

Year 1 Curriculum Map

| | Autumn | Spring | Summer |
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| English | <p style="text-align: center;">Guided and individual reading</p> <p><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 style="text-align: center;">Write Labels, lists and captions, Narrative, Poetry, Recipes and Narrative</p> <p>Use a capital letter for names of people and days of the week. Begin to punctuate sentences using a capital letter and full stops.</p> <p>Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'.</p> <p style="text-align: center;">Exposed to language rich environment to develop vocabulary/listening</p> <p>Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher.</p> | <p style="text-align: center;">Guided and individual reading</p> <p><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 style="text-align: center;">Narrative, Rules & recount, Poetry - rhyme, Narrative and Performance poetry.</p> <p>Use a capital letter for names of people, places, days of the week and personal pronoun 'I'. Begin to punctuate sentences using a capital letter, full stop or exclamation mark.</p> <p>Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'.</p> <p style="text-align: center;">Exposed to language rich environment to develop vocabulary/listening</p> <p>Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly</p> | <p style="text-align: center;">Guided and individual reading</p> <p><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 style="text-align: center;">Write Letters, Free verse poetry, Narrative, Explanation and Narrative</p> <p>Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark. Review all learning</p> <p>Write single-clause sentences. Leave spaces between words. Sequencing sentences to form short narratives. Use 'and' to link words within sentences. Join two clauses in a sentence using the co-ordinating conjunction 'and'.</p> <p style="text-align: center;">Exposed to language rich environment to develop vocabulary/listening</p> <p>Say out loud what they are going to write about; • Compose a sentence orally before writing it • Re-read what they have written to check for sense • Sequence sentences to form short narratives • Discuss what they have written with the teacher or other pupils • Read aloud their writing clearly enough to be heard by their peers and teacher.</p> |

Mathematics

Texts:
 Jasper’s Beanstalk by Nick Butterworth
 Sam Plants a Sunflower by Kate Petty
 Puffin Peter by Peter Horacek
 Purple Is..... by anon
 Gruffalo Crumble by Julia Donaldson
 Three Billy Goats Gruff; by Mac Barnett
 The Princess and the Pea, by Rachel Isadora
 Stop! That’s; Not my Story; by Smriti Halls
 Professor Goose Debunks Goldilocks by Paulette Bourgeois

enough to be heard by their peers and teacher.

Texts:
 Stanley’s Stick by John Hegley
 Ravi’s Roar Ruby’s Worry by Tom Percival
 Oi Frog! By Kes Gray
 Madlenka by Peter sis
 Martha Maps It Out by Leigh Hodgkinsqn
 Julia Donaldson’s Poems to Perform

Texts:
 Paddington’s Post by Michael Bond
 Here Comes Mr Postmouse by Marianne Dubuc
 A First Book of Poems: Out and About by Shirley Hughes
 Little Red and the Very Hungry Lion by Alex T Smith
 The Big Book of Bugs by Yuval Zommer
 Tad by Benji Davies
 We’re Going to Find the Monster! By Malorie Blackman

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.

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.

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,.

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| Science | <p>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)</p> <p>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)</p> | | <p>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)</p> <p>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)</p> | | |
| | <p><u>Seasonal changes -</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><u>Everyday Materials</u> <u>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><u>Everyday Materials</u> <u>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><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><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> |

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| RE | <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><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><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><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>Sorting & classifying & explaining choices. Investigating food chains in workshop</p> <p style="color: #00b050; font-weight: bold;">Visit to Shepreth Wildlife Park</p> |
| | <p><u>God</u> What do Christians believe God is Like? <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.</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</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</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,</p> | <p><u>Islam</u> <u>Special Books</u> Who reads them, when and why? Bible, Qu'ran Faith stories</p> <p>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. Visit from member of Muslim community.</p> |

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| <p>Computing</p> | <p>-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>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>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>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>Skills: -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>-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>We are Treasure Hunters</u> Input a sequence of instructions to control a programmable toy. Skills: Know what an algorithm is, know that programmes</p> | <p><u>We are TV Chefs</u> Use iPad to video a recipe. Skills: Break down a process into simple clear steps as in an algorithm, use a video camera to capture moving images, develop collaboration skills,</p> | <p><u>We are Digital artists</u> Use iPad to create paintings inspired by the work of famous artists. Skills: Know how to select and set brushes</p> | <p><u>We are Publishers</u> Use Book Creator to create a multimedia eBook about what they enjoy</p> | <p><u>We are rhythmic</u> Pupils to use ScratchJr and GarageBand to create patterns of sounds. Skills: To record audio on the iPad, to playback</p> | <p><u>We are detectives</u> Use data to solve Clues. Skills: Know how data can be structured as records with fields, know how data can be organised into groups</p> |

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| History | <p>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>discuss their work and think about how it can be improved, take photographs/videos on cameras and other digital devices.</p> | <p>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>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>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>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> |
| | <p>Chronology Significance</p> <p><u>Significant people</u> (Neil Armstrong Amelia Earhart) Key skills:</p> <p>I can ask questions about the past.</p> <p>I can find answers about the past using pictures, stories & artefacts.</p> | <p>Continuity and change Chronology</p> <p><u>Toys now and then</u> <u>Games now and then</u> Key skills:</p> <p>I can learn about changes in living memory & how everyday life has changed.</p> <p>I can sequence events (introduction of technology) from engaging with toys.</p> | <p>Continuity and Change Chronology</p> <p><u>History of local area and school - looking at Buntingford</u> Key skills:</p> <p>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.</p> <p><i>Society</i></p> <p>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.</p> | | | |

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

I know and recount episodes from stories about the past

I can use stories to distinguish between fact and fiction.

Culture

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

Visitors - History Off the Page day

Society/ Culture

Geography

What is it like here? (6 lessons)

Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.

Key Skills:

- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Responding to instructions using directional language to follow routes.

- Recognising local landmarks on aerial photographs.
- Recognising basic human features on aerial photographs.
- Recognising basic physical features on aerial photographs .
- Drawing freehand maps (of real or imaginary places) using simple pictures or symbols.
- Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features.
- Using simple picture maps and plans to move around the school.
- Asking questions about the world around them.
- Commenting on the features they see in their school and school grounds on a walk around the respective places.
- Asking and answering simple questions about the features of their school and school grounds.
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.

What is the weather like in the UK? (6 lessons)

Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.

Key Skills:

Locational knowledge

- Showing on a map which continent they live in.
- Locating the four countries of the United Kingdom (UK) on a map of this area.
- Beginning to locate the capital cities of the four countries of the UK on a map of this area.
- Showing on a map which country they live in and locating its capital city.

Human and physical geography

- Describing how the weather changes with each season in the UK.

- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.
- Recognising some physical features in their locality.

Geographical skills and fieldwork

- Using an atlas to locate the UK.
- Using an atlas to locate the four countries in the UK.
- Using directional language to describe the location of objects in the classroom and playground.
- Using directional language to describe features on a map in relation to other features (real or imaginary).

What is it like to live in Shanghai? (6 lessons)

Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.

Key Skills:

- Locating two of the world's seven continents on a world map.
- Showing on a map which continent they live in.
- Naming some key similarities between their local area and a small area of a contrasting non-European country.

- Naming some key differences between their local area and a small area of a contrasting non-European country.
- Recognising some physical features in their locality.
- Recognising some human features in their locality.
- Using an atlas to locate the UK.
- Using a world map and globe to locate four of the world's seven continents (Europe and Asia).
- Using a world map and globe to locate the Atlantic Ocean and Pacific Ocean.
- Using directional language to describe features on a map in relation to other features (real or imaginary).
- Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.
- Recognising local landmarks on aerial photographs .

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| | | | <ul style="list-style-type: none"> • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Using simple picture maps and plans to move around the school. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. • Responding to instructions using directional language to follow routes. • Recognising local landmarks on aerial photographs. • Asking questions about the world around them. | <ul style="list-style-type: none"> • Recognising basic human features on aerial photographs. • Recognising basic physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the school and local area using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. • Commenting on the features they see in their school and school grounds on a walk around the respective places. • Asking and answering simple questions about the features of their school and school grounds. • Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. <p>How can we look after a garden?</p> <p>Exploring sustainable gardening, children learn how planting herbs, vegetables and wildflowers can help the local environment. They identify what plants need to grow and consider how gardens can help both people and wildlife. Pupils then take part in practical planting activities, using natural or recycled materials, and learn how to care for their plants responsibly. Links to Sustainability</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><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><u>Colour Mixing</u> Primary & secondary colours <u>Heather Knight</u> Clay tile work with plant imprint & texture - link to Forest School 3D & sculpture Colour mixing paint (colour, texture)</p> | <p><u>Camouflage</u> <u>Collage</u> Colour & pattern. Create camouflage background for animal using fabric & paper, 3D</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><u>Frida Kahlo</u> Drawing in pencil Pencil (lines, marks, shape, tone & texture) Paint (colour)</p> |

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| | <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><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><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><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><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><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>DT</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</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • 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>Projects on a Page: <u>Mechanisms</u> Sliders and levers - Whole class moving book (frog lily pad...) Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</p> <ul style="list-style-type: none"> • Plan by suggesting what to do next. • 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>Projects on a Page: Food: <u>Preparing fruit and vegetables</u>. Fruit kebab, Fruit smoothie/Fruit kebab Designing</p> <ul style="list-style-type: none"> • 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. <p>Making</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. | | | |

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| <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> | <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> | | <p><i>Skills: understand where food comes from, use principles of a healthy & varies diet to prepare dishes</i></p> | | |
| <p>Devising a class charter Getting to know each other Problem-solving Looking after each other and our school environment Happy playtimes Making choices</p> <p><i>Skills: Develop & maintain healthy relationships, understand how to 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, develop respect for environment, rights & responsibilities</i></p> <p>Mindfulness</p> | <p>Making friends Falling out with a friend & making up Managing anger Anti-bullying Hazards in the home and fire safety Road safety/stranger danger</p> <p><i>Skills: Develop & maintain healthy relationships, recognise and manage emotions, recognise negative relationships, recognise and respect diversity & equality, 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</i></p> <p>Mindfulness</p> | <p>Our likes and dislikes Feeling proud Being special Recognising worries Staying calm and relaxed Setting a simple personal goal</p> <p><i>Skills: Develop & maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional & mental wellbeing), develop respect for self & others & be mindful of impact of behaviours</i></p> <p>Mindfulness</p> | <p>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 use medicines to keep us healthy Drugs Ed: how can medicines harm me?</p> <p><i>Skills: Develop & maintain healthy relationships, develop and maintain a healthy lifestyle (physical, emotional & mental wellbeing), manage risks & keep safe,</i></p> | <p>Asking for help Feeling loved and cared for Managing uncomfortable feelings - anxiety and jealousy Thoughts, feelings and behaviour Dealing with worries Supporting each other</p> <p><i>Skills: Develop & maintain healthy relationships, 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</i></p> | <p>Listening effectively Expressing opinions Knowing right and wrong Needs of living things Developing responsibility - looking after animals Who else looks after animals?</p> <p><i>Skills: Develop & maintain healthy relationships, understand how to develop and maintain a 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</i></p> <p>Mindfulness</p> |

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| PE - Sport Partnership activities | | | | <p><i>respond to an emergency, develop respect for self & others & be mindful of impact of behaviours</i></p> <p>Mindfulness</p> | | |
| | <p><u>Fundamentals/</u> <u>Gymnastics</u></p> <p><u>Key skills:</u> balance jump hop run speed agility dodge skip co-ordination travelling actions shapes balances shape jumps barrel roll straight roll forward roll</p> | <p><u>Dance/ Ball Skills</u></p> <p><u>Key skills:</u> actions dynamics space relationships dribble with hands roll throw catch dribble with feet track</p> | <p><u>Yoga/ Sending and Receiving</u></p> <p><u>Key skills:</u> balance flexibility strength co-ordination roll throw catch track kick receive with feet send with racket</p> | <p><u>Invasion games/ Fitness</u></p> <p><u>Key skills:</u> dribble throw catch kick receive run change speed change direction run jump co-ordination stamina strength agility balance</p> | <p><u>Net and Wall games/ Team building</u></p> <p><u>Key skills:</u> throw catch hit track balance co-ordination run jump hit</p> | <p><u>Striking and fielding games/ Athletics</u></p> <p><u>Key skills:</u> run balance agility co-ordination hop jump leap throw underarm throw overarm throw catch track bat</p> |
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| Music | <u>Travelling</u> | | <u>Stories and Fairytales</u> | | <u>Farms</u> | |

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| | <p>Pulse, rhythms and body percussion Harvest <u>Toys</u> Exploring music through movement - The Nutcracker Suite Christmas Skills: Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>Selecting instruments <u>Around the World</u> Samba, Calypso, Africa Easter Skills: Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>Descriptive sounds and pitch <u>Animals</u> Soundscapes and Carnival of the animals Skills: Use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music</p> |
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