



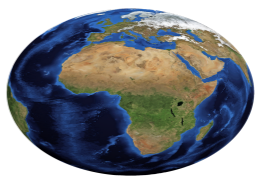





Curriculum Map: Year 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------------|--|--|--|---|--|--|
| Theme Title | <p>Up Our Street</p>  | <p>Digging Up the Past</p>  | <p>Our Country</p>  | <p>Flight</p>  | <p>What a Wonderful World</p>  | <p>Seaside Rock!</p>  |
| History / Geography | <p>Location and Geographical Skills: Navigating the School</p> <p><u>EQ: How can we navigate around the school?</u></p> <p>1: How can we direct people around the school (locational and directional language)? <i>Enquiry</i></p> <p>2: What does the school look like on an aerial photograph and a plan perspective? <i>Enquiry</i></p> <p>3: How can we create our own maps of the school using symbols and a key? <i>Enquiry</i></p> <p>4: What geographical question can we answer about the school (e.g. 'What is the busiest doorway in the school?')? How can we measure the answer? <i>Enquiry</i></p> <p><i>near, far, left, right, aerial photograph, plan perspective, symbol, key</i></p> | <p>Mary Anning</p> <p><u>EQ: What did Mary Anning do to help us learn about the past?</u></p> <p>1: How can we find out things about the past? <i>Evidence</i></p> <p>2: Who was Mary Anning, when did she live, and how did she help us find things out about the past? <i>Chronology Evidence</i></p> <p>3: What did Mary Anning help us find out? <i>Significance</i></p> <p><i>significant, important, significance outside of own and family lives, evidence</i></p> | <p>Location: The UK</p> <p><u>EQ: What is the UK?</u></p> <p>1: What islands make up the UK? Where is the UK (maps, atlases and globes)?</p> <p>2: What seas surround the UK (North Sea, English Channel, Atlantic Ocean, Irish Sea)? <i>Location</i></p> <p>3: What countries and capital cities are there in the UK? Where are the countries relative to each other (compass directions)? <i>Location Enquiry</i></p> <p>4: What physical features can be found in different parts of the UK? <i>Location Place Processes</i></p> <p>5: What is the UK? <i>Location Enquiry</i></p> <p><i>country, capital, United Kingdom, England, London, Scotland, Edinburgh, Wales, Cardiff, Northern Ireland, Belfast, sea, ocean, North Sea, English Channel, Atlantic Ocean, Irish Sea, compass, North, South, East, West</i></p> | <p>Flight</p> <p><u>EQ: Who helped the most in helping humans fly?</u></p> <p>1: How has flight changed over time? <i>Chronology</i></p> <p>2: Who were the Wright brothers and how did they help humans fly? <i>Chronology Significance Connection</i></p> <p>3: Who was Amelia Earhart and how did she help humans fly? <i>Chronology Significance Connection</i></p> <p>4: Who was Bessie Coleman and how did she help humans fly? <i>Chronology Significance Connection</i></p> <p>5: Who helped the most in helping humans fly? <i>Significance Evidence</i></p> <p><i>cause, consequence, significant, important, significance outside of own and family lives, significance of people, timeline, sequence</i></p> | <p>Location: The World</p> <p><u>EQ: What continents and oceans are there in the world?</u></p> <p>1: What is a continent? What continents are there in the world (Europe, Africa, Asia, North America, South America, Australia, Antarctica) and where are they (atlases and globes)? <i>Location</i></p> <p>2: What are each of the continents like? <i>Location Place</i></p> <p>3: What is an ocean? What oceans are there in the world (Arctic, Atlantic, Pacific, Indian, Southern) and where are they (atlases and globes)? What is the difference between an ocean and a sea? <i>Location</i></p> <p>4: Why are oceans important? Why are oceans under threat? How can we protect our oceans? <i>Responsibility</i></p> <p>5: What continents and oceans are there in the world? <i>Enquiry</i></p> <p><i>continent, ocean, Europe, Africa, Asia, North America, South America, Australia, Antarctica, Arctic, Atlantic, Pacific, Indian, Southern, map, atlas, globe</i></p> | <p>Beach Trips Over Time</p> <p><u>EQ: When was the best time for a day at Bournemouth beach?</u></p> <p>1: How can we describe a visit to Bournemouth beach today? <i>Chronology</i></p> <p>2: What was a visit to Bournemouth beach like when my parents went and how do we know? <i>Significance Evidence</i></p> <p>3: What was a visit to Bournemouth beach like when my grandparents went and how do we know? <i>Significance Evidence</i></p> <p>4: What was a visit to Bournemouth beach like when the Victorians went and how do we know? <i>Significance Evidence</i></p> <p>5: How has a day at Bournemouth beach changed over time? <i>Chronology Connection</i></p> <p>6: When was the best time for a day at Bournemouth beach? <i>Significance Evidence Connection</i></p> <p><i>timeline, sequence, change, old, new, then, now, artefact, evidence, different accounts</i></p> |
| Memorable Moments | <p>Local Visit: Local Christchurch</p> | <p>Visit / Visitor: Lyme Regis</p> | <p>Moment: 'Train Journey' Around the UK</p> <p>Visitor: Judaism Experience</p> | <p>Visit: Bournemouth Aviation Museum</p> | <p>Creature teachers?</p> | |

Maths

Number & Place Value: Numbers to 10

- Counting to 10
- Counting Objects to 10
- Writing to 10
- Counting to Zero
- Comparing Numbers of Objects
- Ordering Numbers
- Comparing Numbers

Calculations: Number Bonds

- Making Number Bonds
- Making Number Stories

Calculations: Addition Within 10

- Add by Using Number Bonds
- Add by Counting On
- Completing Number Sentences
- Making Addition Stories
- Solving Picture Problems

Calculations: Subtraction Within 10

- Subtract by Crossing Out
- Subtract by Using Number Bonds
- Subtract by Counting Back
- Making Subtraction Stories
- Solving Picture Problems
- Addition and Subtraction

Geometry: Positions

- Naming Positions
- Naming Positions in Queues
- Naming Left and Right Positions

Number & Place Value: Numbers to 20

- Counting to 20
- Writing to 20
- Comparing Numbers
- Ordering Numbers
- Number Patterns

Calculations: Addition and Subtraction Within 20

- Add by Counting On
- Add by Making 10
- Add by Adding Ones
- Subtract by Counting Back
- Subtract by Subtracting Ones
- Subtract from 10
- Addition and Subtraction Facts

Geometry: Shapes and Patterns

- Recognising 3D Shapes
- Recognising 2D Shapes
- Grouping 2D Shapes
- Making Patterns

Measurement: Height and Length

- Comparing Height and Length
- Measuring Length Using Thins
- Measuring Height and Length Using Body Parts
- Measuring Height and Length Using a Ruler

Number & Place Value: Numbers to 40

- Counting to 40
- Writing Numbers to 40
- Counting in Tens and Ones
- Comparing Numbers
- Finding How Much More
- Making Number Patterns

Calculations: Addition and Subtraction

- Solving Word Problems
- Solving Word Problems
- Solving Word Problems
- Solving Word Problems
- Solving Word Problems
- Solving Word Problems

Calculations: Multiplication

- Making Equal Groups
- Adding Equal Groups
- Making Equal Rows
- Making Doubles
- Solving Word Problems

Calculations: Division

- Grouping Equally
- Sharing Equally

Fractions: Fractions

- Making Halves
- Making Quarters
- Sharing and Grouping

Number & Place Value: Numbers to 100

- Counting to 100
- Finding Tens and Ones
- Comparing Numbers
- Making Number Patterns

Measurement: Time

- Telling Time to the Hour
- Telling Time to the Half Hour
- Ordering Events
- Estimating Duration of Time
- Comparing Time
- Using a Calendar

Measurement: Money

- Recognising Coins
- Recognising Notes

Measurement: Volume and Capacity

- Comparing Volume
- Finding Capacity
- Describing Volume Using Half and a Quarter

Measurement: Mass

- Comparing Mass
- Finding Mass
- Finding and Comparing Mass

Geometry: Space

- Describing Positions
- Describing Movements
- Making Turns

Number Bonds To / Within 10

| | | | | | | | | | | | |
|----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|
| + | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 0 | 0+0 | 0+1 | 0+2 | 0+3 | 0+4 | 0+5 | 0+6 | 0+7 | 0+8 | 0+9 | 0+10 |
| 1 | 1+0 | 1+1 | 1+2 | 1+3 | 1+4 | 1+5 | 1+6 | 1+7 | 1+8 | 1+9 | |
| 2 | 2+0 | 2+1 | 2+2 | 2+3 | 2+4 | 2+5 | 2+6 | 2+7 | 2+8 | | |
| 3 | 3+0 | 3+1 | 3+2 | 3+3 | 3+4 | 3+5 | 3+6 | 3+7 | | | |
| 4 | 4+0 | 4+1 | 4+2 | 4+3 | 4+4 | 4+5 | 4+6 | | | | |
| 5 | 5+0 | 5+1 | 5+2 | 5+3 | 5+4 | 5+5 | | | | | |
| 6 | 6+0 | 6+1 | 6+2 | 6+3 | 6+4 | | | | | | |
| 7 | 7+0 | 7+1 | 7+2 | 7+3 | | | | | | | |
| 8 | 8+0 | 8+1 | 8+2 | | | | | | | | |
| 9 | 9+0 | 9+1 | | | | | | | | | |
| 10 | 10+0 | | | | | | | | | | |

3 plus 4 equals 7.
4 plus 3 equals 7.

part part whole
3 4 7
4 3 7

3 + 4 = 7
4 + 3 = 7

6 - 2 =

6
2

Counting On / Back in Ones

5 + 3 =

Start from 5, then count 3 more.

6 - 2 = 4

Making 10 / Subtracting From 10

11 + 5 = 16

10 + 6 = 16

11 + 5 = 16

10 - 9 = 1

1 + 6 = 7

16 - 9 = 7

There are 7 logs left.

Counting in 2s, 5s and 10s & Repeated Addition

There are 3 groups of 2.

2, 4, 6

3 groups of 2 = 6
3 twos = 6

There are 6.

Arrays

1 row of 5 = 5

2 rows of 5 = 10

3 rows of 5 =

There are 15 children altogether.

Doubles

double 1 = 2 ones
double 1 = 2

double 2 = 2 twos
double 2 = 4

Double means twice the amount.

double 4 = 2 fours
double 4 = 8

Jacob uses 8 blocks next.

Grouping / Sharing

10 medals are shared equally among 5 friends.
How many medals does each friend get?

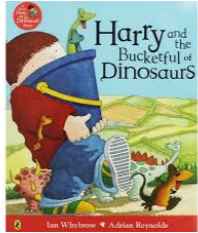

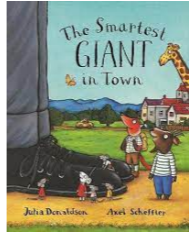
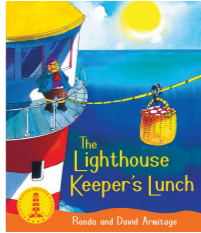
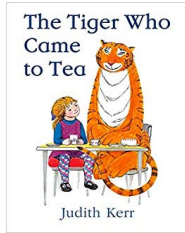
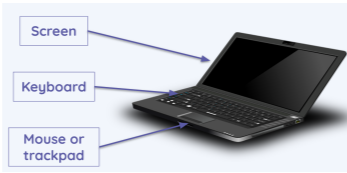
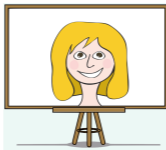
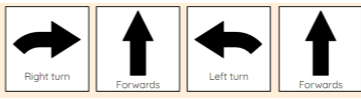
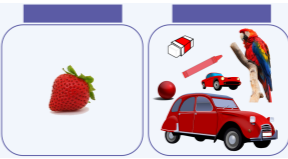
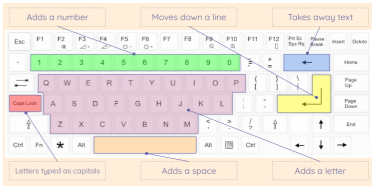
Divide 10 medals into 5 groups.



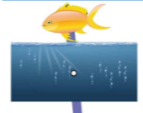

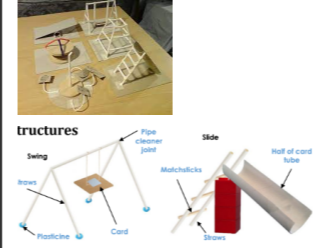


Each friend gets 2 medals.

Sam has 12 apples.
He puts the apples into groups of 4.
How many groups does he make?
Sam makes groups.

Each group has an equal number of .

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|---|---|---|--|---|--|---|
| <p>English Writing</p> | <p><i>Genre</i> Narrative (Traditional Tale)</p> <p><i>Model Text</i> Goldilocks & the Three Bears</p> <hr/> <p><i>Genre</i> Narrative (Cumulative Tale)</p> <p><i>Model Text</i> The Squeaky Story</p> | <p><i>Genre</i> Narrative (Finding Story)</p> <p><i>Model Text</i> The Story of Pirate Tom</p> <hr/> <p><i>Genre</i> Narrative (Traditional Tale)</p> <p><i>Model Text</i> The Elves and the Shoemaker</p> | <p><i>Genre</i> Narrative (Overcoming the Monster)</p> <p><i>Model Text</i> Little Red Riding Hood</p> <hr/> <p><i>Genre</i> Non-Narrative (Instructions)</p> <p><i>Model Text</i> How To Trap a Wolf</p> | <p><i>Genre</i> Narrative (Warning Story)</p> <p><i>Model Text</i> The Lighthouse Keeper's Lunch</p> <hr/> <p><i>Genre</i> Non-Narrative (Recount)</p> <p><i>Model Text</i> School Trip</p> | <p><i>Genre</i> Narrative (Journey Story)</p> <p><i>Model Text</i> At the End of the Rainbow</p> <hr/> <p><i>Genre</i> Poetry</p> <p><i>Model Text</i> Seaside Fun</p> | <p><i>Genre</i> Non-Narrative (Non-Chronological Report)</p> <p><i>Model Text</i> Sea Creatures</p> <hr/> <p><i>Genre</i> Narrative (Journey Story)</p> <p><i>Model Text</i> Meerkat Mail</p> |
| <p>English Grammar & Punctuation</p> | | | | | | |
| <p>English Handwriting</p> | <p>Recap Reception Handwriting objectives</p> <p>1: Letter Families: Set 1 (c, o, a, d, g, f, s, q, e)</p> <p>2: Letter Families: Set 1</p> <p>3: Letter Families: Set 2 (i, l, t, j, u, y)</p> | <p>4: Letter Families: Set 2</p> <p>5: Letter Families: Set 3 (b, h, k, m, n, p, r)</p> <p>6: Letter Families: Set 3</p> <p>7: Letter Families: Set 4 (v, w, x, z)</p> <p>8: Letter Families: Set 4</p> | <p>9: Capital Letters</p> <p>10: Capital Letters</p> <p>11: Capital Letters</p> <p>12: Numbers</p> <p>13: Break Letters</p> | <p>14: Consistent Size and Height of Small Letters</p> <p>15: Diagonal Join to Set 1 Letters</p> <p>16: Diagonal Join to Set 1 & 2 Letters</p> <p>17: Diagonal Join to Set 3 Letters</p> <p>18: Diagonal Join to Set 4 Letters</p> | <p>19: Diagonal Join to the Top of Set 1 Letters</p> <p>20: Diagonal Join to the Top of Set 2 Letters</p> <p>21: Diagonal Join to the Top of Set 3 Letters</p> <p>22: Forming and Joining from the Letter 'w'</p> <p>23: The Horizontal Join</p> | <p>24: Horizontal Join to Set 3 Letters</p> <p>25: The Fourth Join to Set 1 Letters</p> <p>26: The Fourth Join to Set 2 Letters</p> <p>27: Break Letters</p> <p>28: The Four Handwriting Joins</p> |
| <p>English Phonics</p> | <p>Phase 5</p> <p>Phase 3 and 4 Review</p> <p>/ai/ ay play</p> <p>/ow/ ou cloud</p> <p>/oi/ oy toy</p> <p>/ea/ ea each</p> <p>Review Tricky Words</p> | <p>Phase 5</p> <p>/ur/ ir bird</p> <p>/igh/ ie pie</p> <p>/oo/ /yoo/ ue blue rescue</p> <p>/yoo/ u unicorn</p> <p>/oa/ o go</p> <p>/igh/ i tiger</p> <p>/ai/ a paper</p> <p>/ee/ e he</p> <p>/ai/ a-e shake</p> <p>/igh/ i-e time</p> <p>/oa/ o-e home</p> <p>/oo/ /yoo/ u-e rude cute</p> <p>/ee/ e-e these</p> <p>/oo/ /yoo/ ew chew new</p> <p>/ee/ ie shield</p> <p>/or/ aw claw</p> <p>Tricky Words: their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p> | <p>Phase 5</p> <p>/ee/ y funny</p> <p>/e/ ea head</p> <p>/w/ wh wheel</p> <p>/oa/ oe ou toe shoulder</p> <p>/igh/ y fly</p> <p>/oa/ ow snow</p> <p>/j/ g giant</p> <p>/f/ ph phone</p> <p>/l/ le al apple metal</p> <p>/s/ c ice</p> <p>/v/ ve give</p> <p>/u/ o-e o ou some mother young</p> <p>/z/ se cheese</p> <p>/s/ se ce mouse fence</p> <p>/ee/ ey donkey</p> <p>/oo/ ui ou fruit soup</p> <p>Tricky Words: any many again who whole where two school call different thought through friend work</p> | <p>Phase 5</p> <p>/ur/ or word</p> <p>/oo/ u oul awful could</p> <p>/air/ are share</p> <p>/or/ au aur oor al author dinosaur floor walk</p> <p>/ch/ tch ture match adventure</p> <p>/ar/ al a half* father*</p> <p>/or/ a water</p> <p>schwa in longer words: different</p> <p>/o/ a want</p> <p>/air/ ear ere bear there</p> <p>/ur/ ear learn</p> <p>/r/ wr wrist</p> <p>/s/ st sc whistle science</p> <p>/c/ ch school</p> <p>/sh/ ch chef</p> <p>/z/ ze freeze</p> <p>schwa at the end of words: actor</p> <p>Tricky Words: once laugh because eye</p> | <p>Phase 5</p> <p>Review Phase 2-5 Phonics Screening Check</p> | <p>Phase 5</p> <p>/ai/ eigh aigh ey ea eight straight grey break</p> <p>/n/ kn gn knee gnaw</p> <p>/m/ mb thumb</p> <p>/ear/ ere eer here deer</p> <p>/zh/ su si treasure vision</p> <p>/j/ dge bridge</p> <p>/i/ y crystal</p> <p>/j/ ge large</p> <p>/sh/ ti ssi si ci potion mission mansion delicious</p> <p>/or/ augh our oar ore daughter pour oar more</p> <p>Tricky Words: busy beautiful pretty hour move improve parents shoe</p> |

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|---|--|---|---|---|--|---|
| <p>English</p> <p>Whole Class Reading</p> | <p>Harry and the Dinosaurs Ian Whybrow</p>  | <p>Dogger Shirley Hughes</p>  | <p>Katie Morag Mairi Hedderwick</p>  | <p>Smartest Giant in Town Julia Donaldson</p>  | <p>Lighthouse Keepers Stories David Armitage</p>  | <p>The Tiger Who Came to Tea Judith Kerr</p>  |
| <p>English</p> <p>Let's Think in English</p> | | <p>LTE: The Rabbit 'The Rabbit Belongs to Emily Brown'</p> <p>LTE: Stanley's Stick 'Stanley's Stick'</p> | | <p>LTE: Ssh! 'Sshh! We Have a Plan' by Chris Nounton</p> <p>LTE: Broken Wing 'How to Heal a Broken Wing'</p> | <p>LTE: On Sudden Hill 'On Sudden Hill' by Benki Davies</p> | <p>LTE: Who Did It? 'Who Done It?' by Oliver Tallec <i>intentions and consequences</i></p> |
| <p>Science</p> | <p>Physics: Seasonal Changes Weather - Days - Seasons</p> <ul style="list-style-type: none"> Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies. <p>winter, summer, spring, autumn temperature, daylight, hours, night dark, Sun, Earth, Moon, weather, rain snow, ice, clouds, fog, wind</p> | <p>Chemistry: Everyday Materials Materials - Objects - Properties</p> <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. <p>materials, properties, wood, plastic, glass, metal, rock, uses, objects, waterproof, absorbent, strength, structures, brick, paper, elastic, natural, man-made, shiny, dull, smooth, rough, stretchy, stiff, opaque, transparent, hard, soft</p> | <p>Biology: Animals, Including Humans Human Body Parts</p> <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. <p>sight, touch, hearing, smell, taste, legs, arms, hands, fingers, foot, eyes, nose, mouth, ears, head, human, body, heart, brain, lungs, stomach, hair, elbows, neck, teeth, food, breathe, pump, blood, think, digest</p> | | <p>Biology: Plants Plant Groups - Plant Structure</p> <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>root, stem, leaf, flower, air, sunlight, water, nutrient, soil, pollination, seed, growth, deciduous, evergreen, habitat, petal, wild, fruit, bulb, branch, trunk, blossom, bud, plant, oak, holly, birch, beech</p> | <p>Biology: Animals, Including Humans Animal Groups</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). <p>fish, amphibian, reptile, mammal, carnivore, herbivore, omnivore, skeleton, habitat, life cycle, vertebrate, skull, bone, teeth, swim, fly, feathers, scales, fur, skin, diet, nocturnal, pet</p> |
| <p>Computing</p> | <p>Online Safety and Wellbeing:</p> <p>How can we stay safe and well when using digital technology?</p> <p>Be Internet Sharp personal information, public, private Be Internet Alert honest, unreliable, suspicious, trustworthy Be Internet Secure password Be Internet Kind</p> | <p>Computing Systems and Networks: Technology Around Us</p> <p>What is technology?</p>  <p>Recognising technology in school and using it responsibly.</p> | <p>Creating Media: Digital Painting</p> <p>How can media be created digitally for a purpose?</p>  <p>Choosing appropriate tools in a program to create art, and making comparisons with working</p> | <p>Programming: Moving a Robot</p> <p>How can individual and sequences of commands have an output?</p>  <p>Writing short algorithms and programs for floor robots, and predicting program outcomes.</p> | <p>Data and Information: Grouping Data</p> <p>How can information be grouped?</p>  <p>Exploring object labels, then using them to sort and group objects by properties.</p> | <p>Creating Media: Digital Writing</p> <p>How can media be created digitally for a purpose?</p>  <p>Using a computer to create and format text, before comparing to</p> |

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| | <p>bullying</p> <p>Be Internet Brave</p> <p>emotion, feeling, positive, negative</p> <p>Be Internet Healthy</p> | <p>technology, computer mouse, keyboard, cursor</p> | <p>non-digitally.</p> <p>mark, line, shape</p> | <p>command, run, sequence, program</p> | <p>information, label, group, search</p> | <p>writing non-digitally.</p> <p>text, type, tool, purpose, undo</p> |
| <p>Art & Design / Design & Technology</p> | <p>Painting: Colour Chaos</p>  <p>Colour Pattern Shape</p> <p>1: Inspiration: Piet Mondrian, Wassily Kandinsky 2: Techniques: Observe and Sketch Repeating and Non-Repeating Patterns 3: Techniques: Draw Shapes from Observation and Build Patterns 4: Techniques: Colour - Primary and Secondary Colours 5: Creation: Own Piece</p> | <p><u>Mechanisms: Sliders and Levers</u></p> <p>Design, make and evaluate a moving book/poster (product) for another child (user) for playing with during a story (purpose).</p>   <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking and mock-ups to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> | <p>Sculpture: Natural Materials</p>  <p>Pattern Texture Form</p> <p>1: Inspiration: Andy Goldsworthy, The Natural Environment 2: Techniques: Observing Pattern, Form and Texture in Natural Objects 3: Techniques: Drawing Pattern, Form and Texture in Natural Objects 4: Techniques: Arranging Natural Objects Considering Pattern, Texture and Form 5: Creation: Own Piece</p> | <p><u>Structures: Freestanding Structures</u></p> <p>Design, make and evaluate a playground structure (product) for a toy figure / character (user) for playing with (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking and drawing to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> | <p><u>Food: Preparing Fruit and Vegetables</u></p> <p>Design, make and evaluate a fruit / vegetable snack (product) for themselves (user) for a picnic (purpose).</p>  <p>1: What products already exist? <i>Evaluate</i> 2: What is our design criteria? How can our product be purposeful, functional and appealing? How can we use talking and drawing to show our design? <i>Design</i> 3: What materials and tools will I use to make the product and why? What technical skills will I use to make the product? <i>Design Make Evaluate</i> 4: How effectively does my product meet its purpose? <i>Evaluate</i></p> | <p>Drawing / Painting: Seaside</p>  <p>Pattern Texture Line Space</p> <p>1: Inspiration: Natural Resources Found at the Seaside, Georges Seurat 2: Techniques: Using Different Types of Lines to Draw Objects/Patterns Observed in Nature 3: Techniques: Using Texture to Draw Objects/Patterns Observed in Nature 4: Techniques: Drawing Seaside Objects Considering Space 5: Techniques: Painting Using a Pointillistic Style 6: Creation: Own Piece</p> |
| <p>Music</p> | <p>Hey You!</p> <p>Unit Theme: Pulse, Rhythm and Pitch Style of Main Song: Old School Hip-Hop</p> | <p>Rhythm In The Way We Walk and Banana Rap</p> <p>Unit Theme: Pulse, Rhythm and Pitch; Rapping, Dancing and Singing Style of Main Song: Reggae</p> | <p>In the Groove</p> <p>Unit Theme: Different Styles of Music Style of Main Song: Blues, Baroque, Latin, Bhangra, Folk, Funk</p> | <p>Round and Round</p> <p>Unit Theme: Pulse, Rhythm and Pitch Style of Main Song: Bossa Nova</p> | <p>Your Imagination</p> <p>Unit Theme: Using Your Imagination Style of Main Song: Pop</p> | <p>Reflect, Rewind & Replay</p> <p>Unit Theme: The History and Language of Music Style of Main Song: Classical</p> |

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| <p>R.E.</p> | <p>Light / Symbols <u>How do symbols represent something?</u></p> <p>Christian traditions Jewish traditions</p> <p>1: Communicate: How can light make us feel? 2: Apply: What is a symbol? 3: Inquire and Contextualise: When do Christians see light as a symbol? 4: Inquire and Contextualise: When do Jews see light as a symbol? 5: Evaluate: Is light an important symbol for Christians and Jews?</p> <p>A: light B: symbol C: Hanukkah (J)</p> | <p>Waiting <u>What does it feel like to wait for something?</u></p> <p>Christian traditions</p> <p>1: Communicate and Apply: What does it feel like to wait for something? 2: Inquire: Why does Christmas matter to Christians? 3: Contextualise: Why do Christians think Christmas is worth waiting for? 4: Inquire: Why does Christmas matter to Christians? 5: Contextualise: Why do Christians think Christmas is worth waiting for? 6: Evaluate: What does it feel like to wait for something?</p> <p>A: love, waiting B: C: Christmas (C), advent (C)</p> <p>UC: Incarnation (2): Why does Christmas matter to Christians?</p> | <p>Belonging (1) <u>Is it important for people to feel that they belong?</u></p> <p>Jewish traditions</p> <p>1: Communicate: What groups do I belong to? 2: Apply: What do I have to do if I belong to a group? 3: Inquire: What makes Jews belong to a group? 4: Contextualise: How do Jews act as part of their community? judaism 5: Evaluate: What is important for Jews about belonging to their community?</p> <p>A: community, belonging B: C: God (J), mitzvah (J)</p> | <p>Feelings in Stories <u>How can stories make us feel?</u></p> <p>Christian traditions</p> <p>1: Apply: How do stories make us feel? 2: Inquire: How do Bible stories make Christians feel? 3: Communicate: How do Bible stories make Christians feel? 4: Contextualise: How do Christians feel at Easter? 5: Evaluate: What's most important about the Easter story for Christians? 6: Evaluate: Should we have stories that have sad parts in them?</p> <p>A: feelings, storytelling B: C: Easter (C)</p> <p>UC: Salvation (2): Why does Easter matter to Christians?</p> | <p>God <u>Who is God?</u></p> <p>Christian traditions</p> <p>1: Inquire: What do Christians believe God is like? 2: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 3: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 4: Inquire: What do Christians believe God is like? 5: Contextualise and Apply: How do Christians show love to God? What does this mean to me? 6: Communicate and Evaluate: Who is god/God?</p> <p>A: love B: God C:</p> <p>UC: God (2): What do Christians believe God is like?</p> | <p>Special Buildings <u>What buildings are special for people?</u></p> <p>Christian traditions Jewish traditions Sikhi faith traditions Hindu traditions Buddhist traditions Muslim traditions</p> <p>1: Inquire: What is 'special' to followers of religious traditions? 2: Communicate and Apply: What buildings are special to me and to others? 3: Inquire and Contextualise: What buildings are special to followers of religious traditions? 4: Communicate and Apply: How are buildings special to people? 5: Evaluate: Can a building represent what is special?</p> <p>A: special B: holy C: church (C), synagogue (J), gurdwara (S), mandir (H), temple (B), mosque (M)</p> |
| <p>P.E.</p> | <p>Locomotion: Running The unit of work will develop pupils' ability to run using different parts of their bodies.</p> <p>Pupils will begin to understand the basic principles of attack and defence as they develop their understanding of where we need to run and why.</p> | <p>Ball Skills: Hands 1 The unit of work will develop pupils' sending and receiving skills, applying and developing understanding of where we send a ball and why.</p> <p>Pupils will combine their sending and receiving skills to keep possession. Pupils will explore stopping the ball.</p> | <p>Dance: Growing The unit of work will challenge pupils to respond to rhythm and patterns through their movements.</p> <p>Pupils will learn how to control and co-ordinate their bodies to perform a motif. In addition, pupils will explore various dynamics and movement qualities as they create movement patterns.</p> | <p>Ball Skills: Hands 2 The unit of work will consolidate pupils' ability to accurately roll a ball towards a target.</p> <p>Pupils will combine their sending and stopping skills, applying their prior knowledge of where we send a ball and why to score points to beat an opponent.</p> | <p>Jumping The unit of work will develop pupils' understanding of how and why we jump, using our head, arms and feet, and applying the correct jumping technique.</p> <p>Pupils will begin to understand the different reasons when, where and why we jump in different ways</p> | <p>Health and Wellbeing The unit of work will introduce pupils to agility, balance, and coordination, understanding what they mean and why they are important.</p> <p>Pupils will perform circuits to develop their application and understanding.</p> |
| | <p>Gymnastics: Wide, Narrowed, Curled The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they move and develop simple sequences, linking movements together.</p> | <p>Gymnastics: Body Parts The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus.</p> <p>Pupils will transition between the theme words as they link movements together developing simple sequences.</p> | <p>Ball Skills: Feet The unit of work will develop pupils' ability to apply effective dribbling skills.</p> <p>Pupils will develop their understanding of why we need to be accurate when kicking (passing) a ball. Pupils will be able to collaborate and work together in a team.</p> | <p>Dance: The Zoo The unit of work will challenge pupils to respond to the stimulus (different zoo animals) using a range of different, controlled movements showing character expression.</p> <p>Pupils will learn how to co-ordinate and control their bodies to perform movements, creating a sequence.</p> | <p>Games For Understanding The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity.</p> | <p>Team Building The unit of work will introduce teamwork.</p> <p>Pupils will explore and learn why it is important to include everyone when working as a team and what makes an effective team. Pupils will begin to explore simple strategies to solve problems.</p> |

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| <p>P.S.H.E.</p> | <p>Jigsaw: Being Me in My World</p> <ul style="list-style-type: none"> ● Feeling Special and Safe ● Being Part of a Class ● Rights and Responsibilities ● Rewards and Feeling Proud ● Consequences ● Owning the Learning Charter <p>> I can explain why my class is a happy and safe place to learn.</p> <p>> I can give different examples where I or others make my class happy and safe.</p> | <p>Jigsaw: Celebrating Difference</p> <ul style="list-style-type: none"> ● Similarities and Differences ● Understanding Bullying and Knowing How to Deal With It ● Making New Friends ● Celebrating the Differences in Everyone <p>> I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>> I can explain what bullying is and how being bullied might make somebody feel.</p> | <p>Jigsaw: Dreams and Goals</p> <ul style="list-style-type: none"> ● Setting Goals ● Identifying Successes and Achievements ● Learning Styles ● Working Well and Celebrating Achievement With a Partner ● Tackling New Challenges ● Identifying and Overcoming Obstacles ● Feelings of Success <p>> I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>> I can say why my internal treasure chest is an important place to store positive feelings.</p> | <p>Jigsaw: Healthy Me</p> <ul style="list-style-type: none"> ● Keeping Myself Healthy ● Healthier Lifestyle Choices ● Keeping Clean ● Being Safe ● Medicine Safety / Safety With Household Items ● Road Safety ● Linking Health and Happiness <p>> I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>> I can give examples of when being healthy can help me feel happy.</p> | <p>Jigsaw: Relationships</p> <ul style="list-style-type: none"> ● Belonging to a Family ● Making Friends / Being a Good Friend ● Physical Contact Preferences ● People Who Help Us ● Qualities as a Friend and Person ● Self-Acknowledgement ● Being a Good Friend to Myself ● Celebrating Special Relationships <p>> I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>> I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> | <p>Jigsaw: Changing Me</p> <ul style="list-style-type: none"> ● Life Cycles - Animal and Human ● Changes In Me ● Changes Since Being a Baby ● Differences Between Female and Male Bodies ● Linking Growing and Learning ● Coping With Change ● Transition <p>> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>> I can explain why some changes I might experience might feel better than others.</p> |
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