

YEAR 1

CURRICULUM

Cycle B



Belong. Believe. Become.

Road map of Year 1 Cycle B

Are all buildings the same?



Why does the weather change?



How can we get there?



Why is where I live amazing?





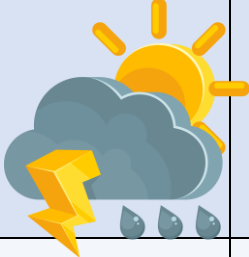
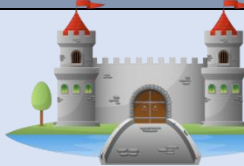


What will you see in the woods?



Why am I amazing?



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	 Why am I amazing?	What will you see in the woods? 	Why is where I live amazing? 	 How can we get there??	Why does the weather change? 	 Are all buildings the same?
Science	Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
Geography		Woodland maps	The UK		Weather around the world	
History	Timelines			Transport through time- the first flight		Kings and Queens

Art and Design		Natural Art	Lowry's buildings		The seasons	
DT	Photo frames			A moving vehicle		Castles
Music	Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
PE	Dance	Gymnastics	Tennis	Football	Cricket/rounders	Athletics
PSHCE	Living in the wide world		Relationships		Health and wellbeing	
Computing	Composing systems and networks	Creating media-digital painting	Programming A	Data and information	Creating media-digital writing	Programming B

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
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Rights Respecting School

We are **GOLD!**




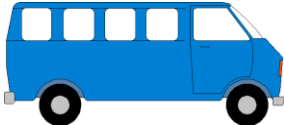


Supporting documents-



SUGGESTED TRIPS

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

--Asian proverb

Autumn 1	Why am I amazing?	<p>Library visit https://www.stockton.gov.uk/find-library</p> 
Autumn 2	What will you see in the woods?	<p>Visit to Wynyard woods- https://www.stockton.gov.uk/article/9614/Wynyard-Woodland-Park OR Visit to Hardwick Park- https://www.durham.gov.uk/article/25511/School-workshops-at-Hardwick-and-Wharton-Park</p>
Spring 1	Why is where I live amazing?	<p>Walk and minibus trip around the locality</p> 
Spring 2	How can we get there?	<p>Visit to Teesside airport OR Visit to the North East Land, Sea and Air Museums- https://www.nelsam.org.uk/Education/</p> 
Summer 1	Why does the weather change?	
Summer 2	Are all buildings the same?	<p>Richmond Castle- https://www.english-heritage.org.uk/visit/places/richmond-castle/school-visits/</p> 

* It is not guaranteed that these trips will happen, they are simply suggested.

READING CANON

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




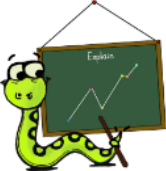


—Dr. Seuss

Reading Canon books		
Why am I amazing?	Why is where I live amazing?	Why does the weather change?
		
What will you see in the woods?	How can we get there?	Who lives in a house like this?
		

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-

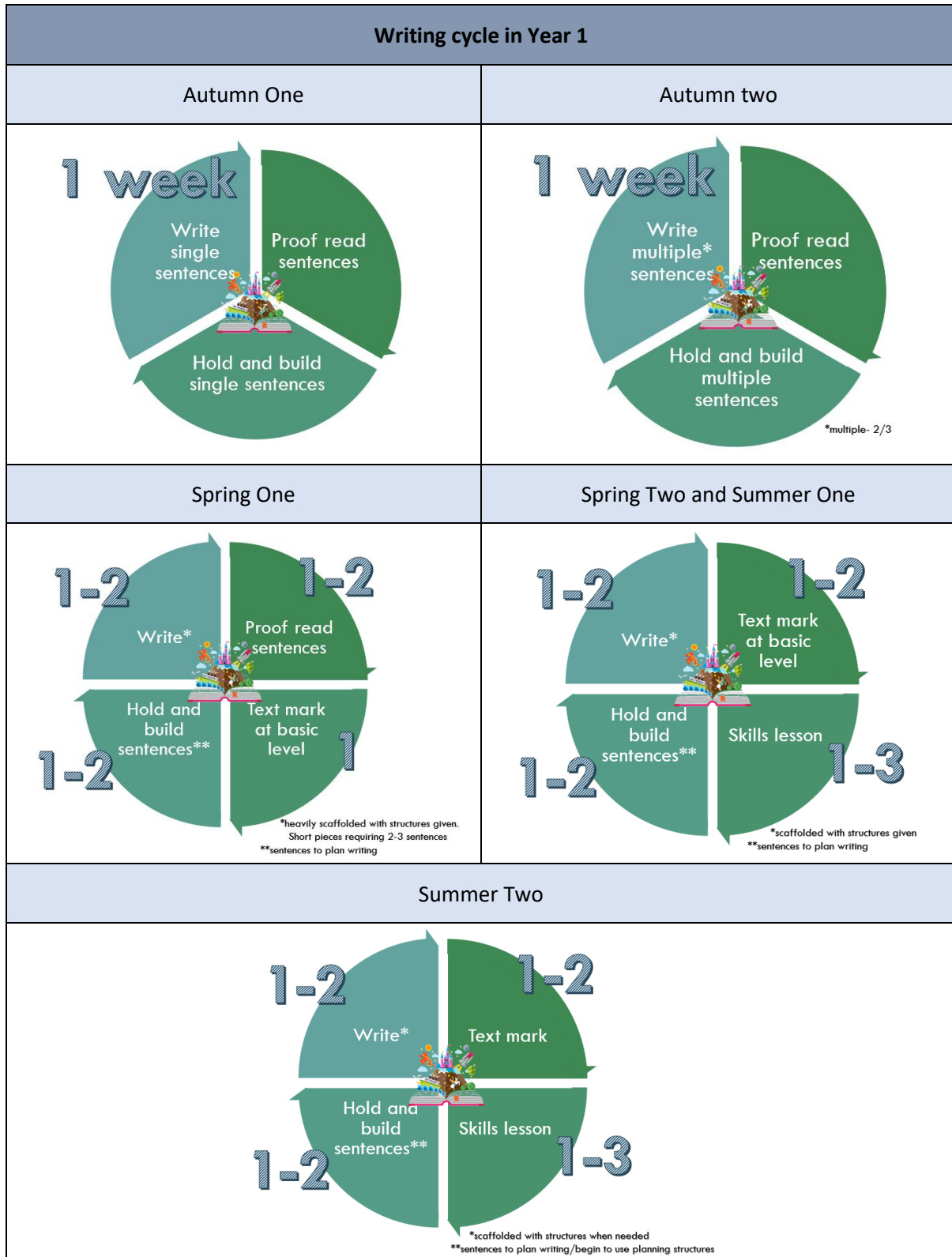
Word Reading	Comprehension
<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words • Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes • Respond speedily with the correct sound to graphemes (letters or groups of letters) for 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

	<ul style="list-style-type: none">• Answer questions in discussion with the teacher and make simple inferences
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WRITING

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

-- Enid Blyton



Genre of writing skills and knowledge progression		
Instructions	Recount (newspaper, diary, reports, biographies, letters)	Explanation texts
<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 	<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. 	<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.
Non-chronological reports	Persuasion (adverts, leaflets, arguments, letters)	Information texts
<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. • Write a simple non-chronological report by writing sentences to describe aspects of the subject. 	<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. 	<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.

Balanced argument and discussion texts (speech, essay, letter)	Poetry	Story/narrative
<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

Grammar and punctuation booklet

Supporting resources



MATHS

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

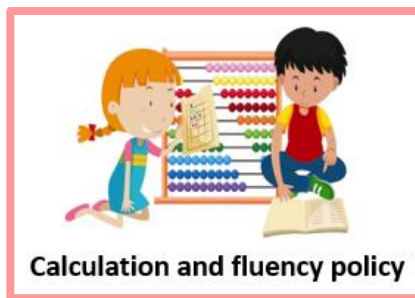
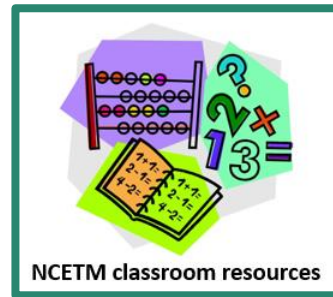
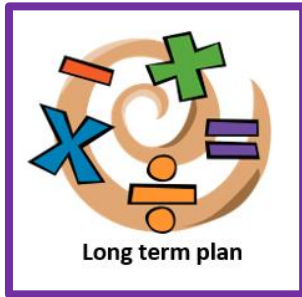
Throughout the year children should be taught to-		
Autumn 1	1	Previous Reception experiences and counting with 100
Autumn 2	2	Comparison of quantities and part-whole relationships
	3	Numbers 0 to 5
Spring 1	4	Recognise, compose, decompose and manipulate 2D and 3D shapes
	5	Numbers 0 to 10
Spring 2	6	Additive structures
	7	Addition and subtraction facts within 10

	Number and place value
	Number facts
	Addition and subtraction
	Geometry
	Other

Summer 1	8	Numbers 0 to 20
	9	Unitising and coin recognition
Summer 2	10	Position and direction
	11	Time

Throughout the year children should be taught the following-	
Number facts	Tables facts
<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

Supporting documents-




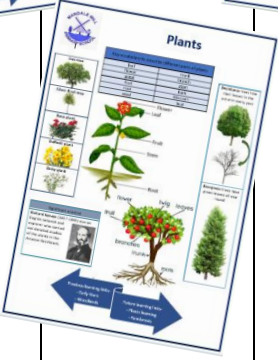




SCIENCE

“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>PLAN- Ask a few simple questions about the world around us. Begin to use some different types of enquiry to answer questions.</p>	<p>DO- With support, observe changes over time. With direction, begin to notice patterns. Begin to perform simple tests. Begin to discuss my ideas. Begin to say what happened in an investigation</p>	<p>RECORD- Begin to collect simple data. Begin to record data in a table the adult has provided. Begin to communicate findings in a variety of ways.</p>	
<p>REVIEW- Begin to talk about what has been found out. Begin to explain how the enquiry was carried out. Begin to suggest simple changes to the enquiry.</p>	<p>IDENTIFY AND CLASSIFY- Explain where further additional items could be placed in a sorting/grouping task.</p>	<p>RESEARCH- Begin to find information to help from books, computers and other familiar sources.</p>	
<p>VOCABULARY- Begin to use simple scientific language. Begin to describe what can be seen eg something is long. Begin to compare eg something is longer or shorter.</p>			
Animals, including humans	Everyday materials	Seasonal changes	Plants
<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 	<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 	<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.

<p>common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> <ul style="list-style-type: none"> describe and compare the structure of a variety of common animals 	<p>on the basis of their simple physical properties</p>		
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Taught topics					
Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> objectives from skills and knowledge above.
Knowledge organisers (including vocabulary)					
Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
					

Assessments

Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
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Animals including Humans

1. Name the animals in the pictures.

2. Classify the animals into carnivore, herbivore, and omnivore.

3. Draw a human figure and label its parts.

Animals including Humans

1. Name the animals in the pictures.

2. Classify the animals into carnivore, herbivore, and omnivore.

3. Draw a human figure and label its parts.

Seasonal Change

1. Name the seasons.

2. Describe the weather and activities for each season.

3. Draw a human figure and label its parts.

Plants

1. Name the plants in the pictures.

2. Classify the plants into silver birch, rose plant, daffodil plant, and daisy plant.

3. Draw a human figure and label its parts.

Everyday Materials

1. Name the materials in the pictures.

2. Classify the materials into wood, plastic, glass, metal, fabric, and rubber.

3. Draw a human figure and label its parts.

Curriculum links					
Animals including humans	Plants	Animals including humans	Everyday materials	Seasonal changes	Scientific enquiry
<p>Body parts knowledge for future science topics and for PSHE learning</p> <p>Animals groups knowledge for classifying animals</p>	<p>Future plants learning</p> <p>Learning about rainforests in geography</p>	<p>Future knowledge needed for animals including humans topics eg- food chains</p>	<p>Future science linked to materials</p> <p>Knowledge of materials needed for art and DT topics</p>	<p>Knowledge about hot and cold places of the world in geography</p> <p>Knowledge needed for light topic (eg- shadows)</p> <p>Knowledge of seasons around the world</p>	<p>Future science learning to pre-teach</p>
<p>Knowledge of self from EY</p>	<p>Knowledge from EY- the world</p>	<p>Previous animals including humans topic to classify animals</p>	<p>Knowledge of the world from EY</p> <p>Knowledge from expressive arts and designs in EY</p>	<p>Knowledge of the world from EY</p>	<p>Consolidation of previous concepts</p>

Supporting documents



ART & DESIGN

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


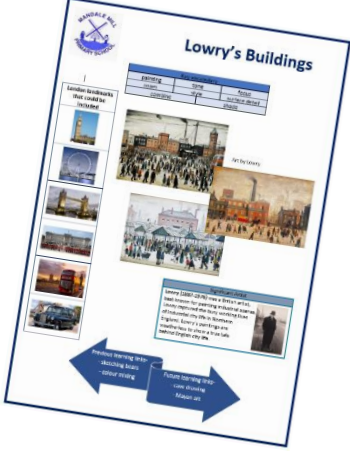
--MaryAnn F. Kohl

Skills and knowledge in Art for Year One		
Drawing	Painting	
<ul style="list-style-type: none"> • Draw line of different size and thickness • Colour their own work neatly following the lines • Explore a range of drawing tools. • Begin to control the types of marks made with a range of media. • Draw from imagination and explore drawing from observation. 	<ul style="list-style-type: none"> • Use thick and thin brushes to make a wide range of marks. • Mix primary colours to make secondary colours • Begin to describe a range of colour. • Begin to discuss the colour wheel. • Begin to talk about why they have selected colour for their artwork. 	
Sculpture	Printing	Collage
<ul style="list-style-type: none"> • Enjoy handling, feeling and manipulating a range of natural materials. • Construct using a range of media. • Discuss a range of buildings in their locality (geography). • Use equipment in a safe and correct way. 		<ul style="list-style-type: none"> • Use a combination of materials that are cut, torn or glued (in sketch book not direct topic).

Taught topics

<p>Natural Art Artist Study Andy Goldsworthy and Richard Shilling</p>	<p>Lowry's buildings Artist study- Lowry</p>	<p>Seasons</p>
<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. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How chalks and pastels can be used to create tones, patterns and textures. • Consolidate colour knowledge using a different medium. 	<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.

Knowledge Organisers (including vocabulary)

<p>Natural Art Artist Study Andy Goldsworthy and Richard Shilling</p>	<p>Lowry's buildings Artist study- Lowry</p>	<p>Seasons</p>
 <p>The image shows a knowledge organiser for 'Natural Art'. It features a central illustration of a vase filled with colorful flowers. To the left, there are smaller images of natural elements like leaves, a shell, and a rock. Text boxes provide information about Andy Goldsworthy's work, including his use of natural materials and his focus on light and shadow. At the bottom, there are two blue arrows pointing left and right, with text: 'Pupils should be able to identify and describe natural materials used in art' and 'Pupils should be able to describe the effects of light and shadow in art'.</p>	 <p>The image shows a knowledge organiser for 'Lowry's Buildings'. It features a central illustration of a large, multi-story building. To the left, there are smaller images of other buildings and a street scene. Text boxes provide information about J.M.W. Turner's work, including his use of color and light, and his focus on capturing the atmosphere of a scene. At the bottom, there are two blue arrows pointing left and right, with text: 'Pupils should be able to identify and describe buildings used in art' and 'Pupils should be able to describe the effects of color and light in art'.</p>	

Assessments

<p>Natural Art Artist Study Andy Goldsworthy and Richard Shilling</p>	<p>Lowry's buildings Artist study- Lowry</p>	<p>Seasons</p>
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Curriculum links

<p>Natural Art Artist Study Andy Goldsworthy and Richard Shilling</p>	<p>Lowry's buildings Artist study- Lowry</p>	<p>Seasons</p>
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<p>Sculpture knowledge for future topics</p> <p>Colour knowledge for future topics</p>	<p>Knowledge of chalks and pastels and the skills associated with these for future art topics</p> <p>Colour knowledge</p>	<p>Colour mixing knowledge for future art topics</p>
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<p>Knowledge and experience of different mediums from expressive art and design from EY</p> <p>Physical development from EY</p>	<p>Knowledge of chalks and pastels from Lucy Pittaway study</p> <p>Knowledge and experience of different mediums from expressive art and design from EY</p> <p>Physical development from EY to be able to use and manipulate chalks and pastels</p>	<p>Colour knowledge from Bright Buildings topic</p> <p>Physical development from EY to be able to use and manipulate chalks and pastels</p> <p>Colour knowledge from expressive art and design within EY</p> <p>Physical development from EY to be able to use different brushes</p>
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Supporting documents



COMPUTING

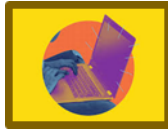




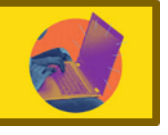
“Coding is today’s language of creativity. All our children deserve a chance to become creators instead consumers of computer science.”

—Maria Klawe

Skills and knowledge in computing			
Programming	Using Computers	Handling Data	Creating Media
<ul style="list-style-type: none"> • I can follow an instruction • Recognise that the order of instructions in an algorithm is important • Combine four direction commands to make sequences Control a floor robot • Create algorithms for sprites • Debug my program Plan a simple program • Use commands to move a sprite • Use a Start block in a program • Explain that each sprite has its own instructions Add programming blocks based on my algorithm Test the programs I have created • Explain what my program should do • Predict the outcome of a command on a device • Predict the outcome of a sequence involving forwards and backwards commands • Predict the outcome of a sequence 	<ul style="list-style-type: none"> • Identify technology • Explain technology as something that helps us • Identify a computer and its main parts (screen, mouse, keyboard) • Use a mouse in different ways • Use a keyboard to type on a computer Save and open my work 	<ul style="list-style-type: none"> • Label objects • Identify that objects can be counted • Describe properties • Count and group objects 	<p>TEXT-</p> <ul style="list-style-type: none"> • Use letters, numbers, space and back key Type capital letters • Use the arrow keys to move the cursor Use bold, italic and underline • Change the font style, size and colour • Explain why I used the tools that I choose <p>IMAGES-</p> <ul style="list-style-type: none"> • Use the freehand, shape, fill and line tools • Change colour and brush styles • Make careful choices when painting a digital painting <p>MULTIMEDIA-</p> <p>N/A</p>

involving up to four commands					
Online Safety					
<ul style="list-style-type: none"> To recognise more detailed examples of information that is personal to me. To use the internet with adult support to communicate with people I know. To explain rules to keep us safe when we are using technology both in and beyond the home. To describe how to behave online in ways that do not upset others and can give examples. To recognise that information can stay online and could be copied. To give simple examples of how to find information using digital technologies. To recognise that there may be people online who could make me feel sad, embarrassed or upset. To explain why work I create using technology belongs to me and say why it belongs to me. 					
Taught topics					
Composing systems and networks	Creating media- digital painting	Programming A	Data and information	Creating media- digital writing	Programming B
Pupils should be taught: <ul style="list-style-type: none"> Technology around us Recognising technology in school and using it responsibly . 	Pupils should be taught: <ul style="list-style-type: none"> Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. 	Pupils should be taught: <ul style="list-style-type: none"> Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes 	Pupils should be taught: <ul style="list-style-type: none"> Grouping data Exploring object labels, then using them to sort and group objects by properties. 	Pupils should be taught: <ul style="list-style-type: none"> Digital writing Using a computer to create and format text, before comparing to writing non-digitally 	Pupils should be taught: <ul style="list-style-type: none"> Programming animation Designing and programming the movement of a character on screen to tell stories.

Supporting documents

Computing systems and networks	Creating media- video production	Programming A	Data and information	Creating media- vector graphics	Programming B
					

General



Teacher guide



Teach Computing site



Curriculum map

DESIGN AND TECHNOLOGY


“When you take technology and mix it with art, you always come up with something innovative.”
 — Robert Rodríguez

Skills and knowledge		
Explore		
Explore existing products and investigate how they have been made.		
Decide how existing products do/do not achieve their purpose.		
Design	Make	Evaluate
Use pictures and words to convey what they want to design/make.	Discuss their work as it progresses.	Talk about their design as they develop and identify good and bad points.
Propose more than one idea for their product.	Select materials/ingredients from a limited range that will meet the design criteria.	Note changes made during the making process as annotation to plans/drawings.
Select appropriate technique explaining: First... Next... Last....	Select and name the tools needed to work the materials/ingredients.	Say what they like and do not like about items they have made and attempt to say why.
Explore ideas by rearranging materials/ingredients.	Explain what they are making.	Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.
Select pictures to help develop ideas.	Explain which materials/ingredients they are using and why.	
Use drawings to record ideas as they are developed.	Name the tools they are using	
Add notes to drawings to help explanations.	Describe what they need to do next	
Describe their models and drawings of ideas and intentions		


Taught topics

Photo frames	A moving vehicle	Castles
<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Begin to think about aesthetics of an item. • How to join materials. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • How wheels work and how they can make a structure move. • Continue to explore knowledge of how to join materials. 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • Continue to explore knowledge of how to join materials so that a structure holds an upright shape. • How to use a basic pulley to make part of a structure move.

Knowledge organisers (including vocabulary)

Photo frames	A moving vehicle	Castles
		

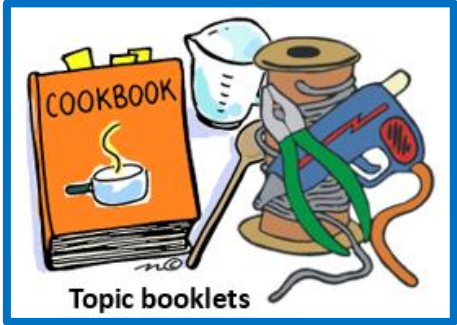
Assessments

Photo frames	A moving vehicle	Castles
		

Curriculum links

Photo frames	A moving vehicle	Castles
<p>Knowledge around joining wood (eg catapult topic)</p> <p>Knowledge around different materials for work in science and future DT topics</p>	<p>Knowledge around 'movement' and forces</p> <p>Knowledge around shapes</p>	<p>Knowledge around 'movement'</p>
<p>Woodwork skills within the EY setting</p> <p>Personal development around risk taking and problem solving</p> <p>Knowledge from expressive arts and design</p>	<p>Physical development from EY</p> <p>Knowledge from expressive arts and design within EY</p> <p>Knowledge from literacy learning in EY linked to known fairy tales</p>	<p>Knowledge about joining materials from Photo frames and Moving vehicle</p> <p>Woodwork skills within the EY setting</p> <p>Personal development around risk taking and problem solving</p> <p>Knowledge from expressive arts and design</p>

Supporting documents




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 and Place Knowledge	Human and Physical Geography
<ul style="list-style-type: none"> Name and locate areas around the school. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate some of the seven continents of the world. Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country (India and China. Brazil and Argentina). 	<ul style="list-style-type: none"> Identify physical and human features to develop understanding linked to farming/woodlands in the local area. Identify physical and human features of a location and compare with own locality. Identify how different places have different climates and begin to consider why.
Geographical Skills and Fieldwork	
<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. Use observational skills to study the school environment. Use observation skills to study a local woodland/farming area. 	

Assessments

Woodland maps	The UK	Weather around the world
		

Curriculum links

Woodland maps	The UK	Weather around the world
<p>Mapping knowledge for all future geography topics</p> <p>Directional language for maths</p>	<p>Knowledge of the UK to go wider in future geography topics</p> <p>Knowledge of the UK and position for history learning</p>	<p>'Where does our food come from topic?' and farming around the world</p> <p>Knowledge linked to hot and cold places of the world</p> <p>Place and continent knowledge</p> <p>Knowledge around Australia for Captain Cook topic</p>
<p>Knowledge from understanding the world in EY</p> <p>Knowledge from fairy-tale topic and any mapping skills within this</p> <p>Knowledge from studies of where they live</p>	<p>Knowledge from understanding the world in EY</p> <p>Knowledge from woodlands and fairy-tale topic and any mapping skills within this</p> <p>Knowledge from studies of where they live</p>	<p>Knowledge of different part of the world from farming topic</p> <p>Place knowledge linked to the UK</p> <p>Weather knowledge from EY learning</p>

Supporting documents

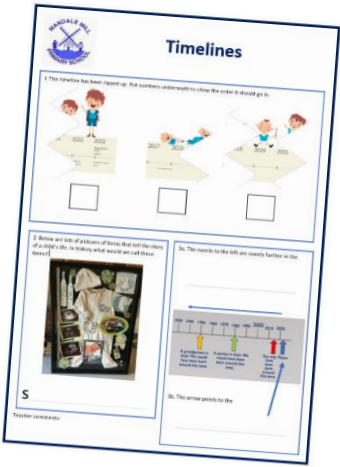



HISTORY

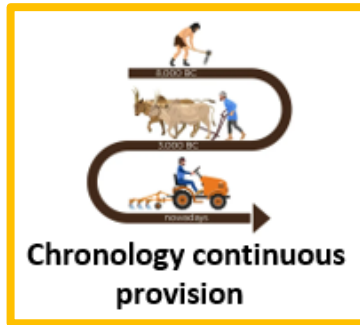
“History is important because it teaches us about past. And by learning about the past, you come to understand the present, so that you may make educated decisions about the future.”

--Richelle Mead

Skills and knowledge in history	
Chronological understanding	
<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. • Tell the difference between past and present in their own lives and the lives of others. 	
Historical Interpretation and Enquiry	Organisation and communication
<ul style="list-style-type: none"> • Listen to eye-witness accounts (from parents/grandparents). • Begin to suggest why something might be different. • Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) • 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.

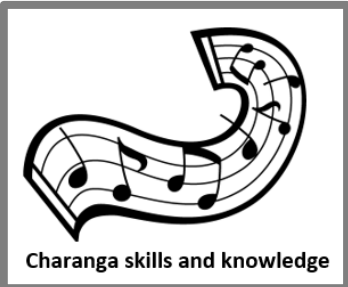






Assessments		
Timelines	Transport through time- the first flight	Kings and Queens
		
Curriculum links		
Timelines	Transport through time- the first flight	Kings and Queens
<p>A good understanding of past and present for future history learning</p> <p>An understanding of timelines and chronology for future history learning</p> <p>An understanding of what a source is and how it is used within history</p>	<p>Concept of history within living memory to build upon</p> <p>Concept of year dates and how they are ordered</p> <p>Knowledge around changes in technology for future topics</p>	<p>Knowledge of periods in history (links with topics such as Captain Cook, Grace Darling etc) to add context to future topics</p> <p>Knowledge of the monarchy in the UK to compare to studies through history and in other parts of the world (eg- rule during the Romans, rule in Ancient Greece etc)</p> <p>Knowledge for future 'How much power does the king have?' topic</p>
<p>Knowledge of the world from EY</p> <p>Knowledge of self from EY</p>	<p>Starting knowledge of chronology from previous topic</p>	<p>Chronology knowledge</p> <p>Source knowledge</p> <p>Knowledge of the monarchy from recent events (coronation, jubilee etc)</p> <p>Knowledge of the UK from geography learning</p>

Supporting documents










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

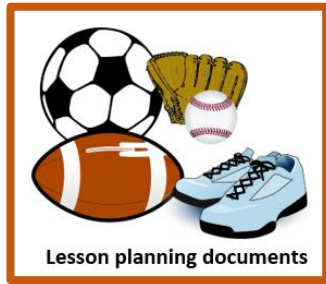
Skills and knowledge in music					
Listen and Appraise	Singing	Playing	Improvisation		
Composition			Performance		
					
Taught topics					
Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
Hey You! by Joanna Mangona - an Old-School Hip Hop tune written for children	All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style).	In The Groove by Joanna Mangona – an easy-to-learn song that demonstrates different styles of music.	All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.	By Joanna Mangona and Pete Readman. This is a song about using your imagination.	This Unit of Work consolidates the learning that has occurred during the year.
Supporting documents					
Hey you!	Rhythm in the way we walk and banana rap	In the groove	Round and round	Your imagination	Reflect, rewind and replay
					

PHYSICAL EDUCATION

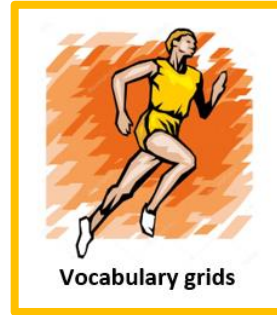
Sports do not build character. They reveal it.
--John Wooden

Skills and knowledge in physical education		
Dance	Field games	Net and wall games
Outdoors and adventurous activities	Striking and fielding	Target games
Athletics	Gymnastics	Invasion games
Life skills- health and safety		Life skills- citizenship
 <p>Progression documents</p>		
Taught topics		
Autumn One	Spring One	Summer One
Pupils should be taught: Dance 	Pupils should be taught: Tennis 	Pupils should be taught: Cricket/rounders 
Autumn Two	Spring Two	Summer Two
Pupils should be taught: Gymnastics 	Pupils should be taught: Football 	Pupils should be taught: Athletics 

Supporting documents



Lesson planning documents



Vocabulary grids




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
Supporting documents		
 <p>Detailed long-term plan</p>	 <p>PSHE and RSE policy</p>	 <p>Yasmin and Tom resource Username- Mar...</p>

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 about what people do there. Talk about a belief in God for some people. 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. Develop an awareness that some people belong to different religions. 	

Currently under review.
New scheme coming!

Taught topics

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
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 Ummah 	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 concept of salvation. The concept of revelation 	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 belonging.

Currently under review.
New scheme coming!

Supporting documents

