



# Billingshurst Primary School Yearly Curriculum Plan: Year 1

Subject	Autumn		Spring	Summer
School values	<b>Kindness:</b> equality, care, respect.		<b>Love of Learning:</b> excellence, ambition, pride in ourselves and our school, curiosity.	<b>Happiness:</b> trust, safety, positivity, responsibility.
Learning skills These will be taught throughout the year and are not linked to any particular term.	<b>Be curious</b>	<b>Be creative</b>	<b>Be resilient</b>	<b>Be a team player</b>
	Question Research Explore Evaluate Make decisions	Imagine Take risks Invent Experiment Adapt	Persevere Self-assess and improve Manage feelings Set goals Solve problems	Share Communicate and listen Support each other Reach agreements Learn from others
Topic/Theme	<b>Once Upon a time</b>		<b>Please look after this bear</b>	<b>Together we can look after the planet</b>
Learning experiences:	Grow beans inside Write a simple book to share with parents		Visit from Horsham Museum – old toys	Library visit Local churches visit RSPB visit Hatch caterpillars End of year picnic (parents invited)
Core Texts to support topic/theme	The very hungry caterpillar - Eric Carle The Three Billy Goats Gruff Jack and the Bean stalk. Various versions The Beasties – Jenny Nimmo		Range of non-fiction texts about bears Paddington's post – Michael Bond Winnie The Pooh introduction- A A Milne Old Bear – Jane Hissey	Christopher's caterpillars - Charlotte Middleton Christopher's Bicycle - Charlotte Middleton We Build Our Homes – Laura Knowles A First Book of Nature – Nicola Davies This Moose Belongs to Me – Oliver Jeffers Here we are – Oliver Jeffers The Last Wolf – Mini Grey The Terrible Greedy Fossifoo – Charles Fuge
English	All writing opportunities will be based on the 4 main purposes of writing: <b>to persuade, to inform, to entertain and to explain.</b> Writing opportunities will be equally based on using the core text as a stimulus and writing that comes as a result of learning in foundation subjects. The audience for each piece of writing will differ for children to show they can adapt the voice of their writing accordingly. Reading skills will be taught in English lessons when accessing core texts and in Book Talk. Grammar teaching will be threaded throughout all reading and writing tasks in order to minimise the amount of explicit grammar sessions.			
	<b>Writing Composition</b> <b>Write sentences:</b> <ul style="list-style-type: none"> <li>✓ Say out loud what they are going to write about</li> <li>✓ Compose a sentence orally before writing it</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ Sequence sentences to form short narratives</li> <li>✓ Re-read what they have written to check that it makes sense</li> </ul> <p><b>Discuss what they have written with the teacher or other pupils</b></p> <p><b>Read aloud their writing clearly enough to be heard by their peers and the teacher</b></p>		
	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• Narrative: 5 sentence retelling of a traditional story</li> <li>• To explain: A report (simple factual sentences) that links to science &amp; DT. What materials were chosen for the goat pen and why</li> <li>• To inform: A set of instructions for how to grow a bean plant for next year's Y1. Edit and improve this in the summer after the science topic</li> <li>• To persuade: A letter written to Jack from the perspective of the giant</li> <li>• Poetry: Calligrams linked to fireworks</li> </ul>	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• Narrative: Story writing using their own bear as a stimulus</li> <li>• To inform: A non-chronological report about their own bear using given headings e.g. What it eats, where it lives which will link in with science theme</li> <li>• To inform: Pose questions about a Victorian toy and answer them. Present answers in a fact file for a museum open day that parents/carers are invited to</li> <li>• To entertain: Write a diary entry in role as a bear (Paddington, Winne the Pooh, a bear from their class texts or their own bear)</li> <li>• Poetry: Use the four seasons as a stimulus, linking it to the tree artwork. Poems can be published alongside their paintings</li> </ul>	<p><b>Writing Opportunities</b></p> <ul style="list-style-type: none"> <li>• Narrative: Writing their own narrative and performing it to Reception children</li> <li>• To explain: Leaflet to explain how bicycles have changed over time</li> <li>• To persuade: Letter to Mrs Wattam to persuade her to make changes to save the planet</li> <li>• To inform: Revisit, edit and improve 'how to grow a bean plant' from the autumn term. Publish new version.</li> <li>• To explain: How does a caterpillar change into a butterfly?</li> </ul>
<b>Maths</b>	<p><b>Number:</b> Place value (within 10)</p> <p><b>Number:</b> Addition and Subtraction (within 10)</p> <p><b>Geometry:</b> Shape</p> <p><b>Number:</b> Place Value (within 20)</p> <p><b>Problem solving</b></p> <p><b>Measurement:</b> Time ongoing</p>	<p><b>Number:</b> Place Value (within 50) (multiples of 2, 5 and 10)</p> <p><b>Number:</b> Place value (within 20)</p> <p><b>Measurement:</b> length and height</p> <p><b>Measurement:</b> Weight and Volume</p> <p><b>Problem solving</b></p> <p><b>Measurement:</b> Time ongoing</p>	<p><b>Number:</b> Multiplication and division</p> <p><b>Number:</b> Fractions</p> <p><b>Geometry:</b> Position and directions</p> <p><b>Number:</b> Place Value (within 100)</p> <p><b>Measurement:</b> Money</p> <p><b>Measurement:</b> Time ongoing</p>
<b>Science</b>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• I can distinguish between an object and the material from which it is made</li> <li>• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• I can describe the simple physical properties of a variety of everyday materials</li> <li>• I can compare and group together a variety of everyday materials</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> <li>• I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including p</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Seasonal Changes (See Geography link)</li> <li>• I can observe changes across the 4 seasons.</li> <li>• I can observe and describe associated weather</li> </ul>

	<p>according to their physical properties.</p> <ul style="list-style-type: none"> <li>Seasonal Changes (See Geography link)</li> <li>I can observe changes across the 4 seasons.</li> <li>I can observe and describe associated weather</li> <li>I can observe how day length varies</li> <li>Draw on their everyday experience to help answer questions</li> <li>Sort and group objects, living things or events based on what they have observed.</li> <li>Recognise basic features of objects, living things or events</li> <li>Use their senses and simple equipment to make observations</li> <li>Make comparisons between basic features or components of objects, living things or events</li> <li>Present evidence they have collected in simple templates provided for them. Present their ideas and evidence in appropriate ways Share their own ideas and listen to ideas of others</li> <li>Respond to suggestions to identify some evidence (in the form of information, observations or measurements) that has been used to answer a question</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal Changes (See Geography link)</li> <li>I can observe changes across the 4 seasons.</li> <li>I can observe and describe associated weather</li> <li>I can observe how day length varies</li> <li>Draw on their everyday experience to help answer questions</li> <li>Sort and group objects, living things or events based on what they have observed.</li> <li>Recognise basic features of objects, living things or events</li> <li>Make comparisons between basic features or components of objects, living things or events they have observed in appropriate forms</li> <li>Use their senses and simple equipment to make observations</li> <li>Share their own ideas and listen to the ideas of others</li> <li>Present their ideas and evidence in appropriate ways</li> <li>Use simple scientific vocabulary to describe their ideas and observations</li> <li>Work together on an experiment or investigation and recognise contributions made by others (whole class)</li> </ul>	<ul style="list-style-type: none"> <li>I can observe how day length varies</li> <li>Respond to prompts by making some simple suggestions about how to find an answer or make observations.</li> <li>Identify things to measure or observe that are relevant to the question or idea that they are investigating.</li> <li>Use their senses and simple equipment to make simple observations.</li> <li>Correctly use equipment provided to make observations and measurements using non-standard units and standard units of measure. (cm to measure length)</li> <li>Using everyday terms to describe simple features or actions of living things they observe.</li> <li>Respond to prompts to say what has happened</li> <li>Say what has changed when observing living things or events</li> <li>Say whether what has happened was what they expected, acknowledging any unexpected outcomes</li> <li>Respond to prompts to suggest different ways they could have done things.</li> <li>Make comparisons between basic features or components of objects, living things or events</li> <li>Recognise basic features of objects, living things or events.</li> <li>Present their ideas and evidence in appropriate ways.</li> <li>Use scientific vocabulary to describe their ideas and observations</li> </ul>
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	<ul style="list-style-type: none"> <li>• Correctly use equipment provided to make observations and measurements</li> <li>• Share their own ideas and listen to the ideas of others</li> <li>• Present their ideas and evidence in appropriate ways</li> <li>• Use simple scientific vocabulary to describe their ideas and observations</li> <li>• Work together on an experiment or investigation and recognise contributions made by others (whole class).</li> </ul>		<ul style="list-style-type: none"> <li>• Work together on an experiment or investigation and recognise contributions made by others (whole class)</li> </ul>
History	<p><b><u>An event beyond living memory which is significant Nationally</u></b>  <b>Guy Fawkes and the Gunpowder Plot</b>  <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases to describe the passing of time e.g. years, decades and centuries</li> <li>• Talk about what they have found and record with words and pictures</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Describe significant people and events from the past</li> <li>• Explain why people in the past acted as they did.</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Be able to place events and artefacts in order on a timeline</li> <li>• Be able to use words and phrases like: old, new, past, present, before, after, then and now</li> </ul> <p><b><u>Changes in living memory me, my parents and grandparents</u></b></p> <ul style="list-style-type: none"> <li>• Describe historical events within their living memory.</li> </ul>	<p><b><u>Changes in living memory me, my parents and grandparents</u></b>  <b>The history of toys- Horsham Museum</b>  <b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases to describe the passing of time e.g. years, decades and centuries</li> <li>• Talk about what they have found and record with words and pictures</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>• Be able to place events and artefacts in order on a timeline</li> <li>• Be able to use words and phrases like: old, new, past, present, before, after, then and now</li> <li>• Be able to describe and sequence memories of key events within living memory</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Describe historical events within their living memory</li> <li>• Describe significant people and events from the past</li> <li>• Explain why people in the past acted as they did.</li> </ul> <p><b><u>Historical Enquiry</u></b></p>	<p><b><u>An event beyond living memory which is significant Nationally</u></b>  <b>The evolution of the bicycle</b>  <b><u>(<a href="http://www.onlinebicyclemuseum.co.uk">www.onlinebicyclemuseum.co.uk</a>)</u></b></p> <ul style="list-style-type: none"> <li>• Describe and sequence memories of key events within their living memory (Year 1)</li> <li>• Be able to use words and phrases like old new past present before after. (Timeline in Topic books.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>• Use words and phrases to describe the passing of time e.g. years, decades and centuries</li> <li>• Talk about what they have found and record with words and pictures</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>• Describe historical events within their living memory</li> <li>• Describe significant people and events from the past</li> <li>• Explain why people in the past acted as they did.</li> </ul> <p><b><u>Chronological understanding</u></b></p>

	<ul style="list-style-type: none"> <li>Describe and sequence memories of key events within their living memory (Year 1)</li> <li>Be able to use words and phrases like old new past present before after. (Timeline in Topic books.</li> </ul> <p><b><u>Communication</u></b></p> <ul style="list-style-type: none"> <li>Use words and phrases to describe the passing of time e.g. years, decades and centuries</li> <li>Talk about what they have found and record with words and pictures</li> </ul> <p><b><u>Historical Knowledge and Interpretation</u></b></p> <ul style="list-style-type: none"> <li>Describe historical events within their living memory</li> <li>Describe significant people and events from the past</li> <li>Explain why people in the past acted as they did.</li> </ul> <p><b><u>Chronological understanding</u></b></p> <ul style="list-style-type: none"> <li>Be able to place events and artefacts in order on a timeline</li> <li>Be able to use words and phrases like: old, new, past, present, before, after, then and now</li> <li>Be able to describe and sequence memories of key events within their living memory.</li> </ul>	<ul style="list-style-type: none"> <li>Observe or handle artefacts (physical, pictorial and written) to ask questions and find answers to questions about the past.</li> <li>Ask questions about the past such as 'What was it like for people, what happened and how long ago?'...</li> <li>Know different ways to find out about the past eg primary and secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to place events and artefacts in order on a timeline</li> <li>Be able to use words and phrases like: old, new, past, present, before, after, then and now</li> <li>Be able to describe and sequence memories of key events within their living memory</li> </ul> <p><b><u>Historical Enquiry</u></b></p> <ul style="list-style-type: none"> <li>Ask questions and find answers to questions about the past.</li> <li>Ask questions about the past such as 'What was it like for people, what happened and how long ago..?'</li> <li>Know different ways to find out about the past eg primary and secondary sources.</li> </ul>
<b>Geography</b>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Explore the school grounds and map a simple route identifying the key features. Use basic geographical vocabulary introduce human/ physical features</li> </ul> <p><b><u>Skills</u></b></p>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>use basic geographical vocabulary to refer to weather</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Explore the local environment</li> <li>use basic geographical vocabulary to refer to: key physical features, including river, soil, vegetation, season and weather, city, town, village, factory, farm, house, office and shop</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul> <p><b><u>Place knowledge</u></b></p>

	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> <li>Begin to use locational and directional language; near and far; left and right, to describe the location of features and routes on a map</li> </ul>		<ul style="list-style-type: none"> <li>Name and describe and compare <b>familiar places</b></li> <li>Link their <b>homes</b> with other places in the <b>local environment</b></li> <li>Know about some present changes in the <b>local environment</b></li> <li>Suggest some changes to their <b>school</b></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and the local environment.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in the local environment.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>use basic geographical vocabulary to refer to weather</li> </ul>	
<b>Art and Design</b>	<p>Work on the colour wheel linked to Eric Carle collage work</p> <p><b><u>Print &amp; Collage</u></b></p> <p>Artists: Eric Carle</p> <p><b><u>Drawing</u></b></p> <p>I can use a wide range of drawing media, pens and pencils</p> <p>I can draw from observation</p> <p><b><u>Colour</u></b></p> <p>I can name primary colours and know how to mix them to make secondary colours.</p>	<p>Make a scene and photograph it for our Christmas card</p> <p><b><u>Digital Media</u></b></p> <p>I can explore ideas using digital sources.</p> <p>I can record visual information using digital cameras and recorders</p> <p><b><u>3D – Clay lantern</u></b></p> <p><b><u>Drawing:</u></b></p> <p>I can develop skills in clay – molding and carving</p> <p>I can shape model and construct from imagination.</p>	<p>Bear fur drawing and houses around the world printing project</p> <p><b><u>Drawing</u></b></p> <p>Artist: Heather Hanson</p> <p>I can explore using charcoal</p> <p>I can draw from observation</p> <p><b><u>Printing</u></b> (bear homes)</p> <p>I can create print by rubbing</p> <p><b><u>Collage</u></b></p> <p>I can use a combination of materials that are cut, torn and glued</p> <p>I can sort and arrange materials</p> <p>Trees through the seasons</p> <p><b><u>Colour (tree trunk and seasonal leaves)</u></b></p> <p>Artist: Gustav Klimt</p> <p>I can use paint in a variety of forms (powder colour, water colour, coloured inks) with control and developing skill</p> <p>I can use a range of paint brushes</p>	<p>Linked to science observational drawings of trees and plants</p> <p><b><u>Observational Drawing</u></b></p> <p>I can use a wide range of drawing media including pens, colour wax pastels</p> <p>I can draw from observation</p> <p>I can use drawing media to develop images, using line, tone, texture and or pattern</p> <p>Using IWB for large scale drawing and print for the front cover of our books</p> <p><b><u>Digital Media</u></b></p> <p>I can use a simple graphics package to create an image (Dazzle)</p>

	<p>I can alter paint consistency by adding water and/or pigment (Using rubbing to create repeating patterns for cover sheet for our books)</p> <p><b><u>Printing</u></b></p> <p>I can build repeating patterns and recognise and mimic patterns in the environment</p> <p>I can print by stamping with a range of hard and soft materials.</p> <p><b><u>Collage</u></b></p> <p>I can use a combination of materials that are cut, torn and glued</p> <p>I can sort and arrange materials</p>		<p>I can use a range of equipment to apply paint and create paint effects</p> <p>I can mix colours to create an image</p> <p>I can explore wax relief</p>	
<b>Art and Design- Nature Patrol</b>	<p><b><u>3D Sculpture and Threading</u></b></p> <p>I can use recycled natural and manmade materials to create sculptures</p> <p>I can change and modify threads and fabrics, knotting fraying fringing pulling threads twisting.</p> <p>I can dip dye techniques.</p> <p>I can apply shapes and decorations using glue.</p> <p><b><u>Skills</u></b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Learn 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.</p>			
<b>Computing</b>	<p><b><u>E-safety</u></b></p> <p>Hectors world</p> <p>(6 episodes on computer safety)</p>	<p><b><u>Keyboard and Mouse Skills</u></b></p> <p>Log on with class username and password</p> <p>Use Dazzle to create a picture</p>	<p><b><u>Multi-media</u></b></p> <p>Dazzle paint: pictures and text: Create picture in large scale using the IWB and add words. Print off</p>	

	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To recognise common uses of information technology beyond school</li> <li>To use technology safely and respectfully, keeping personal information private.</li> <li>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p><b><u>Multi-media</u></b></p> <p>Create a digital photograph from a scene they created to be printed and used a Christmas card (linked to art)</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create digital content</li> </ul>	<p><b><u>Mouse Control</u></b></p> <p>Double click to start activity, clicking to make choices. Dragging, change stamp size. going back, free exploration. Mark making. Starting with adding text to dazzle picture and then on to Word.</p> <p><b><u>Keyboard skills</u></b>, upper/ lower case. Type name. Altering text size, colour and font style</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Basic mouse skills</b></p> <ul style="list-style-type: none"> <li>Use a mouse to make choices, drag and drop, double click and free exploration.</li> </ul> <p><b><u>Coding</u></b></p> <p>Children given Robo cars to investigate on Flexible Fridays we will use coding program in Summer 2</p> <p>Robo-car- control</p> <p>Introduction to Robocar</p> <p>Control Robocar using Fd and Bk. Explore lines and turning. Grid work on carpet.</p>	<p>the front cover of our book. Use the shift key for capital letters</p> <p>Linked to Art</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b><u>Data Handling</u></b></p> <p>Flexitree/ 2Simple data handling</p> <p>Select and sort objects</p> <p>Use data handling software to sort, handle and compare sets of their own data. Present this data in a variety of different ways such as block graphs and pictograms.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b><u>Coding</u></b></p> <p><u>Using coding program (Coding.org)</u></p> <p>We will also do giving directions as part of PE this term linked to Maths and Computers.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>To create and debug simple programs</li> <li>To use logical reasoning to predict the behaviour of simple programs</li> </ul>
Design technology	<p><b>Design and technology objectives</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p>		



	<ul style="list-style-type: none"> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>					
	<p><b><u>Construction</u></b></p> <p>Make a goat pen (linked to the Billy goats Gruff and toy goats) and explore how to strengthen it.</p> <p><b><u>Skills and Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>Cut materials safely using scissors.</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>Demonstrate a range of joining techniques.</li> </ul>	<p><b><u>Textiles</u></b></p> <p>Make a bookmark using Binca. Create a tassel by platting or twisting and threading, threaded beads on the end of the tassel.</p> <p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>Join textiles using running stitch</li> <li>Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</li> </ul>	<p><b><u>Cooking</u></b> - Make cucumber sandwiches or wraps and carrot cake for end of term picnic (parents invited)</p> <p><b><u>Skills:</u></b></p> <ul style="list-style-type: none"> <li>Cut peel and grate ingredients, safely and hygienically.</li> <li>Measure using non -standard units.</li> </ul>			
PE: outdoors	<p><b>Outside Games: Fundamental Movements</b></p> <p>Hopping</p> <p>Skipping</p> <p>Jumping</p> <p>(linked to the Billy Goats)</p>	<p><b>Outside Games: Fundamental Movements</b></p> <p>Throwing</p> <p>Catching</p> <p>Balancing</p> <p>Yoga</p> <p>Cricket game using new skills</p> <p><b><u>Skills</u></b></p>	<p><b>Outside Games: Invasions Games</b></p> <p>Hockey</p> <p><b><u>Skills</u></b></p>	<p><b>Outside Games: Invasions Games</b></p> <p>Football</p> <p><b><u>Skills</u></b></p>	<p><b>Outside Games: Athletics</b></p> <p>Running</p> <p>Jumping</p> <p><b>Outside Games</b></p> <p>Skipping/skipping rope</p> <p>Relay races</p> <p><b><u>Skills</u></b></p>	<p><b>Outside Games: Athletics</b></p> <p>Throwing</p> <p>Balancing</p> <p><b>Outside Games</b></p> <p>Basket Balls</p> <p>Frisbee</p>

	<p><b><u>Skills</u></b></p> <p>To learn how to jump</p> <p>Which muscles are needed to jump?</p> <p>Jumping from two feet to two feet</p> <p>Jumping from two feet to one foot</p> <p>Jumping from one foot to the other foot</p> <p>Jumping only using one foot</p>	<p>How to throw using underarm, overarm and a shot put.</p> <p>How to catch a ball with two hands</p>	<p>How to hold a hockey stick.</p> <p>How to move a ball with the stick</p> <p>How to pass the ball under control</p> <p>How to stop the ball</p> <p>How to dribble to ball under control</p>	<p>How to use our feet to move the ball</p> <p>How to stop the ball with our feet</p> <p>How to pass the ball from foot to foot</p> <p>How to pass the ball to someone else</p> <p>How to keep the ball close to us.</p>	<p>How to use different body parts to run</p> <p>How to skip without a rope</p> <p>How to swing a rope and jump over it</p>	<p><b><u>Skills</u></b></p> <p>How to keep a ball away from someone else</p> <p>How to bounce a ball with control</p> <p>How to pass the ball using a bounce</p> <p>Explore ways to send the ball to a partner</p> <p>How to throw and catch a Frisbee using forehand, backhand and hammer throws.</p>
PE: indoors	<p><b>Inside Gym</b></p> <p><b>Wide narrow curled</b></p> <p><b><u>Skills</u></b></p> <p>Move round the floor in a variety of ways</p>	<p><b>Inside Dance</b></p> <p><b>Christmas Dance</b></p> <p><b><u>Skills</u></b></p> <p>Use a range of different controlled movements</p>	<p><b>Inside Gym</b></p> <p><b>Body Parts</b></p> <p><b><u>Skills</u></b></p> <p>Move round the floor in a variety of ways</p> <p>Balance on the floor</p>	<p><b>Inside Dance</b></p> <p><b>Growing</b></p> <p><b><u>Skills</u></b></p> <p>Use a range of different controlled movements</p> <p>Control and co-ordinate our body</p>	<p><b>Inside Gym</b></p> <p><b>Bigger equipment and apparatus</b></p> <p><b><u>Skills</u></b></p> <p>Move round the floor in a variety of ways</p> <p>Balance on the floor</p>	<p><b>Inside Dance</b></p> <p><b>Zoo</b></p> <p><b><u>Skills</u></b></p> <p>Use a range of different controlled movements</p> <p>Control and co-ordinate our body</p>

	<p>Balance on the floor</p> <p>Move safely round apparatus in a variety of ways</p> <p>Explore balances on apparatus</p> <p>Try, practise and perform short sequences</p> <p>Jump with care on the floor</p> <p>Jump with care from apparatus.</p>	<p>Control and co-ordinate our body</p> <p>Respond to rhythm to make patterns through movement</p>	<p>Move safely round apparatus in a variety of ways</p> <p>Explore balances on apparatus</p> <p>Try, practise and perform short sequences</p> <p>Jump with care on the floor</p> <p>Jump with care from apparatus.</p>	<p>Respond to rhythm to make patterns through movement</p>	<p>Move safely round apparatus in a variety of ways</p> <p>Explore balances on apparatus</p> <p>Try, practise and perform short sequences</p> <p>Jump with care on the floor</p> <p>Jump with care from apparatus.</p>	<p>Respond to rhythm to make patterns through movement</p>
<b>PSHE</b>	<p><b><u>New Beginnings</u></b> Empathy, self-awareness, social skills and motivation.</p>	<p><b><u>Getting On and Falling Out</u></b> Empathy, managing feelings (with a focus on anger) and social skills.</p>	<p><b><u>Going For Goals</u></b> Motivation and self-awareness.</p>	<p><b><u>Good To Be Me</u></b> Self-awareness – feeling good about myself and taking sensible risks.</p>	<p><b><u>Relationships</u></b> Feelings within the context of our important relationships including family and friends and teaching loss – whether of a favourite possession, a friend, a family home, or a loved one.</p>	<p><b><u>Changes</u></b> Identifying issues of change and equipping children with an understanding of different types of change, positive and negative, and common human responses to it.</p>
<b>RE</b>	<p><b><u>The Bible</u></b></p> <ul style="list-style-type: none"> <li>• <u>Stories with a meaning (Linked to school values)</u></li> </ul> <p>Ruth finds a new home : p48 kindness The Big Party : rich man p114 equality</p>		<p><b><u>The Bible</u></b></p> <ul style="list-style-type: none"> <li>• <u>Stories with a meaning (Linked to school values)</u></li> </ul> <p>The Boy in the Temple: Jesus as a boy p88 Learning Joseph the Dreamer : p22 pride and ambition A Happy Day : Jesus risen p 140 happiness</p>		<p><b><u>Comparisons between faiths- Christianity</u></b></p> <ul style="list-style-type: none"> <li>• <u>Places of worship in the village</u></li> <li>• St Mary's Anglican Church (Reverend David)</li> <li>• The United Reformed Church (Reverend Anne)</li> <li>• St Gabriel's Catholic Church (Father Alan)</li> </ul>	

	<p>The Marvellous Picnic : 5 loaves and fishes p 102 care</p> <p>The First Christmas: p84 happiness</p> <p>The Wise Men's visit : to Jesus after his birth p86 Respect</p> <ul style="list-style-type: none"> <li>• <u>The Christmas Story</u></li> </ul> <p><b><u>Skills</u></b></p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>The Storm on the Lake : Jesus calms the Storm p 98 trust and safety</p> <ul style="list-style-type: none"> <li>• <u>The Easter Story</u></li> </ul> <p><b><u>Skills</u></b></p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Key physical features: altar, candles, iconography, vessels of worship, Physical aspects such as decoration. Stained glass / plain.</p> <p><b><u>Skills</u></b></p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</p>
Music	<p><b>Charanga units – Autumn 1 Colours (linked to 'The very Hungry caterpillar' and art modules)</b></p> <p><b><u>Singing</u></b></p> <p>I can perform the song using correct singing techniques.</p> <p>I can demonstrate understanding of the key vocabulary.</p> <p><b>New vocabulary:</b> pulse, pitch, dynamics, rhythm</p> <p><b><u>Skills- Listening and appraising</u></b></p>	<p><b>Charanga units - Spring 1 Jack and the Beanstalk (Linked to our work on Fairy tales)</b></p> <p><b><u>Un-tuned percussion</u></b></p> <p>To know there are different types of instruments, and name non-tuned percussion instruments.</p> <p>To use non-tuned percussion instruments to play simple rhythms.</p> <p>To demonstrate understanding of the key vocabulary. <b>New vocabulary:</b> tempo, strings, woodwind, brass, percussion.</p> <p><b><u>Skills- Listening and appraising</u></b></p> <p>Move your body in time to the pulse.</p>	<p><b>Charanga units – Summer 1 Hey You (Using the ability to create our own songs and tunes)</b></p> <p><b><u>Composing</u></b></p> <p>Create a sequence of long and short sounds.</p> <p>Clap and play rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p>

	<p>Move your body in time to the pulse.</p> <p>Find and maintain the pulse of a piece of music.</p> <p>Talk about changes in timbre, dynamics, tempo and pitch in a piece of music</p> <p><b><u>Performance</u></b></p> <p>I can play instruments using the correct technique and with respect. Focus on <b>voice</b>.</p> <p>Take part in singing, accurately following the melody.</p> <p>Listen to, copy and repeat simple rhythms and melodies.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch using the voice.</p> <p>Perform to an audience.</p> <p><b><u>Composing</u></b></p> <p>Create a sequence of long and short sounds.</p> <p>Clap and play rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low)</p> <p>Choose sounds to create an effect.</p>	<p>Find and maintain the pulse of a piece of music.</p> <p>Talk about changes in timbre, dynamics, tempo and pitch in a piece of music</p> <p>Identify families of instruments; brass, woodwind, strings, percussion</p> <p>Describe how a piece of music makes you feel</p> <p><b><u>Perrformance</u></b></p> <p>I can play instruments using the correct technique and with respect. Focus on <b>un-tuned percussion (Yr1)</b></p> <p>Listen to, copy and repeat simple rhythms and melodies.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch using the voice.</p> <p>Perform to an audience.</p>	<p>Create short, melodic patterns (un-tuned/body percussion)</p> <p><b><u>Transcribing</u></b></p> <p>Use symbols to represent a composition and use them to help with a performance.</p>
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	Sequence sounds to create an overall effect.		
	Create short, melodic patterns (voice)		