p><u>Creation</u> Who made the world? Harvest festivals and giving thanks</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'</p>	<p><u>Incarnation</u> Who was Jesus? Why does Christmas matter to Christians? Festivals of light</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'</p>	<p><u>Gospel</u> What is the good news Jesus brings?</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'</p>	<p><u>Salvation</u> What was the message from God when Jesus died? Why does Easter matter to Christians?</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as</p>	<p><u>Islam</u> Who was Mohammed (PBUH)? What is the Qu'ran? Relate to the Bible, how are the similar/different? Why are they both so important? Pillars of Islam. Prayer & pilgrimage 'hajj'. Visit from member of Muslim community. Charity 'sawm'</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'</p>	<p><u>Special Books</u> Who reads them, when and why? Bible, Qu'ran & Torah Faith stories</p> <p><u>Naming ceremonies</u> Christening/baptism, Bat & Bar Mitzvah, Aqiqah</p> <p><i>Skills:</i> -Notice and respond sensitively to some similarities between different religions. -Explore and develop their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. -Use appropriate vocabulary to think, talk, ask and answer big questions about religion and belief. -Begin to articulate key beliefs, practices and experiences at the heart of the religions and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'</p>
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Computing				'why do we celebrate certain things?'	and between communities. -Reflect on and respond to some of the big questions about life, such as 'why do we celebrate certain things?'	
	<p><u>We are Treasure Hunters</u></p> <p>Input a sequence of instructions to control a programmable toy</p> <p><i>Skills:</i> Know what an algorithm is, know that programmes are made up of a sequence of codes, use instructions (algorithms) to control devices or objects on screen, solve problems with instructions on and off screen</p>	<p><u>We are TV Chefs</u></p> <p>Use iPad to video a recipe</p> <p><i>Skills:</i> Break down a process into simple clear steps as in an algorithm, use a video camera to capture moving images, develop collaboration skills, discuss their work and think about how it can be improved, take photographs/videos on cameras and other digital devices</p>	<p><u>We are Digital artists</u></p> <p>Use iPad to create paintings inspired by the work of famous artists.</p> <p><i>Skills:</i> Know how to select and set brushes and colours, to create artwork in a range of styles on iPads, to use the undo function if they make mistakes and to encourage experimentation, to use multiple layers in their art.</p>	<p><u>We are Publishers</u></p> <p>Use Book Creator to create a multimedia eBook about what they enjoy and have achieved.</p> <p><i>Skills:</i> To decide on content to include in their eBook, add titles to the pages of their eBook, add images to their eBook, record audio commentary for their eBook, copy images from elsewhere for their eBook, change the colour or font for text.</p>	<p><u>We are rhythmic</u></p> <p>Pupils to use ScratchJr and GarageBand to create patterns of sounds.</p> <p><i>Skills:</i> To record audio on the iPad, to playback audio they have recorded, to program sprites in ScratchJr to play audio, to play a sequence of sounds in ScratchJr, to apply filters to audio they have recorded, to create a repeating sequence of drum or other percussion sounds.</p>	<p><u>We are detectives</u></p> <p>Use data to solve clues</p> <p><i>Skills:</i> Know how data can be structured as records with fields, know how data can be organised into groups and Subgroups, know how data can be structured as a tree, know how data can be organised into a table, know how data in a table can be filtered and searched.</p>

History

Chronology Significance

Significant people
(Neil Armstrong
Amelia Earhart)

I can ask questions
about the past.

I can find answers
about the past using
pictures, stories &
artefacts.

I can use role-play &
pictures to retell
stories from the past.

I can find out about
the lives of significant
individuals who have
contributed to
international
achievement.

Culture

Story of St George

I can find out about
the lives of significant
individuals who have
contributed to national
& international
achievement

Continuity and change Chronology

Toys now and then
Games now and then

I can learn about changes in
living memory & how everyday
life has changed.

I can sequence events
(introduction of technology)
from engaging with toys.

I can identify the differences
between now & then.

I can match objects to people
of different ages placing them
in chronological order.

I can handle artefacts properly
& carefully sequencing 3 or 4
artefacts from different
periods of time.

I can read artefacts & find
answers about the past.

I can ask questions and
compare memories about the
past.

I can find information about
the past from range of
sources.

Culture

Continuity and Change Chronology

History of local area and school - looking at Buntingford

I can learn about significant historical places in my own locality.

I can identify differences between now & then.

I can ask questions about the past.

I can find answers about the past using pictures.

Society

My history - who am I? How have I changed?

I can talk about changes in my lifetime.

I can identify some ways in which my parents' & grandparents' lives were different to mine.

Society/ Culture

Geography	<p>I know and recount episodes from stories about the past</p> <p>I can use stories to distinguish between fact and fiction.</p> <p><i>Culture</i></p>	<p>Visitors – History Off the Page day</p>	
	<p><u>The UK</u></p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>FS: identify seasonal and daily weather patterns in the United Kingdom.</p> <p><i>Skills: create simple map, develop geographical vocabulary, identify seasonal and daily weather patterns name countries in UK, capital cities in UK, surrounding seas of UK, use atlases and globes</i></p>	<p><u>Maps & geographical/human features</u></p> <p>FS: focus on key physical & human features as well as directional language</p> <p>FS: use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><i>Skills: identify compass points NSEW to describe directions and routes on map, create simple maps with key, Fairy tale maps – LRRH journey through wood, develop geographical vocabulary develop fieldwork skills to study school and its grounds,</i></p>	<p><u>Buntingford & Mexico</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using class bear. Focus on key human features, including: city, town, village, factory, farm, house, office.</p> <p><i>Skills: use aerial photographs, recognise key human and physical features, develop geographical vocabulary</i></p>

Art	<p><u>Giuseppe Arcimboldo</u> Drawing & painting fruit & veg using different media Pencil (lines, marks, shape, tone & texture) Paint (colour, texture) Printing using fruit/veg</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques, learn about a range of artists</p>	<p><u>Firework pictures</u> Pastel, chalk & glitter Xmas cards and 3D decorations- Paint (colour, texture) Pastel, chalk & glitter Printing using kitchen rolls Light and dark.</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques</p>	<p><u>Colour Mixing</u> Primary & secondary colours <u>Frida Kahlo</u> Drawing in pencil Pencil (lines, marks, shape, tone & texture) Paint (colour)</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques, learn about a range of artists</p>	<p><u>Picasso</u> Self-portraits in cubist style Developing vocab to talk about art Pencil (lines, marks, shape, tone & texture) Wax Crayon (colour, texture)</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques, learn about a range of artists</p>	<p><u>Heather Knight</u> Clay tile work with plant imprint & texture - link to Forest School 3D & sculpture Colour mixing paint (colour, texture)</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques, learn about a range of artists</p>	<p><u>Camouflage Collage</u> Colour & pattern. Create camouflage background for animal using fabric & paper, 3D</p> <p><i>Skills:</i> Use a range of materials creatively, draw, pain & sculpt to develop ideas & imagination, develop wide range of art & design techniques</p>
	<p>Design and make a moving toy History off the Page Projects on a Page: <u>Freestanding structures</u> - design, make and evaluate equipment for a playground Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Look at and discuss examples. Sketch out some ideas • Develop, model and communicate their ideas through talking, mock-ups and drawings. Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices.</p>	<p>Projects on a Page: <u>Mechanisms</u> Sliders and levers - Whole class moving book (frog lily pad...) Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mock-ups with card and paper. Making • Plan by suggesting what to do next.</p>	<p>Projects on a Page: Food: <u>Preparing fruit and vegetables</u>. Fruit kebab, Fruit smoothie/Fruit kebab Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. Making</p>			
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PSHRE	<ul style="list-style-type: none"> • Select new and reclaimed materials and construction kits to build their structures. First attempt at creating structure. • Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Create finished product. <p><i>Skills: generate design ideas, develop models and explain using talk, mock ups and drawings, plan making, selecting tools and new/recycled materials, use finishing techniques, explore existing free standing structures, evaluate their products against original criteria, know about strengthening structures.</i></p>		<ul style="list-style-type: none"> • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none"> • Explore a range of existing books and everyday products that use simple sliders and levers. • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. <p><i>Skills: generate, model and communicate ideas, plan, make, and select tools, use finishing techniques, explore books and products, evaluating own product against original criteria, explore sliders and levers, understanding types of movement & technical vocabulary.</i></p>		<ul style="list-style-type: none"> • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none"> • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p><i>Skills: understand where food comes from, use principles of a healthy & varies diet to prepare dishes</i></p>	
	Devising a class charter Getting to know each other Problem-solving Looking after each other and our school environment Happy playtimes Making choices	Making friends Falling out with a friend & making up Managing anger Anti-bullying Hazards in the home and fire safety Road safety/stranger danger	Our likes and dislikes Feeling proud Being special Recognising worries Staying calm and relaxed Setting a simple personal goal	SRE: recognising and naming body parts SRE: remembering being a baby SRE: what can I do now I'm bigger? Drugs Ed: how do medicines get into the body? Drugs Ed: how do we use medicines to keep us healthy	Asking for help Feeling loved and cared for Managing uncomfortable feelings - anxiety and jealousy Thoughts, feelings and behaviour Dealing with worries Supporting each other	Listening effectively Expressing opinions Knowing right and wrong Needs of living things Developing responsibility - looking after animals Who else looks after animals?
	<i>Skills:</i> Develop & maintain healthy relationships, understand how to develop and maintain a healthy lifestyle (physical, emotional & mental)	<i>Skills:</i> Develop & maintain healthy relationships, recognise and manage emotions, recognise negative relationships, recognise and respect diversity & equality, develop and maintain a healthy lifestyle (physical, emotional &	<i>Skills:</i> Develop & maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional & mental wellbeing),		<i>Skills:</i> Develop & maintain healthy relationships, understand how to develop and maintain a	

	<p>wellbeing), manage changes, identify sources of help, develop respect for self & others & be mindful of impact of behaviours, develop respect for environment, rights & responsibilities</p> <p>Mindfulness</p>	<p>mental wellbeing), manage risks & keep safe, respond to an emergency, develop respect for self & others & be mindful of impact of behaviours</p> <p>Mindfulness</p>	<p>develop respect for self & others & be mindful of impact of behaviours</p> <p>Mindfulness</p>	<p>Drugs Ed: how can medicines harm me?</p> <p>Skills: Develop & maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional & mental wellbeing), manage risks & keep safe, respond to an emergency, develop respect for self & others & be mindful of impact of behaviours</p> <p>Mindfulness</p>	<p>recognise and manage emotions, recognise negative relationships, recognise and respect diversity & equality, develop and maintain a healthy lifestyle (physical, emotional & mental wellbeing), manage changes, identify sources of help, develop respect for self & others & be mindful of impact of behaviours</p>	<p>healthy lifestyle (physical, emotional & mental wellbeing), managing risks & keep safe, manage changes, identify sources of help, develop respect for self & others & be mindful of impact of behaviours, rights & responsibilities</p> <p>Mindfulness</p>
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PE - Sport Partnership activities	<u>Tag rugby/ Hockey</u>	<u>Basketball</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Tennis</u>	<u>Athletics</u>
	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Understanding the principles of attack Apply attacking principles into a game Understanding the principles of defence Applying defending principles into a game Consolidate attacking Consolidate defending <p><i>Skills: master basic movements of running, throwing and catching, develop agility, balance & co-ordination, participate in team games, engage in competitive (both against self and against others) & co-operative activities, develop simple tactics for defence and attack.</i></p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Develop bouncing: Introduce sending with control. Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce stopping a ball Develop stopping, combining sending skills Combine sending and receiving skills <p><i>Skills: master basic movements of running, jumping, throwing and catching, develop agility, balance & coordination, participate in team games, participate in team games, engage in competitive (both against self and against others) & co-operative activities, develop simple tactics for defence and attack.</i></p>	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Superheroes : Performing movements in sequence. Character performance : Creating movements that represent superpowers Extending character performance : Creating movements that represent a superhero rescuing/saving, someone/something. Villains: Creating their own movements Exploring relationships within our movements. Real life heroes: 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Introduction to 'big' body parts Introduction to 'small' body parts Combining big and small with wide, narrow and curled. Transition between wide narrow and curled using big and small body parts Adding (linking) movements together Creative ways of adding (linking) movements together 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Explore pushing (dribbling) a ball with a racket: Sharing our ideas. Develop pushing (dribbling) a ball with a racket: Introducing control. Refine pushing (dribbling) a ball with a racket: Applying learning Explore hitting and develop pushing a ball (with a racket) towards a target Explore hitting a ball 	<p>Learning Intentions:</p> <ul style="list-style-type: none"> Introduce teamwork: Inclusion Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork <p><i>Skills: master basic movements of running, jumping, skipping, throwing and catching, develop agility, balance & co-ordination, participate in team games, participate in team games, engage in competitive (both against self and against others) & co-operative activities, develop</i></p>

Music			Exploring character movement <
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