



<u>YEAR 1</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>ENGLISH</b>	<p><b><u>The Write Stuff – EYFS Model</u></b></p> <p>Ruby's Worry – Tom Percival</p> <p>Perfectly Norman – Tom Percival</p> <p>All Aboard the London Bus – Patricia Toht</p> <p>Where The Wild Things Are – Maurice Sendak</p> <p>Katie and The Sunflowers – James Mayhew</p> <p>The Proudest Blue – Ibtihaj Muhammad</p> <p>Rosie's Walk – Pat Hutchins</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• Review Phase 3 and 4</li> <li>• Phase 5</li> <li>• /ai/ ay play</li> <li>• /ow/ ou cloud</li> <li>• /oi/ oy toy</li> <li>• /ea/ ea each</li> </ul> <p><b><u>Spelling Rules</u></b></p> <ul style="list-style-type: none"> <li>• Review tricky words from phase 2-4</li> </ul> <p><b><u>Ready to Write</u></b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words.</li> <li>• Separation of words with spaces.</li> </ul>	<p><b><u>The Write Stuff – EYFS Model</u></b></p> <p>On Sudden Hill – Linda Sarah and Benji Davies</p> <p>Poppies – CBeebies Special</p> <p>Lost and Found – Oliver Jeffers</p> <p>Chocolate Cake – Michael Rosen</p> <p>Everybody Counts – Kristin Roskifte</p> <p>The Gruffalo's Child – Julia Donaldson</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• /ee/ y funny</li> <li>• /e/ ea head</li> <li>• /w/ wh wheel</li> <li>• /oa/ oe</li> <li>• ou toe shoulder</li> <li>• /igh/ y fly</li> <li>• /oa/ ow snow</li> <li>• /j/ g giant</li> <li>• /f/ ph phone</li> <li>• /l/ le al apple metal</li> <li>• /s/ c ice</li> <li>• /v/ ve give</li> <li>• /u/ o-e o ou some mother young /z/ se cheese</li> <li>• /s/ se ce mouse fence</li> <li>• /ee/ ey donkey</li> <li>• /oo/ ui ou fruit soup</li> </ul> <p><b><u>Spelling Rules</u></b></p> <ul style="list-style-type: none"> <li>• New tricky words: any, many, again, who, whole, where two, school, call, different, thought, through, friend, work</li> </ul> <p><b><u>Ready to Write</u></b></p> <ul style="list-style-type: none"> <li>• Leaving spaces between words.</li> <li>• Separation of words with spaces.</li> </ul>	<p><b><u>The Write Stuff – EYFS Model</u></b></p> <p>If Sharks Disappeared – Lily Williams</p> <p>How To Catch à Star – Oliver Jeffers</p> <p>Bear Shaped – Dawn Coulter-Cruttenden</p> <p>I Wanna Iguana – Karen Kaufman Orloff</p> <p>Jack and The Jellybean Stalk – Rachael Mortimer</p> <p>Handa's Surprise – Eileen Browne</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• /ur/ or word</li> <li>• /oo/ u oul awful could</li> <li>• /air/ are share</li> <li>• /or/ au aur oor al author dinosaur floor walk</li> <li>• /ch/ tch ture match adventure /ar/ al a half* father*</li> <li>• /or/ a water schwa in longer words: different</li> <li>• /o/ a want /air/ ear ere bear there</li> <li>• /ur/ ear learn</li> <li>• /r/ wr wrist</li> <li>• /s/ st sc whistle science</li> <li>• /c/ ch school</li> <li>• /sh/ ch chef</li> <li>• /z/ ze freeze</li> <li>• schwa at the end of words: actor</li> <li>• <b><u>Spelling Rules</u></b></li> <li>• New tricky words: once, laugh, because eye</li> </ul>	<p><b><u>The Write Stuff – Year 1</u></b></p> <p>Little Red Riding Hood (F)</p> <p>The Ice Planet (NF)</p> <p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Narrative- Traditional Tale</li> <li>• Persuasive (leaflet)</li> </ul> <p><b><u>Steps to Success:</u></b></p> <p>Positive Adjectives, Dialogue, Simile, Noticing Adjectives, Sounds, Repetition for Effect, Alliteration, Complex Sentence, Feelings and Actions, Inner Thoughts, Onomatopoeia, Rhyming Pairs, Adverbs</p> <p><b><u>Steps to Success:</u></b></p> <p>Noticing, Action, Feeling, Metaphor, Movement Metaphors, Checking, Repetition</p> <p><b><u>Steps to Success:</u></b></p> <p>Question, Action, 'And' Sentence, Onomatopoeia, Prefix 'un', Simile, Repetition for Effect, Questions, Alliteration, Negative Exclamations, Sounds, Inner Thoughts, Verbs (-ing), Feelings, Adverbs, Sights, Speech.</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• Phonics screening check review – no new GPCs or tricky words</li> </ul> <p><b><u>Spelling Rules</u></b></p> <ul style="list-style-type: none"> <li>• New tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe</li> </ul>	<p><b><u>The Write Stuff – Year 1</u></b></p> <p>Firework Night (NF)</p> <p><b><u>The Queen's Hat (F) - Steve Antony</u></b></p> <p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Poetry</li> <li>• Narrative- Adventure</li> </ul> <p><b><u>Steps to Success:</u></b></p> <p>Noticing, Action, Feeling, Metaphor, Movement Metaphors, Checking, Repetition</p> <p><b><u>Steps to Success:</u></b></p> <p>Question, Action, 'And' Sentence, Onomatopoeia, Prefix 'un', Simile, Repetition for Effect, Questions, Alliteration, Negative Exclamations, Sounds, Inner Thoughts, Verbs (-ing), Feelings, Adverbs, Sights, Speech.</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• Phonics screening check review – no new GPCs or tricky words</li> </ul> <p><b><u>Spelling Rules</u></b></p> <ul style="list-style-type: none"> <li>• New tricky words: busy, beautiful, pretty, hour, move, improve, parents, shoe</li> </ul>	<p><b><u>The Write Stuff – Year 1</u></b></p> <p>Seasons (NF) by Hannah Pang</p> <p><b><u>The Comet (F) by Joe Todd-Stanton</u></b></p> <p><b><u>Writing Genres:</u></b></p> <ul style="list-style-type: none"> <li>• Information Text</li> <li>• Narrative- Accepting New experiences</li> </ul> <p><b><u>Steps to Success:</u></b></p> <p>Action, Adverbial Phrase, Onomatopoeia, Precise Adjectives, Simile, 'Because' sentence, Noticing, -ing Verb, 'ly' Adverbs, Dialogue, Alliteration, Preposition Phrases.</p> <p><b><u>Steps to Success:</u></b></p> <p>Adverbial Phrase, Alliteration, Sense of Sight, Inner thought, Repetition for Effect, Suffix (-ing), Precise adjectives, Dialogue, 'And' sentence, Smelling sentence, Simile, Sound sentence, Prefix 'un', Plurals, Action, Rhyming, Onomatopoeia, Question, Feeling, Noun.</p> <p><b><u>Phonics Focus</u></b></p> <ul style="list-style-type: none"> <li>• /ai/ eigh aigh ey ea eight straight grey break</li> <li>• /n/ kn gn knee gnaw</li> <li>• /m/ mb thumb</li> <li>• /ear/ ere eer here deer</li> <li>• /zh/ su si treasure vision</li> <li>• /j/ dge bridge</li> <li>• /i/ y crystal /j/ ge large /</li> <li>• sh/ ti ss i ci potion mission mansion delicious</li> <li>• /or/ augh our oar ore daughter pour oar more</li> </ul> <p><b><u>Spelling Rules</u></b></p> <p>No new tricky words- recap all previous words.</p>



<b>MATHS</b>	<p><b>Numbers to 10</b></p> <ul style="list-style-type: none"><li>Represent, compare and explore numbers within 10</li><li>One more and one less</li><li>Doubling and halving</li></ul> <p><b>Addition and Subtraction within 10</b></p> <ul style="list-style-type: none"><li>Represent and explain addition and subtraction</li><li>Commutativity</li><li>Addition and subtraction facts</li></ul>	<p><b>Ready to Write</b></p> <ul style="list-style-type: none"><li>Leaving spaces between words.</li><li>Separation of words with spaces.</li></ul>			
	<p><b>Shape and patterns</b></p> <ul style="list-style-type: none"><li>Identify, describe, sort and classify 2-D and 3-D shapes</li><li>Investigate repeating patterns</li><li>Use and follow instructional and positional language</li></ul> <p><b>Numbers to 20</b></p> <ul style="list-style-type: none"><li>Identify, represent, compare and order numbers to 20</li><li>Doubling and halving</li><li>One more and one less</li></ul> <p><b>Addition and Subtraction within 20</b></p> <ul style="list-style-type: none"><li>Represent and explain addition and subtraction strategies including 'Make Ten'</li><li>Use known facts to add and subtract</li></ul>	<p><b>Time</b></p> <ul style="list-style-type: none"><li>Read, write and tell the time to o'clock and half past on analogue clock</li><li>Sequencing daily activities</li><li>Whole and half turns linked to time</li></ul> <p><b>Exploring Calculation Strategies within 20</b></p> <ul style="list-style-type: none"><li>Model, explain and choose addition and subtraction strategies</li></ul>	<p><b>Addition and Subtraction within 20</b></p> <ul style="list-style-type: none"><li>Illustrate, explain and link addition and subtraction with equations</li><li>Apply 'Make Ten' strategy</li><li>Use language to quantify and compare difference</li></ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"><li>Identify 1/2 and 1/4 of a shape or object</li><li>Find 1/2 and 1/4 of a quantity</li></ul>	<p><b>Numbers 50 to 100 and beyond</b></p> <ul style="list-style-type: none"><li>Read, write, represent, compare and order numbers to 100</li><li>One more / fewer, ten more / fewer</li><li>Identify number patterns</li></ul> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>Explore addition and subtraction involving 2-digit numbers and ones</li><li>Represent and explain addition and subtraction with regrouping</li><li>Investigate number bonds within 20</li></ul> <p><b>Measures: Lengths and Mass</b></p> <ul style="list-style-type: none"><li>Compare and measure lengths and mass using cm and kg</li><li>Doubling and halving</li></ul>	<p><b>Multiplication</b></p> <ul style="list-style-type: none"><li>Share equally into groups</li><li>Doubling</li><li>Link halving to fractions</li><li>Add equal groups</li><li>Explore arrays</li></ul> <p><b>Measures: Capacity and Volume</b></p> <ul style="list-style-type: none"><li>Compare capacities, volumes and lengths</li><li>Explore litres</li><li>Apply understanding of fractions to capacity</li></ul>

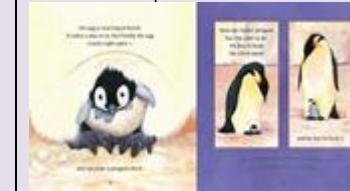


HISTORY / GEOGRAPHY	<b>Geography</b> <b>My Local Area</b> <ul style="list-style-type: none"><li>Discuss where we go to school and what it is like there.</li><li>Investigate what it is like in the local area.</li><li>Investigate what it is like in the local area.</li><li>Compare what is like to live and work in the local area.</li><li>Draw a map of the local area.</li><li>Respond to enquiry based questions.</li></ul> 	<b>History</b> <b>Toys in Time</b> <ul style="list-style-type: none"><li>Investigate what different types of toys there are.</li><li>Describe my favourite toy.</li><li>Discuss which toys our parents and grandparents played with.</li><li>Investigate how we know some toys are from the past.</li><li>Put toys into chronological order.</li><li>Discuss our topic findings.</li></ul> 	<b>History</b> <b>Transport and Travel</b> <ul style="list-style-type: none"><li>Describe how we travel around today.</li><li>Explore transport that people used in the past.</li><li>Explore how boats have changed over time.</li><li>Investigate how cars have changed since they were invented.</li><li>Compare what it is like to travel by today with the past.</li><li>Compare how bicycles have changed since they were first invented.</li><li>Compare how the first trains are different from trains today.</li><li>Discuss why underground railways were built.</li><li>Explore how air travel has changed over time.</li><li>Explore how humans have travelled in space.</li></ul> 	<b>Geography</b> <b>The United Kingdom</b> <ul style="list-style-type: none"><li>Become familiar with maps of the United Kingdom and learn to recognise its shape and to locate it on a world map and a globe</li><li>Identify England, Northern Ireland, Scotland and Wales, as well as their capital cities</li><li>Learn how to locate their own town/city within the United Kingdom</li><li>Develop contextual knowledge of the location of significant places within the UK – including their defining physical and human characteristics</li><li>Learnt how to recognise the 4 countries individual flags, as well as the Union Jack and what it represents</li><li>Begin to develop an understanding of the concept of union</li></ul> 	<b>History</b> <b>Our Seaside: Now and Then</b> <ul style="list-style-type: none"><li>Discuss what is the seaside and where it is.</li><li>Investigate the features of the seaside.</li><li>Investigate what people do at the seaside do today.</li><li>Explore what seaside holidays were like in the past.</li><li>Explore how seaside holidays have changed over time.</li><li>Plan a trip to the seaside.</li></ul> 
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<b>SCIENCE</b>	<u>Chemistry</u>	<u>Biology/Physics</u>	<u>Biology</u>	<u>Biology</u>	<u>Physics</u>	<u>Biology</u>
	<u>Materials</u>	<u>Autumn and Winter</u>	<u>Amazing Animals</u>	<u>Amazing Animals - continued</u>	<u>Spring and Summer</u>	<u>Plants</u>
	<p>Children will learn</p> <ul style="list-style-type: none"><li>• what materials are and the names of different materials</li><li>• what different materials look like</li><li>• which materials different objects are made from</li><li>• what some the properties of different materials are and if materials can have other properties</li><li>• some properties are easy to see but others need to be investigated</li><li>• how the properties of materials mean they are used to make certain objects</li><li>• how to group, sort, and compare objects and materials</li></ul> 	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• names of the four seasons</li><li>• Recognise and describe what the weather is like in Autumn.</li><li>• Describe what happens to animals and plants in Autumn: hedgehogs, deciduous trees, fruits and berries,</li><li>• Describe what the weather is like in Winter and in which ways weather changes from Autumn to Winter.</li><li>• know how local animals adapt to winter : hedgehogs, squirrels, dormice, badger</li></ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• name and describe a snake, horse, rabbit, frog, penguin and goldfish.</li><li>• name the 7 things that all animals do: eat breathe, reproduce, move, react, grow, get rid of waste .</li><li>• group animals by mammals, birds, fish, reptiles and amphibians</li><li>• define mammals</li><li>• label a bird and identify blackbirds, magpies, bluetits and robins. Identify one other bird.</li></ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• label and compare fish</li><li>• compare animals from different categories</li><li>• understand that animals from different categories can share the same characteristics e.g. birds and mammals are warm blooded.</li><li>• Recognise that animals are carnivores, omnivores or herbivores and what these animals eat.</li><li>• Use what they know to help them look after a pet.</li><li>• Name the senses and which parts of the body we use for these.</li></ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• names of the four seasons</li><li>• Describe what the weather is like in Spring and Summer and in which ways weather changes from Spring to Summer</li><li>• Understand that the changes in weather trigger reproduction in animals and plants.</li><li>• Know that there is more sunlight in Spring than in Winter. Know that the sun is a star.</li><li>• Know that humans connect the seasons to different celebrations.</li></ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"><li>• Identify the characteristics of a plant.</li><li>• Label a plant, stem, leaves, roots, flower</li><li>• Recognise some common garden plants</li><li>• Recognise some common wild plants</li><li>• Label a tree and understand that trees are tall plants that can live a long time.</li><li>• Explain why plants are important as food, a source of oxygen and as an environment for living things to survive.</li></ul>



<b>ART/ D&amp;T</b>	<p><b>Art - Drawing Spiral Snails</b></p> <p><b>Disciplines:</b> Drawing, Collage, Sketchbooks</p> <p><b>Key Concepts:</b></p> <p><b>That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</b></p> <p><b>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</b></p> <p><b>That we can draw from observation or imagination.</b></p> <p><b>That we can use colour to help our drawings engage others.</b></p> <p><b>Children are:</b> enabled to build an understanding about the way they can make marks on a drawing surface. Exploring how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. beginning to explore mark-making and experiment with how they can use the marks they make in their drawings.</p> <p>introduced to the fact that they can make drawings as a result of observation, without a seen subject matter. (i.e. from action or imagination) and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.</p> 	<p><b>Design Technology</b></p> <p><b>Cooking and Nutrition - Fruit Salad</b></p> <p><b>Technical knowledge:</b> Benefits of fruit and vegetables. Understand where food comes from.</p> <p><b>Pupils will learn to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Explain which tools I need to use.</li> <li>Explain (in words and pictures) what I want to do.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>With support choose and use the appropriate tools to complete a task.</li> <li>Use tools safely to complete a task.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Use key vocabulary to describe what I did.</li> <li>Complete a taste test.</li> </ul> <p>Evaluate fruit salad against design criteria.</p>  	<p><b>Art - Print making</b></p> <p><b>Discipline:</b> Printmaking, Collage, Drawing</p> <p><b>Key Concepts:</b></p> <p><b>That we can make a "plate" from which to "print"</b></p> <p><b>That there is a relationship between plate and print: e.g. negative / positive.</b></p> <p><b>That we can use print to create "multiples"</b></p> <p><b>That we can explore line, shape, colour and texture to explore pattern, sequence, symmetry and intention.</b></p> <p><b>Children are:</b> exploring the world about them as a way to begin to understand the concept of "print". using their own bodies, then things they collect around them, to create a variety of prints. They use their hands and feet to make prints, and they take rubbings of textures from the environment around them. making "plates" by making impressions in plasticine, and then by using printing foam. exploring how they can build up images by creating multiples, and use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p> 	<p><b>Design Technology</b></p> <p><b>Puppets</b></p> <p><b>Technical knowledge</b></p> <p>Design for a purpose, understand how to use tools and different materials.</p> <p><b>Pupils will</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design a functional and appealing product</li> <li>Communicate their ideas.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Use a range of techniques and tools</li> <li>Select materials</li> <li>Join materials</li> <li>Produce a finished product</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore the materials used and if they are fit for purpose</li> <li>Understand that the model is 3D and made by using 2 identical shapes</li> </ul>	<p><b>Art - Watercolour</b></p> <p><b>Disciplines:</b> Painting (Watercolour)</p> <p><b>Key Concepts:</b></p> <p><b>That watercolour paint has special characteristics.</b></p> <p><b>That we can use the elements of surprise and accident to help us create art.</b></p> <p><b>That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery.</b></p> <p><b>children are:</b> introduced to watercolour, through an open and exploratory approach, discovering what watercolour can do, how it acts and how they can "control" it, but also how the watercolour itself can help reveal the "story" of the painting.</p> 	<p><b>Design Technology</b></p> <p><b>Mechanisms- A Flapbook Page from The Emperor's Egg</b></p> <p><b>Technical Knowledge:</b> Flaps and Hinges (How they work) – associated vocabulary relating to basic forces.</p> <p><b>Pupils will learn to:</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Discuss and create a plan for what I am making.</li> <li>Communicate ideas through talking, drawing and templates.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Combine and join materials together.</li> <li>Cut and shape materials.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate my design, what worked and what I would change or improve.</li> </ul> 
<b>RE</b>	<p><b>Introduction to Islam</b></p> <p>What does it mean to be a Muslim?</p> <ul style="list-style-type: none"> <li>Learning the vocabulary of Allah, Muslim, mosque, Islam</li> <li>Looking at halal food, Ramadan, and Eid festival</li> </ul> <p>What does God look like in Islam?</p> <ul style="list-style-type: none"> <li>Looking at Muslim ideas on Creation and stewardship</li> <li>Investigating Islamic ideas about Allah through art</li> </ul> <p>Learning about Islamic prayer</p>	<p><b>Introduction to Christianity</b></p> <p>What does it mean to be a Christian?</p> <ul style="list-style-type: none"> <li>Learning what it means to believe in God</li> <li>Looking at Christian prayer, church worship and baptism</li> <li>Talking about what God looks like in Christianity</li> </ul> <p>Who was Jesus and why is he so important to Christians?</p> <ul style="list-style-type: none"> <li>Introducing Jesus as the Son of God</li> <li>Looking at miracles, parables, and the story of Christmas through Bible stories</li> <li>Learning about the importance of symbols in Christianity</li> </ul>	<p><b>Islam: Practices</b></p> <p>What is the Hajj?</p> <ul style="list-style-type: none"> <li>Learning about the idea of pilgrimage and the Hajj pilgrimage for Muslims</li> <li>Looking at the different areas and activities that take place during the Hajj</li> </ul> <p>What happens inside a mosque?</p> <ul style="list-style-type: none"> <li>Learning about what a mosque is and what happens in one</li> <li>Looking at wudu and salat</li> </ul> <p>Using Google StreetView to tour famous mosques</p>			



# Year 1 Curriculum Map

MUSIC	<p><b>Musical Spotlight:</b> My Musical Heartbeat</p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the beat.</p> <p><b>Social Question:</b> How Can We Make Friends When We Sing Together?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Harvest Celebrations</p>	<p><b>Musical Spotlight:</b> Dance, Sing and Play!</p> <p>Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p><b>Social Question:</b> How Does Music Tell Stories About the Past?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Christmas Celebrations</p>	<p><b>Musical Spotlight:</b> Exploring Sounds</p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p><b>Social Question:</b> How Does Music Make the World a Better Place?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><b>Musical Spotlight:</b> Learning to Listen</p> <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p><b>Social Question:</b> How Does Music Help Us to Understand Our Neighbours?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p> <p>Easter Celebrations</p>	<p><b>Musical Spotlight:</b> Having Fun with Improvisation</p> <p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p><b>Social Question:</b> What Songs Can We Sing to Help Us Through the Day?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A</p>	<p><b>Musical Spotlight:</b> Let's Perform Together!</p> <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p><b>Social Question:</b> How Does Music Teach Us About Looking After Our Planet?</p> <p><b>Musical Learning:</b> Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B</p> <p>Summer Concerts</p>
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See progression document.

PSHE	<p><b>New beginnings</b></p> <p>Children in Year 1 will focus on the transition from EYFS to KS1 and prepare for any changes this brings. They will learn how to show respect in listening to class discussions. They will have an understanding of the learning process including valuing resilience.</p> <ul style="list-style-type: none"><li>• How do we demonstrate respect?</li><li>• What are the differences between EYFS and Year 1?</li><li>• How can I climb out of the learning pit?</li><li>• How can I be a resilient learner?</li></ul> 	<p><b>Feelings and special people</b></p> <p>Children will learn to recognise emotions both within themselves and others. They will learn how to make secure and healthy relationships based on mutual respect and happiness.</p> <p>Children will understand the importance of families and understand a range of different families and how these support us. Children will be supported by Tender as part of the RE:SET Healthy Relationships Programme.</p> <ul style="list-style-type: none"><li>• What are feelings and how can I show them?</li><li>• How can emotions change people's behaviour?</li><li>• What makes me special?</li><li>• Who are the special people in my life?</li></ul> 	<p><b>Staying safe</b></p> <p>Children will have an understanding of their rights as well as the responsibilities that support this. They will understand how to assess risk and consequences of unsafe choices.</p> <p>Children will learn how to keep themselves safe in a range of contexts including online, at home and in school.</p> <ul style="list-style-type: none"><li>• What keeps me safe at school?</li><li>• What keeps me safe outside?</li><li>• Learn to understand that people and other living things have rights and that everyone has responsibilities.</li><li>• To know how to assess risk and understand the consequences of unsafe choices.</li><li>• To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online)</li></ul>	<p><b>Healthy me</b></p> <p>Children will learn how to stay healthy in a range of contexts including sugar consumption, online and in the sun.</p> <ul style="list-style-type: none"><li>• How does exercise keep me healthy?</li><li>• Why is sugar bad for my teeth?</li><li>• How much sugar is in my lunch?</li><li>• How can being online be unhealthy?</li><li>• How can we keep healthy in the sun?</li></ul> 	<p><b>Money matters</b></p> <p>Children will have an understanding of where their own, and their family's money comes from and how society keeps it safe.</p> <ul style="list-style-type: none"><li>• Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving.</li><li>• Know about the role that money plays in their lives, including how to keep it safe, choices about spending or saving money and what influences those choices.</li></ul> 	<p><b>Transition</b></p> <p>This module focuses on the transition to a new year group including supporting feelings of change and target setting.</p> 
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			<p>whom they do not know.</p> <ul style="list-style-type: none"><li>• How to identify things that might be dangerous in our homes.</li><li>• How to keep ourselves safe at home.</li><li>• When and how to dial 999 responsibly and safely.</li></ul> 			
<b>COMPUTING</b>	<b>Digital Literacy</b> <b>E-safety</b>  Revisited throughout the academic year.  The children will learn... <ul style="list-style-type: none"><li>• To recognise common uses of technology beyond school</li><li>• To keep their password private and talk about personal information</li><li>• To talk about why it's important to be kind and polite</li><li>• To identify where to go for help and support when they have concerns</li></ul> 	<b>Information Technology</b> <b>Microsoft Word and researching online</b>  The children will learn... <ul style="list-style-type: none"><li>• To use technology to collect information</li><li>• To use links to websites to find information</li><li>• To sort different kinds of information</li><li>• To use the keyboard on a device to enter text</li><li>• To save and open files with support</li></ul> 	<b>Information Technology</b> <b>Paint</b>  The children will learn... <ul style="list-style-type: none"><li>• To be creative with technology</li><li>• To use different colours and brush tools to develop my artwork</li><li>• To create shapes and fill areas with colour</li><li>• To 'undo' and 'redo' my actions to improve my work</li></ul> 	<b>Digital Literacy</b> <b>Digital cameras</b>  The children will learn... <ul style="list-style-type: none"><li>• To recognise common uses of technology and begin to identify their benefits</li><li>• To be creative with technology</li><li>• To use a digital camera to create digital content</li><li>• To save and retrieve digital photos with support.</li></ul> 	<b>Computer Science</b> <b>Programmable toys</b>  The children will learn... <ul style="list-style-type: none"><li>• To give instructions to a friend and follow their instructions to move around</li><li>• To describe what happens when they press buttons on a programmable toy</li><li>• To press the buttons in the correct order to make a programmable toy do what they want</li><li>• To describe what actions make something happen and begin to use the word algorithm</li><li>• To begin to predict what will happen for a short sequence of instructions</li><li>• To use the word debug when correcting mistakes in a program</li></ul> 	

**PE**

<b>Health and Fitness</b> <ul style="list-style-type: none"><li>I can follow basic aerobic steps.</li><li>I can take part in a simple interval circuit including jogging, jumping, bending and stepping.</li><li>I can describe how my body feels before, during and after an activity.</li><li>I can describe which organs work hard during exercise.</li><li>I can label the human body parts on a diagram.</li></ul> 	<b>Gymnastics</b> <ul style="list-style-type: none"><li>I can control my body when travelling.</li><li>I can control my body when balancing.</li><li>I can perform 3-point balances.</li><li>I can demonstrate simple rolls.</li><li>I can carry and set up equipment safely with help.</li><li>I can describe what a controlled balance looks like.</li><li>I can explain what makes a good gymnast.</li></ul> 	<b>Dance -Pop</b> <ul style="list-style-type: none"><li>I can copy simple moves .</li><li>I can remember short sequences.</li><li>I can use some dance vocabulary during explanations.</li></ul> 	<b>Tag Rugby</b> <ul style="list-style-type: none"><li>I can throw the ball sideways.</li><li>I can receive a backwards pass</li><li>Find an appropriate space to receive a pass.</li><li>I can explain the two ways to pass in tag rugby.</li></ul> 	<b>Tennis</b> <ul style="list-style-type: none"><li>I can roll a ball in a straight line.</li><li>I can balance a ball on a racquet.</li><li>I can hit a ball with a racquet.</li><li>I can explain, using appropriate language, how to hit the ball with a racket.</li></ul> 	<b>Athletics</b> <ul style="list-style-type: none"><li>I can run in a straight line and stop when needed.</li><li>I can jump safely from two feet.</li><li>I can explain why it is safe to bend my knees when I land a jump.</li></ul> 
<b>Hockey</b> <ul style="list-style-type: none"><li>I can stay in a 'zone' during a game.</li><li>I can follow rules.</li><li>I can hit the ball accurately</li><li>I can explain how to use the equipment safely.</li><li>I can explain how to hold a hockey stick appropriately.</li><li>I can explain how to hit the ball appropriately.</li></ul> 	<b>Badminton</b> <ul style="list-style-type: none"><li>I can throw an object underarm</li><li>I can hit object with a racquet</li><li>I can serve ball to partner</li><li>I can explain the different equipment used in Badminton.</li><li>I can explain how you win a point in badminton.</li><li>I can explain how to throw the shuttlecock underarm.</li></ul> 	<b>Basketball</b> <ul style="list-style-type: none"><li>I can bounce the ball with two hands whilst walking</li><li>I can receive a bounce pass from a teammate.</li><li>I can explain how to dribble a ball.</li></ul> 	<b>Football</b> <ul style="list-style-type: none"><li>Kick a ball to a partner</li><li>I can dribble to ball in a straight line</li><li>I can explain which part of my foot I kick the ball with</li><li>I can explain how to play a game of football</li></ul> 	<b>Netball</b> <ul style="list-style-type: none"><li>I can throw a ball with two hands</li><li>I can demonstrate a bounce &amp; chest pass</li><li>I can keep my feet on the ground when in possession of the ball</li><li>I can explain how many players make up a netball team</li><li>I can explain how to pivot before passing the ball</li></ul> 	<b>Cricket</b> <ul style="list-style-type: none"><li>I can throw a cricket ball underarm in a straight line</li><li>I can hold bat accuracy</li><li>I can roll ball in straight line</li><li>Explain the equipment used in cricket</li><li>Explain the different between batting and fielding</li></ul> 