

YEAR 1

CURRICULUM



Belong. Believe. Become

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	Dinosaur planet	Memory box- toys	Rio		Enchanted Woodland	
Engage						
Science	Animals including humans	Properties of materials	Animals including humans	Scientific investigations	Seasonal changes	Plants
Geography	Dinosaurs		Rio!		Woodland	
History	Discovering dinosaurs	Toys through time			Changes to woodlands	

Art and Design		Sketching teddy bears	The bright colours of Rio Artist study- Lobo			Natural sculpture Artist Study Andy Goldsworthy and Richard Shilling
DT	Wheelbarrows			Carnival!	Fairy doors	
Music	BBC Ten Pieces- Music Study		Listening and performing		Creating	
PE	Dance Gymnastics		Tennis Tag Rugby		Cricket/rounders Athletics	
French						
PSHCE	Living in the wide world		Relationships		Health and wellbeing	

Computing	Moving a robot	Technology around us	Book creator	Digital painting	Grouping data	Barefoot computing
RE	How is someone welcomed into Christianity?	Why do Christians give gifts at Christmas?	Belonging to a Muslim family	What do Christians remember at Easter?	Belonging to a Sikh family	Belonging to a Jewish family
Express						

SUGGESTED TRIPS

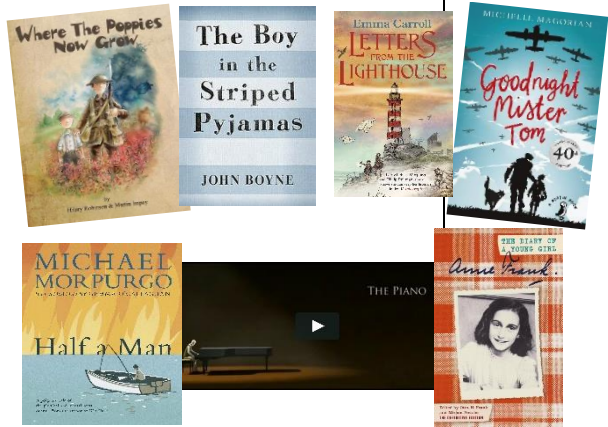
“Better to see something once than hear about it a thousand times.”

--Asian proverb

READING CANON

“The more that you read, the more things you will know. The more that you learn, the more places you’ll go.”







—Dr. Seuss

Reading Cannon books		
		

READING

“There is no greater gift we can give children, no one thing we can equip them with that will serve them as well as being a fluent reader. Reading is knowledge and a skill that permeates every aspect of adult life.”

—Emma Turner

VIPERS skills and knowledge progression		
Vocabulary	Inference	Prediction
 <ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases use vocabulary given by the teacher discuss his/her favourite words and phrases 	<ul style="list-style-type: none"> children make basic inferences about characters’ feelings by using what they say as evidence. infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures. 
Explain	Retrieval	Sequence
<ul style="list-style-type: none"> give my opinion including likes and dislikes (not nc objective). link what they read or hear to their own experiences explain clearly my understanding of what has been read to them express views about events or characters 	<ul style="list-style-type: none"> answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> retell familiar stories orally e.g fairy stories and traditional tales sequence the events of a story they are familiar with begin to discuss how events are linked 

Throughout the year children should be taught to-

Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • Read many common exception words from (English appendix 1) • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings • Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending • Read other words of more than one syllable that contain taught GPCs • Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies, such as guessing words from pictures or the context of the sentence, to work out words • Re-read phonically decodable books to build up fluency and confidence in word reading 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently • Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences • Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group) • Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases • Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart • Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known • Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher • Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and corrects inaccurate reading • Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events • Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done • Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far • Participate in discussion about what is read to him/her, taking turns and listening to what others say • Explain clearly his/her understanding of what is read to him/her • Answer questions in discussion with the teacher and make simple inferences

WRITING

“Writing for children is an art in itself, and a most interesting one.”

-- Enid Blyton

Genre of writing skills and knowledge progression		
<p>Instructions</p> <ul style="list-style-type: none"> • Listen to and follow a single more detailed instruction and a longer series of instructions. • Think out and give clear single oral instructions. • Routinely read and follow written classroom labels carrying instructions. • Read and follow short series of instructions in shared context. • Contribute to class composition of instructions with teacher scribing. • Write two consecutive instructions independently 	<p>Recount (newspaper, diary, reports, biographies, letters)</p> <ul style="list-style-type: none"> • Describe incidents from own experience in an audible voice using sequencing words and phrases such as ‘then’, ‘after that’; listen to other’s recounts and ask relevant questions. • Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. • Write simple first-person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. 	<p>Explanation texts</p> <ul style="list-style-type: none"> • Read captions, pictures and diagrams on wall displays and in simple books that explain a process. Draw pictures to illustrate a process and use the picture to explain the process orally.
<p>Non-chronological reports</p> <ul style="list-style-type: none"> • Find out about a subject by listening and following text as information books are read, watching a video. • Contribute to a discussion on the subject as information is assembled and the teacher writes the information. • Assemble information on a subject in own experience, (e.g.) food, pets. 	<p>Persuasion (adverts, leaflets, arguments, letters)</p> <ul style="list-style-type: none"> • Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. • Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. 	<p>Information texts</p> <ul style="list-style-type: none"> • Convey information and ideas in simple non-narrative forms such as labels for drawings and diagrams, extended captions and simple lists for planning or reminding. • Independently choose what to write about, orally rehearse, plan and follow it through.

<ul style="list-style-type: none"> Write a simple non-chronological report by writing sentences to describe aspects of the subject. 		
<p>Balanced argument and discussion texts (speech, essay, letter)</p>	<p>Poetry</p>	<p>Story/narrative</p>
<ul style="list-style-type: none"> Through talk and role play explore how others might think, feel and react differently from themselves and from each other. In reading explore how different characters might think, feel and react differently from themselves and from each other 	<p>Reading poetry-</p> <ul style="list-style-type: none"> discuss own response and what the poem is about; talk about favourite words or parts of a poem; notice the poem's pattern <p>Performing poetry-</p> <ul style="list-style-type: none"> perform in unison, following the rhythm and keeping time imitate and invent actions <p>Creating poetry-</p> <ul style="list-style-type: none"> invent impossible ideas, e.g. magical wishes; observe details of first-hand experiences using the senses and describe; list words and phrases or use a repeating pattern or line. 	<p>Telling stories-</p> <ul style="list-style-type: none"> Re-tell familiar stories and recount events; include main events in sequence, focusing on who is in the event, where events take place and what happens in each event; use story language, sentence patterns and sequencing words to organise events, (e.g.) then, next etc.; recite stories, supported by story boxes, pictures etc.; act out stories and portray characters and their motives. <p>Writing stories-</p> <ul style="list-style-type: none"> Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events

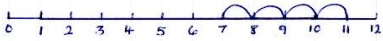
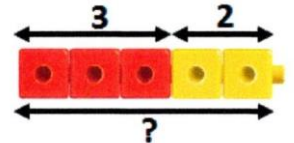
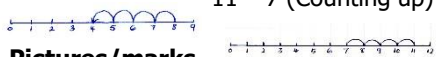
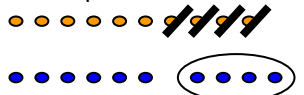
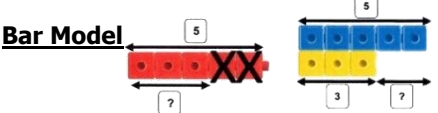
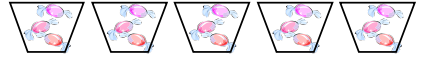




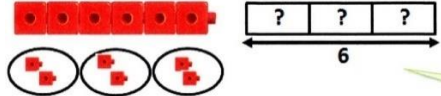
Throughout the year children should be taught the following grammar and punctuation-

Word	Sentence	Text
<ul style="list-style-type: none"> • Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] 	<ul style="list-style-type: none"> • How words can combine to make sentences • Joining words and joining clauses using and 	<ul style="list-style-type: none"> • Sequencing sentences to form short narratives
Punctuation		Terminology for pupils
<ul style="list-style-type: none"> • Separation of words with spaces • Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun I 		letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

MATHS

“Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers.”

-- Shakuntala Devi

Skills and knowledge in calculations-			
Addition	Subtraction	Multiplications	Division
<p><u>+/= signs and missing numbers</u></p> <p> $3 + 4 = \square$ $\square = 3 + 4$ $3 + \square = 7$ $7 = \square + 4$ $\square + 4 = 7$ $7 = 3 + \square$ $\square + \nabla = 7$ $7 = \square + \nabla$ </p> <p><u>Number lines</u></p> <ol style="list-style-type: none"> Already numbered Children to add numbers <p>7 + 4</p>  <p><u>Bar Model</u> Made with concrete representations</p> 	<p><u>-/= signs and missing numbers</u></p> <p> $7 - 3 = \square$ $\square = 7 - 3$ $7 - \square = 4$ $4 = \square - 3$ $\square - 3 = 4$ $4 = 7 - \square$ $\square - \nabla = 4$ $4 = \square - \nabla$ </p> <p><u>Number lines</u></p> <ol style="list-style-type: none"> Already numbered Children to add numbers <p>8 - 4 (Counting back) 11 - 7 (Counting up)</p>  <p><u>Pictures/marks</u></p> <p>Sam spent 4p. What was his change from 10p?</p>  <p>Strikes/Loops start from right in line with numberline subtraction</p> <p><u>Bar Model</u></p> 	<p><u>Pictures and symbols</u></p> <p>There are 3 sweets in one bag. How many sweets are there in 5 bags?</p>  <p><u>Counting in Multiples</u></p> <p>What is 4 lots of 2?</p> <p>2 4 6 8</p>  <p><u>Arrays</u> (With the support of the teacher)</p>  <p><u>Bar Model</u></p> 	<p><u>Pictures/Concrete Objects</u></p> <p>12 children get into teams of 4 to play a game. How many teams are there?</p>  <p><u>Bar Model</u></p> 

Throughout the year children should be taught to-					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>1 Number and place value Count on and across 100, forward and backward beginning with 0 or 1, or from any given number</p>	<p>3 Number and place value Count in multiples of 2s, 5s and 10s Read and write numbers to 100 in numerals</p>	<p>4 Number and place value Given a number, identify 1 more or 1 less.</p>	<p>7 Measures Length and mass/weight Measure & begin to record the following: -Length & heights -Mass/weight</p>	<p>5 Number and place value Read and write numbers from 1 – 20 in numerals and words</p>	<p>10 Measures time Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
<p>2 Number and place value Count in multiples of 2s, 5s and 10s</p>	<p>1 Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of two equal parts of an object, shape or quantity.</p>	<p>5 Measures mass/weight Measure & begin to record the following: -Mass/weight</p>	<p>1 Multiplication and Division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>5 Addition and subtraction Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p>	<p>2 Multiplication and division Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>
<p>1 Measures Length and mass/weight Compare, describe and solve practical problems for length & heights and mass/weight</p>	<p>2 Measures Capacity and volume Compare, describe & solve practical problems for: -Capacity & volume</p>	<p>2 Geometry 2D and 3D shape Identify & describe common 2D shapes, including: -2D, e.g. rectangles (including squares) circles, triangles</p>	<p>2 Fractions Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>9 Measures capacity and volume Measure & begin to record the following: -Capacity & volume</p>	<p>5 Addition and subtraction Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p>
<p>1 Addition and subtraction Read, write and interpret mathematical statements involving +, - = signs</p>	<p>3 Measures Money Recognise & know the value of different denominations or coins & notes.</p>	<p>6 Measures Counting and money Continue with: Recognise & know the value of different denominations or coins and notes.</p>	<p>3 Geometry, Position and direction Describe position, direction and movement, including half, quarter and three-quarter turns.</p>	<p>3 Fractions Consolidate and start to link to numbers: Recognise, find and name a half as one of two equal parts and a quarter as being one of four equal parts of an object, shape or quantity.</p>	<p>11 Revise Measures Consolidate: All learning involving length; weight and mass; capacity and volume; time and money</p>

<p>2 Addition and subtraction Represent and use number bonds and related subtraction facts within 20.</p>	<p>4 Measures Time Sequence events in chronological order using language (e.g. before, after, next, first, today, yesterday, tomorrow, morning, afternoon, evening). Recognise & use language relating to dates, including days of the week, weeks, months, years.</p>	<p>3 Addition and subtraction Add and subtract 1-digit and 2-digit numbers to 20, including zero.</p>	<p>8 Measures and time Compare, describe & solve practical problems for: -Time</p>	<p>4 Geometry position and direction Consolidate: Describe position, direction and movement, including half, quarter and three-quarter turns and link to shapes</p>	<p>Revise Number Consolidate: All learning involving place value; addition and subtraction and fractions</p>
<p>1 Geometry 2D and 3D shape Recognise and name common 2D shapes inc. circles, triangles</p>	<p>Consolidate and assess</p>	<p>4 Addition and subtraction Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p>	<p>Consolidate and assess</p>	<p>5 Geometry 2D and 3D shape Recognise & name common 3D shapes, including: 3D. e.g. cuboids (including cubes), pyramids, spheres.</p>	<p>Consolidate and assess</p>
<p>Throughout the year children should be taught the following-</p>					
<p>Number facts</p>			<p>Tables facts</p>		
<ul style="list-style-type: none"> • Writing and Recognising numbers as words to 10 and then 20; • Number Bonds to 10 and 20; • +/- to 5; • 1 more, 1 less; • Doubles. 			<ul style="list-style-type: none"> • Bronze – 2x; • Bronze – 5x; • Bronze – 10x 		

SCIENCE

“Science is a way of life. Science is a perspective. Science is the process that takes us from confusion to understanding.”

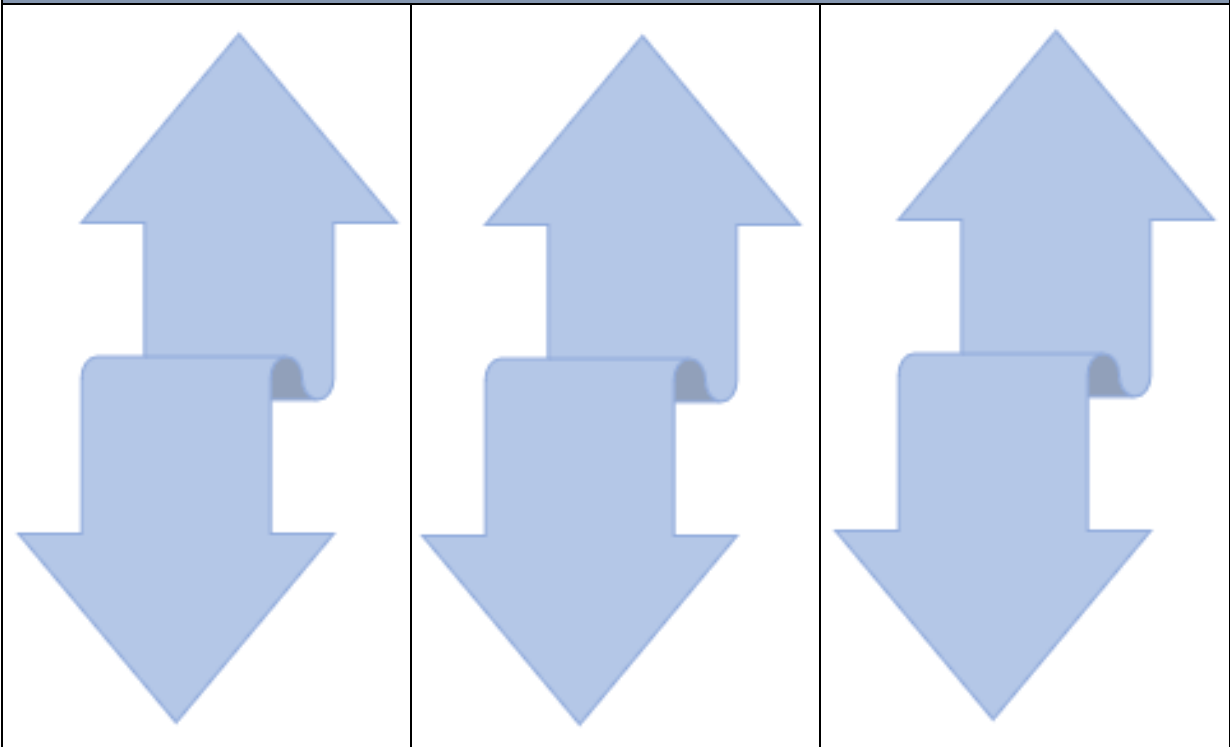
--Brian Greene

Skills and knowledge in Science for Year One			
Working scientifically			
<p>Pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • asking simple questions • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions. 			
Everyday materials	Seasonal changes	Plants	Animals, including humans
<ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • identify and name a variety of common animals that are carnivores, herbivores and omnivores • identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • describe and compare the structure of a variety of common animals

Taught topics

Animals including humans	Properties of materials	Animals including humans	Scientific investigations	Seasonal changes	Plants
Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above. 	Pupils should be taught: <ul style="list-style-type: none"> objectives from skills and knowledge above.

Curriculum links



Teaching ideas

--	--	--

Pupils should learn the following vocabulary-

Plants- Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud

Animals- Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

Senses- Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue

Materials- Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through

Seasons- Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, thunder storm

ART & DESIGN



“Art is a place for children to learn to trust their ideas, themselves, and to explore what is possible.”

--MaryAnn F. Kohl




Skills and knowledge in Art for Year One		
General skills and core knowledge		
<ul style="list-style-type: none"> • To explore a wide range of media and materials, tools and techniques to create artworks, improvise and depict imagined worlds, and model the real world through the arts • To experiment with designs, shapes, colours and sounds, explore and record ideas using ICT where appropriate • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		
Drawing	Collage and sculpture	Painting
<ul style="list-style-type: none"> • Draw line of different size and thickness • Colour their own work neatly following the lines 	<ul style="list-style-type: none"> • Use a combination of shapes, including natural materials • Include lines and texture • Use natural materials (outdoor materials e.g leaves, sticks) • Use a combination of materials that are cut, torn or glued • Sort and arrange materials • Mix materials to create texture 	<ul style="list-style-type: none"> • Use thick and thin brushes • Mix primary colours to make secondary colours

Taught topics

Sketching teddy bears	The bright colours of Rio Artist study- Lobo	Natural sculpture Artist Study Andy Goldsworthy and Richard Shilling
-----------------------	-------------------------------------------------	----------------------------------------------------------------------------

<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How different types of pencils create lines of different thicknesses. • How to draw from observations with accuracy. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • The basic concepts of the colour wheel. • The primary colours. • How to mix primary colours to make secondary colours. • How to mix secondary colours to make tertiary colours. • How brush thickness can affect technique. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Recognise shape and form within the natural environment. • Recognise colour within the natural environment. 
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Curriculum links

		
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

Teaching ideas

- Experiment with graphite and coal pencils of different sizes within sketch books making different types of lines and marks.
- Sketch over a faint sketch of a teddy bear to develop accuracy and pencil control.
- Explore different bears and draw different parts of their bodies.
- Sketch a bear from observation (eg, bear at the front of the classroom and children sketch it).

- Explore the work of Lobo.
- Experiment with colours used by Lobo and how he uses contrasting colours for effect.
- Paint over a black and white version of a piece of Lobo art.
- Create their own Lobo inspired piece of art work.



- Explore different materials found in nature/the school grounds.
- Children collect natural items from home and bring into school to use.
- Create Andy Goldsworthy inspired art piece in the outdoor classroom.
- Photograph own work.
- Discuss temperamental art within nature.

Vocabulary

Pupils should learn the following vocabulary-

COMPUTING

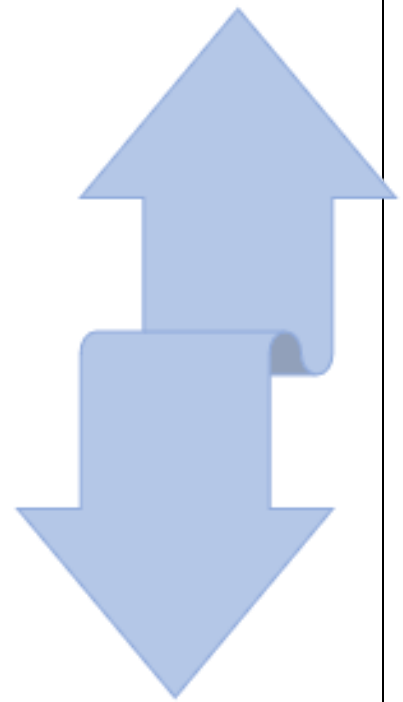
“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

—Maria Klawe

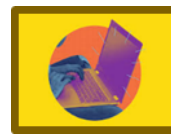
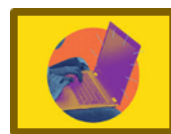
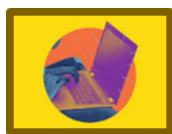
Skills and knowledge in computing			
E-safety	Programming	Handling data	Multimedia
<ul style="list-style-type: none"> • I can keep my password private. • I can tell you what personal information is. • I can tell an adult when I see something unexpected or worrying online. • I can talk about why it’s important to be kind and polite. • I can recognise an age appropriate website. • I can agree and follow sensible e-Safety rules. 	<ul style="list-style-type: none"> • I can give instructions to my friend and follow their instructions to move around. • I can describe what happens when I press buttons on a robot. • I can press the buttons in the correct order to make my robot do what I want. • I can describe what actions I will need to do to make something happen and begin to use the word algorithm. • I can begin to predict what will happen for a short sequence of instructions. • I can begin to use software/apps to create movement and patterns on a screen. • I can use the word debug when I correct mistakes when I program. 	<ul style="list-style-type: none"> • I can talk about the different ways in which information can be shown. • I can use technology to collect information, including photos, video and sound. • I can sort different kinds of information and present it to others. • I can add information to a pictograph and talk to you about what I have found out. 	<ul style="list-style-type: none"> • I can be creative with different technology tools. • I can use technology to create and present my ideas. • I can use the keyboard or a word bank on my device to enter text. • I can save information in a special place and retrieve it again.
Technology in our lives			
<ul style="list-style-type: none"> • I can recognise the ways we use technology in our classroom. • I can recognise ways that technology is used in my home and community. • I can use links to websites to find information. • I can begin to identify some of the benefits of using technology. 			

Taught topics					
Programming Physical - Moving a robot	Technology around us	Book creator	Digital painting	Grouping data	Barefoot computing
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Give instructions to a friends and follow instructions to move around. • Explore what happens when you press buttons on a robot. • I can press buttons in an order so the robot does what I want. • I can describe what actions are needed to something happen. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Develop their keyboard skills • Start to consider how to use technology safely 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use technology to create an online book about animals in the Amazon Rainforest. • Use keyboard to enter text. • Save work appropriately. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Use an online programme to create a image of Rio/The Amazon. • Evaluate and edit own work. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Collect data linked the topic and present it to others. • Use digital pictograms. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Predict what will happen for a short sequence of instructions. • Begin to use software and apps to create movement (link to map work). • Use the word debug when correcting mistakes.

Curriculum links



Teaching ideas






Vocabulary

Pupils should learn the following vocabulary-

Taught topics

Wheelbarrows	Carnival craft	Fairy door
Pupils should be taught: <ul style="list-style-type: none">• How axels and wheels can make a moving structure.	Pupils should be taught: <ul style="list-style-type: none">• How to thread a needle (with a large eye).• How to use running stich (when holes are punched).• How to use running stich to join two pieces of fabric.	Pupils should be taught: <ul style="list-style-type: none">• How to join materials.• Begin to think about aesthetics of an item.

Curriculum links

		
------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Teaching ideas

- | | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Explore who Zhuge Liang is and why he is significant.• Explore different wheels and axels and different items including wheel barrows.• Create own wheel barrows using parts.• Link wheel barrows with dinosaurs topic and digging up bones etc. | <ul style="list-style-type: none">• Children explore who Rodrigo Franzao is and his textile art.• Children practise running stich on card that has holes punched into it. To begin this is a straight line. Stich could add detail to a topic themed picture to engage children.• Children use running stich to join two pieces of felt together. All felt pieces are joined to make a piece of textile like Rodrigo Franzao. | <ul style="list-style-type: none">• Join lolly sticks together to make a door structure.• Decorate door with different items. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|

Vocabulary

Pupils should learn the following vocabulary-

GEOGRAPHY

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

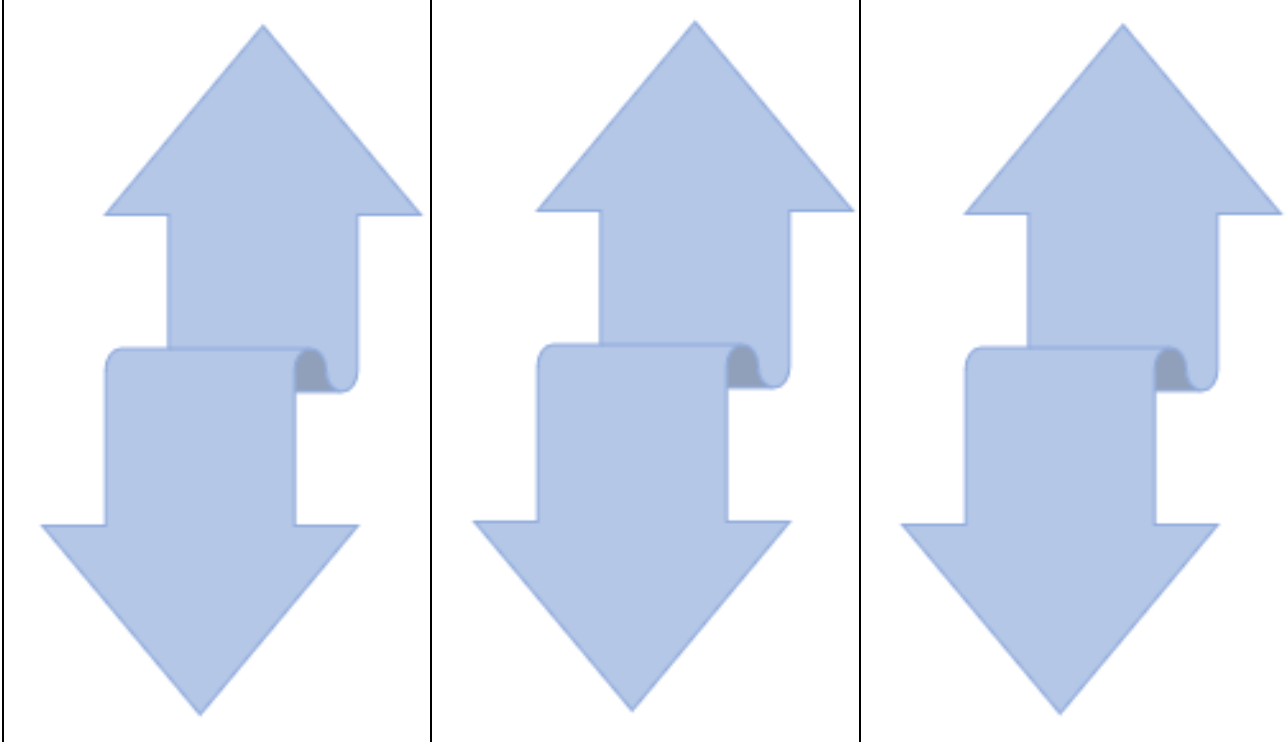
--Barack Obama

Skills and knowledge in Geography	
Location knowledge	Place knowledge – <i>Rio</i>
<ul style="list-style-type: none"> Name and locate areas around the school. Name and locate some of the seven continents of the world. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a contrasting non – European country.
Physical and Human geography	Geographical mapping skills
<ul style="list-style-type: none"> Identify physical and human features to develop understanding linked to woodlands in the local area. Identify physical and human features of a location and compare with own locality. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to identify some of the continents and oceans. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key.
Fieldwork	
<ul style="list-style-type: none"> Use observational skills to study the school environment. Use observation skills to study a local woodland area. 	

Taught topics

Dinosaurs	Rio!	Woodlands
<p>Pupils should be taught:</p> <ul style="list-style-type: none">• Begin to explore shapes and names of the 7 continents.• Make comments about how the continents have changed.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• Identify Brazil and Rio on a world map.• Compare Rio to Stockton (buildings, size, population, culture).• Compare weather in Rio and the UK.• Begin to recognise the 7 continents of the world and name them.• Begin to recognise the 5 oceans of the world and name them.	<p>Pupils should be taught:</p> <ul style="list-style-type: none">• Simple compass directions- north, south, east and west.• Locational and directional language- eg- near, far, left, right.• Use terms to locate features of a simple map.• Use a basic key for a map.• Identify wild animals found in British Woodlands.• Identify features of a woodland (trees and plants).

Curriculum links



Teaching ideas

- Explore where in the world dinosaurs lived.
- Locate on a world map where fossils have been found.
- Compare landscapes and how they have changed.
- Compare and explore world maps to how the world looked when dinosaurs roamed the planet.

- Plot the journey to Rio on a map using aeroplane routes.
- Use maps (including ariel maps) to explore Rio and its famous sights.
- Use maps and photographs to compare.
- Use simple graphs and pictures to explore weather differences.

- Use terms learnt to navigate a simple map of the school's outdoor space (a fairy hunt etc).
- Devise a simple map of the school's grounds.
- Use ariel maps (google earth) to identify woodlands and forests in the local area and in the wider UK.
- Study of either Ropner park or Wynyard Woodland (a local woodland).

Vocabulary




Pupils should learn the following vocabulary-

HISTORY

“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history		
Chronological understanding	Historical terms	Knowledge and understanding
<ul style="list-style-type: none"> • Sequence events and related objects in order of time. • Develop an awareness of the past • Use common words and phrases relating to the past –old, new, now, then, yesterday. • Remember part of stories and memories about the past. 	<ul style="list-style-type: none"> • Use a wide vocabulary of everyday historical terms 	<ul style="list-style-type: none"> • Tell the difference between past and present in their own lives and the lives of others. • Listen to eye-witness accounts (from parents/grandparents). • Begin to suggest why something might be different.
Interpretation of history	Historical enquiry	Organisation and communication
<ul style="list-style-type: none"> • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) 	<ul style="list-style-type: none"> • Sort artefacts “then” and “now”. • Use as wide a range of sources as possible. • Speaking and listening (links to literacy) to ask and answer questions related to different sources and objects 	<ul style="list-style-type: none"> • Show knowledge and understanding of the past in different ways: role play, drawing, talking, writing – labels, reports, recounts.

Taught topics		
Discovering dinosaurs	Toys through time	Changes to woodlands
Pupils should be taught: <ul style="list-style-type: none"> • That dinosaurs are extinct. • Some of the key theories around why dinosaurs became extinct (asteroid, volcanic eruptions, climate change, disease). • What fossils can tell us. 	Pupils should be taught: <ul style="list-style-type: none"> • Difference between toys now and in the past. • How teddy bears have changed over time. 	Pupils should be taught: <ul style="list-style-type: none"> • Identify why changes happen to woodlands in the UK (deforestation, building houses, space for farming). • Explain why species in woodlands change.
Curriculum links		
		

Teaching ideas

- Look at old photographs of toys and children playing and compare that to now.
- 'Interview' parents and grandparents about their toys.
- Explore old toys through a trip to Preston Park Museum.

Vocabulary

Pupils should learn the following vocabulary-

LANGUAGES- FRENCH

“Learning another language is not only learning different words for the same things, but learning another way to think about things.”




--Flora Lewis

Skills and knowledge in languages		

Taught topics

Pupils should be taught: <ul style="list-style-type: none">•	Pupils should be taught: <ul style="list-style-type: none">•	Pupils should be taught: <ul style="list-style-type: none">•

Curriculum links

		
------------------------------------------------------------------------------------	------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------

Teaching ideas		
Vocabulary		
Pupils should learn the following vocabulary-		

MUSIC

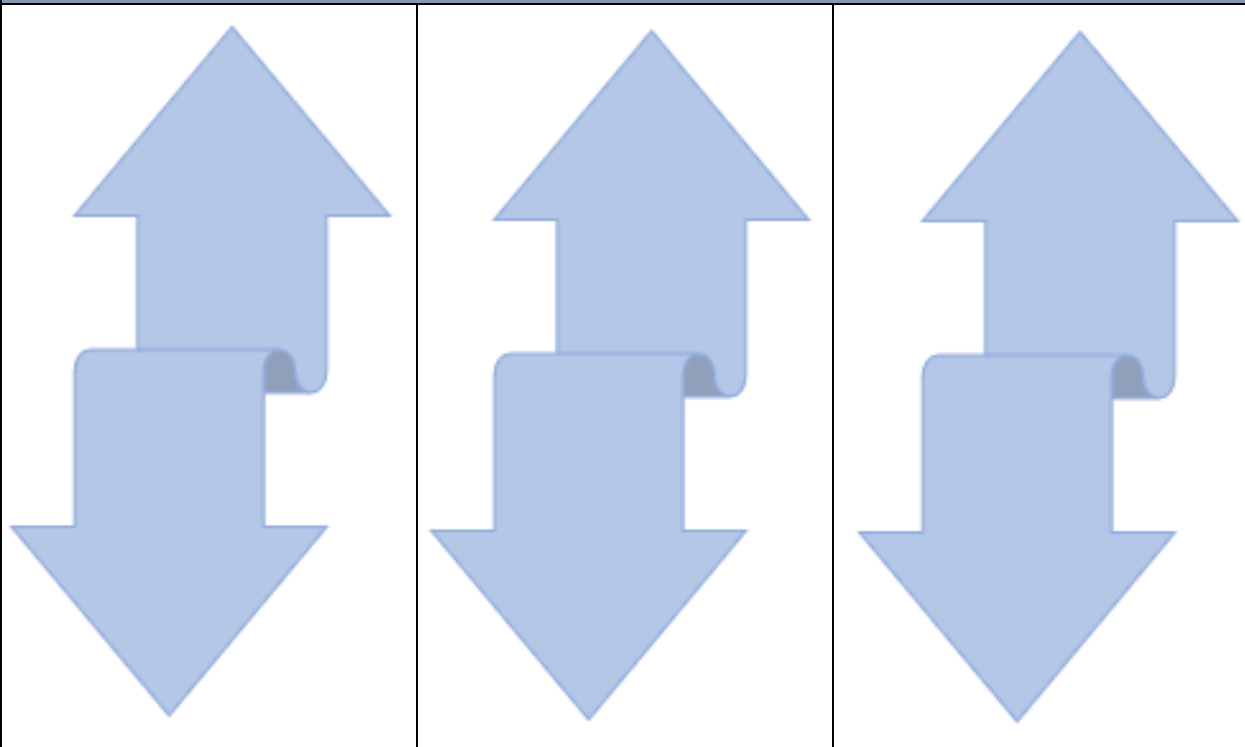
“Music is a moral law. It gives soul to the universe, wings to the mind, flight to the imagination, and charm and gaiety to life and to everything.”
 --Plato

Skills and knowledge in music			
Performing	Composing	Appraising	Listening and applying knowledge and understanding
<ul style="list-style-type: none"> • Sing songs and chants rhymes with some expression. • Sing songs at different speeds. Use tuned and untuned instruments. • Experiment to create accompaniments using instruments. • Perform to an audience. • Follow the story of a melody identifying songs • Collaborate with peers. • Clap in time with a steady pulse 	<ul style="list-style-type: none"> • Explore different instruments and ways of making a sound with them. • Begin to use symbols to represent sounds. • Begin to use technology to record sounds. • Make sound effects. 	<ul style="list-style-type: none"> • Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns. • Respond to different moods in music. • To respond respectfully to music. • To provide constructive feedback to others. 	<ul style="list-style-type: none"> • Listen for different types of sounds. • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Use voice in different ways to create different effects.

Taught topics

BBC Ten Pieces- music study	Listening and performing	Creating
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Know some sounds made in music and identify them. • Use their own voices to expressively and creatively sing songs, chants and rhymes. • Begin to play tuned and untuned instruments with a purpose. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Identify different sounds, beats and rhythms portrayed through the music by different instruments and sounds. • Create musical sounds for a purpose with instruments and body parts. • Begin to represent sounds on paper. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Create, select and combine sounds using the interrelated dimensions of music. • Begin to explore how music changes depending on how it is written.

Curriculum links



Teaching ideas



- Listen to carnival samba music.
- Watch video of samba dancing and carnival dancing.
- Create music to use in a carnival.
- Use pictures and waves/lines to write music.
- Have a carnival using music the children have made.

- Use Kandinsky music maker to create own melody.
- Make music that links with fairies or animals in the woodland.






Vocabulary

Pupils should learn the following vocabulary-

PHYSICAL EDUCATION

Sports do not build character. They reveal it.
--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
<ul style="list-style-type: none"> • Learn basic movements relating to feelings. • Show that they have a clear starting and finishing position. • Respond to different music showing a range of emotions. • Perform dance movements and simple routines using simple movement patterns. 	<ul style="list-style-type: none"> • Explore and use skills, actions and ideas individually and in combination to suit the game they are playing. • Participate in team games. • Pass and receive a ball in different ways with control and increased accuracy. • Perform fielding techniques with increased control and co-ordination. 	<ul style="list-style-type: none"> • Explain how practicing skills can help you feel warmer and why is it good to play and get out of breath. • Participate in team games. • Pass and receive a ball in different ways with control and increased accuracy. • Perform fielding techniques with increased control and co-ordination.
Invasion games	Gymnastics	Athletics
<ul style="list-style-type: none"> • Explore different ways of using a ball. • Explore ways to send a ball or other equipment. • Retrieve and stop a ball using different parts of the body. A&D • Practise skills to make them warmer. • Develop simple attacking and defending techniques. • Pass and receive a ball in different ways with increased control. • Explain why they enjoy playing games and physical activities. 	<ul style="list-style-type: none"> • Respond to instructions and commands. • Move between mats and small apparatus and change the speed of movement • Learn a variety of basic gym actions. • Be still in different body shapes and balances and combine different ways of travelling. • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape, size, and direction. • Handle apparatus safely. • Recognise how it feels when the body is tense. • Discuss how the body changes during exercise. 	<ul style="list-style-type: none"> • Take part in multiskills festivals designed to develop the fundamental movement skills of balance, co-ordination and agility. • Activities to include bat and ball relay, throw clap and catch, slalom run, standing long jump etc. • Develop balance, agility and co-ordination. • Persevere and practise, improve times and scores.

Taught topics		
Autumn	Spring	Summer
<p>Pupils should be taught:</p> <p>Dance</p> <ul style="list-style-type: none"> • Put together as a class a short routine of simple movements • Change the speed of their movements, by dancing to a slow and quicker song. • Create a simplistic routine of their own ideas (i.e. , one roll, one balance and one jump) <p>Gymnastics</p> <ul style="list-style-type: none"> • Create a simple sequence with a beginning, middle and end • Copy actions of the teacher • Travel around the room in different ways • Hold simple balances and shapes 	<p>Pupils should be taught:</p> <p>Tennis</p> <ul style="list-style-type: none"> • Use hitting skills • Practise striking and receiving a ball <p>Tag Rugby</p> <ul style="list-style-type: none"> • Throw underarm and overarm. • Catch a ball. • Travel with a ball in different ways. • Pass the ball to another player. • Follow simple rules. • Show defensive skills, such as marking an opponent. 	<p>Pupils should be taught:</p> <p>Cricket/rounders</p> <ul style="list-style-type: none"> • Use hitting skills in a game. • Practise basic striking, sending and receiving • Throw underarm and overarm. • Catch a ball. • Practise accurate throwing and consistent catching. <p>Athletics</p> <ul style="list-style-type: none"> • Run over different distances • Jump as high as possible. • Jump as far as possible • Throw objects over a distance.
Curriculum links		
		

Teaching ideas		

Vocabulary		
Pupils should learn the following vocabulary-		

PERSONAL, SOCIAL AND HEALTH EDUCATION

You're braver than you believe, stronger than you seem and smarter than you think.

--Winnie the Pooh

Skills and knowledge in PSHE					
Confidence and responsibility	Views and opinions	Health and hygiene	Relationships and respect	Personal safety	Emotional wellbeing
<ul style="list-style-type: none"> • Take part in group play or conversations, recognising what they like/dislike. • Demonstrate growing independence and responsibility when carrying out everyday tasks, such as getting changed for PE and tidying up. 	<ul style="list-style-type: none"> • Begin to give simple reasons for their own views/opinions. 	<ul style="list-style-type: none"> • Explain ways of keeping clean (e.g. by washing their hands and keeping their hair tidy) and how this stops the spread of some diseases. 	<ul style="list-style-type: none"> • Explain different ways that family and friends should care for one another. • Identify the main body parts, including differences between boys and girls and what physical contact is acceptable and comfortable. 	<ul style="list-style-type: none"> • Describe ways of keeping safe in familiar situations. Talk about the difference between secrets and surprises and recognise that people's bodies and feelings can be hurt. • Identify some hazards in the home, such as cleaning products and medicines. 	<ul style="list-style-type: none"> • Describe things that make them feel happy and things that make them feel sad.

Collaboration	Diversity	Citizenship	Financial understanding	Relationships and feelings	Goals
<ul style="list-style-type: none"> • Play and learn collaboratively in a small group. • Recognise when someone makes them, or others, feel sad or hurt. • Begin to develop an understanding of different forms of teasing, that it is wrong, and what they can do about it. 	<ul style="list-style-type: none"> • Show an awareness of how needs change as they grow from young to old. • Describe how they are the same as, or different to, a friend or family member. 	<ul style="list-style-type: none"> • Suggest how they could make a positive contribution to their class, school or community. • Explain how they belong to various groups and communities and contribute to the development of class and group rules. 	<ul style="list-style-type: none"> • Explain in simple terms where money comes from and what money is used for in everyday life, including the terms 'spend' and 'save'. 	<ul style="list-style-type: none"> • Use facial expressions to demonstrate some named feelings and describe some of their positive or negative qualities. 	<ul style="list-style-type: none"> • Talk about their gifts and talents. • Identify a simple goal for themselves.

Taught topics		
Living in the Wide World	Relationships	Health and Wellbeing (H)
Pupils should be taught: <ul style="list-style-type: none"> • Shared Responsibilities • Communities • Media literacy & digital resilience • Economic wellbeing: Money • Economic wellbeing: Aspirations, work & career 	Pupils should be taught: <ul style="list-style-type: none"> • Families and close positive relationships • Friendships • Managing hurtful behaviour and bullying • Safe relationships • Respecting self and others • Respecting self and others 	Pupils should be taught: <ul style="list-style-type: none"> • Healthy Lifestyles (physical wellbeing) • Mental Health • Ourselves, growing and changing • Keeping Safe • Drugs, alcohol and tobacco
Vocabulary		
Pupils should be taught the following vocabulary-		

RELIGIOUS EDUCATION

“Differences were meant not to divide but to enrich.”



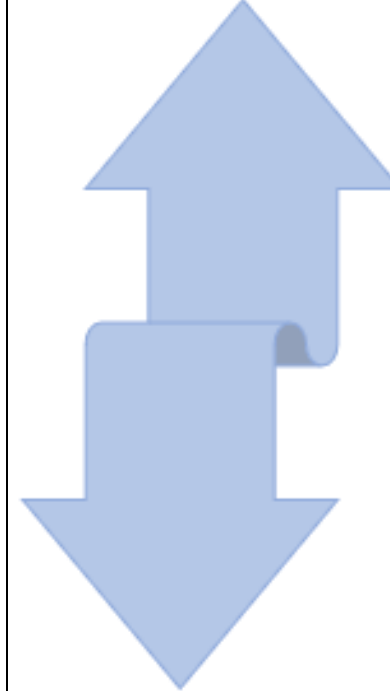
-- J. H. Oldham

Skills and knowledge in religious education		
Knowing about and understanding religions and worldviews.	Expressing and communicating ideas related to religions and worldviews.	Gaining and deploying the skills for studying religions and worldviews.
<ul style="list-style-type: none"> • Identify a special time they celebrate and what celebration means. • Recognise some symbols and images used to express ideas. • Recognise that there are special places where people go to worship and talk about what people do there. • Talk about a belief in God for some communities. • Talk about some of the stories that are used in religious contexts and why people still read them. • Identify at least three objects used in worship in two religions. • Talk about ways in which religious figures are special. • Recognise that some people believe God created the world so we should look after it. 	<ul style="list-style-type: none"> • Recognise ways that people treat their sacred books. • Talk about how religions teach people that they are valuable, giving simple examples. • Talk about what is special and of value about belonging to a group that is important to them. • Show an awareness that some people belong to different religions. 	

Taught topics

Belonging to the Muslim family.	Why do Christians give Gifts at Christmas?	Belonging to the Sikh family	What do Christians remember at Easter?	How is someone welcomed into Christianity?	Belonging to the Jewish family
Pupils should be taught: <ul style="list-style-type: none"> • The concept of incarnation. The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • The Ummah. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of belonging. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of salvation. • The concept of revelation. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of salvation. 	Pupils should be taught: <ul style="list-style-type: none"> • The concept of belonging.

Curriculum links

		
-------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------

Teaching ideas



Vocabulary

Pupils should learn the following vocabulary-