



Guilden Sutton Church of England Primary School

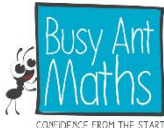
*Love and Justice for All*




## *Year 1 Curriculum Progression Map*


**Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Text	<b>Toys in Space</b> Mini Grey 	<b>Look Up</b> Nathan Bryon 	<b>The Lion Inside</b> Rachel Bright 	<b>Little Red and the Very Hungry Lion</b> Alex T. Smith 	<b>Goldilocks and Just the One Bear</b> Leigh Hodgkinson 	<b>Beegu</b> Alexis Deacon 
					<b>Goldilocks and the Three Bears</b> Amanda Askew 	

Focus Genres	<ul style="list-style-type: none"><li>• <b>Narrative</b> – retelling story (3-part story)</li><li>• <b>Non – fiction</b> -</li><li>• Instructions</li></ul>	<ul style="list-style-type: none"><li>• <b>Narrative</b> – rewrite (5-part story)</li><li>• <b>Non – fiction</b> - Non-chronological report</li><li>• <b>Poetry</b> – List poetry</li></ul>	<ul style="list-style-type: none"><li>• <b>Narrative</b> – 5-part story with different characters</li><li>• <b>Non – fiction</b> – Fact file</li></ul>	<ul style="list-style-type: none"><li>• <b>Fiction</b> - 5-part story with different setting</li><li>• <b>Poetry</b> – Kenning poems</li></ul>	<ul style="list-style-type: none"><li>• <b>Narrative</b> – 5-part story different character.</li></ul>	<ul style="list-style-type: none"><li>• <b>Narrative</b> – 5-part story.</li><li>• <b>Non-fiction</b> - Recount</li><li>• <b>Poetry</b> - List poetry</li></ul>
SPaG	<ul style="list-style-type: none"><li>• Sequence sentences to write short, coherent narratives. (real or fictional)</li><li>• Use present tense mostly accurately and growing accuracy of past tense.</li><li>• Use ‘<b>and</b>’ to join words and sentences (co-ordination)</li><li>• Use some simple description.</li><li>• Write short narratives ensuring that many sentences are sequenced.</li><li>• Demarcate some sentences with capital letters and full stops, and begin to use <b>?</b>.</li><li>• Capital letters for names of people and places</li><li>• Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others.</li><li>• Spell some year 1 harder to read and spell words accurately.</li><li>• Apply suffixes with accuracy where no change is needed to the root word. (<b>-ed, -ing, -er, -est, -s and –es</b>)</li><li>• Form letters and digits of the correct size, orientation and relationship to one another.</li><li>• Use spacing between words that reflects the size of the letters.</li></ul>	<ul style="list-style-type: none"><li>• Sequence sentences to write short, coherent narratives. (real or fictional)</li><li>• Use present tense mostly accurately and growing accuracy of past tense.</li><li>• Use ‘<b>and</b>’ to join words and sentences (co-ordination)</li><li>• Use some simple description.</li><li>• Write short narratives ensuring that many sentences are sequenced accurately.</li><li>• Demarcate some sentences with capital letters and full stops, and use <b>?</b>.</li><li>• Capital letters for names of people and places</li><li>• Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others.</li><li>• Spell some year 1 harder to read and spell words accurately.</li><li>• Apply prefix <b>–un</b> and suffixes with accuracy where no change is needed to the root word. (<b>-ed, -ing, -er, -est, -s and –es</b>)</li><li>• Form letters and digits of the correct size, orientation and relationship to one another.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Re-read work to check that it makes sense.</li></ul>	<ul style="list-style-type: none"><li>• Sequence sentences to write short, coherent narratives. (real or fictional)</li><li>• Use present tense mostly accurately and growing accuracy of past tense.</li><li>• Use ‘<b>and</b>’ to join words and sentences (co-ordination)</li><li>• Use some simple description.</li><li>• Write short narratives ensuring that many sentences are sequenced accurately.</li><li>• Demarcate some sentences with capital letters and full stops, and begin to use <b>?</b> and <b>!</b> correctly when required.</li><li>• Capital letters for names of people and places.</li><li>• Segment spoken words into phonemes and represent these by previously taught graphemes, spelling them with some accuracy and making phonetically plausible attempts at others.</li><li>• Spell many year 1 harder to read and spell words accurately.</li><li>• Apply prefix <b>–un</b> and suffixes with accuracy where no change is needed to the root word. (<b>-ed, -ing, -er, -est, -s and –es</b>)</li><li>• Form letters and digits of the correct size, orientation and relationship to one another.</li><li>• Use spacing between words that reflects the size of the letters.</li><li>• Re-read work to check that it makes sense and edit.</li></ul>			




Spelling	Essential Letters and Sounds					
	<ul style="list-style-type: none"><li>Spell words containing each of the 40+ phonemes already taught</li><li>Spell common exception words (Harder or read and spell words)</li></ul>					
	<ul style="list-style-type: none"><li>Suffix 'ing' that can be added to verbs where no change is needed in the spelling of root words (e.g., helping)</li></ul>	<ul style="list-style-type: none"><li>Regular plural noun suffixes –s</li><li>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing]</li></ul>	<ul style="list-style-type: none"><li>Suffix 'ed' that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper)</li></ul>	<ul style="list-style-type: none"><li>Regular plural noun suffixes –es (ch and sh)</li></ul>	<ul style="list-style-type: none"><li>Regular plural noun suffix–es (x and s)</li></ul>	<ul style="list-style-type: none"><li>Suffix 'er' that can be added to verbs where no change is needed in the spelling of root words. Revision of suffixes, 'ing' and 'ed'.</li></ul>
<div>Maths</div> <div></div>	Busy Ant Maths		Busy Ant Maths		Busy Ant Maths	
	<div>Unit 1</div> <ul style="list-style-type: none"><li>Number and Place Value</li><li>Addition and Subtraction</li><li>Properties of Shape</li></ul> <div>Unit 2</div> <ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Addition and Subtraction</li><li>Measurement - Length and Height</li></ul> <div>Unit 3</div> <ul style="list-style-type: none"><li>Number and Place Value</li><li>Multiplication and Division</li><li>Position and Direction</li></ul> <div>Unit 4</div> <ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Fractions</li><li>Measurement - Money</li></ul>		<div>Unit 5</div> <ul style="list-style-type: none"><li>Number and Place Value</li><li>Addition and Subtraction</li><li>Properties of Shape</li></ul> <div>Unit 6</div> <ul style="list-style-type: none"><li>Multiplication and Division</li><li>Multiplication and Division</li><li>Measurement - Mass</li></ul> <div>Unit 7</div> <ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Addition and Subtraction</li><li>Measurement - Time</li></ul> <div>Unit 8</div> <ul style="list-style-type: none"><li>Number and Place Value</li><li>Fractions</li><li>Measurement - Volume and Capacity</li></ul>		<div>Unit 9</div> <ul style="list-style-type: none"><li>Number and Place Value</li><li>Addition and Subtraction</li><li>Position and Direction</li></ul> <div>Unit 10</div> <ul style="list-style-type: none"><li>Multiplication and Division</li><li>Multiplication and Division</li><li>Measurement – Length and Height</li></ul> <div>Unit 11</div> <ul style="list-style-type: none"><li>Addition and Subtraction</li><li>Addition and Subtraction</li><li>Properties of shape</li></ul> <div>Unit 12</div> <ul style="list-style-type: none"><li>Multiplication and Division</li><li>Fractions</li><li>Measurement - Time</li></ul>	
<div>Key Vocabulary</div> <div>Number and place value: sort, represent, multiples, partitioning, ones, tens.</div> <div>Addition and subtraction: addition/add, subtraction, difference, equals, facts, problems, missing number problems, 2-digit number, inverse</div> <div>Multiplication and division: multiplication, division, arrays</div>						

	<p><b>Fractions, decimals and percentages:</b> whole, half, quarter, equal parts</p> <p><b>Measurement:</b> Compare, mass, volume, chronological order, days of the week, months of the year, month, year, o'clock, half past, second, money, coins, notes, pounds £, pence p</p> <p><b>Geometry:</b> sides, corners, properties, pyramids, faces, position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn</p> <p><a href="#"><u>Busy Ant Maths Year 1 Medium Term Plans</u></a></p>			
Cross-curricular Mathematics	Venn diagrams (History and Science) Measurement – Capacity (Science) Time (Science)		Place Order (History) Measuring (Science) Position and Direction (Geography)	Pictogram (Science) Position and Direction (Geography)
Science	<p>Everyday Materials</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing:</i> Can I find out which material is the most absorbent?</p> <p><i>Identifying and classifying:</i> Can I classify objects into their material groups?</p> <p><i>Research:</i> Can I share a fact about Greta Thunberg?</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock</li> </ul>	<p>Seasonal Changes </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying:</i> Can I talk about different seasons matching them to suitable clothing?</p> <p><i>Observation over time:</i> Can I observe how the weather changes over a week?</p> <p><i>Pattern seeking:</i> Can I say how day length changes over a year?</p> <p><i>Research:</i> How is winter different around the world?</p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather</li> </ul>	<p>Plants </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing:</i> Can I find out where seeds grow best?</p> <p><i>Identifying and classifying:</i> Can I identify, describe and compare two trees in our playground?</p> <p><i>Observation over time:</i> Can I observe changes in leaves across the seasons?</p> <p><i>Pattern seeking:</i> Is there a pattern in where we find moss growing in the school grounds?</p> <p><i>Research:</i> Can I find out why Jean Baret was important to botany?</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> <li>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers</li> </ul> <p><b>Jeanne Baret – explorer and botanist who discovered new plants</b></p>	<p>Animals including Humans </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing:</i> Can I investigate whether our sense of taste is better when we cannot see?</p> <p><i>Identifying and classifying:</i> Can I identify the features of a bird?</p> <p><i>Can I classify animals into carnivores, herbivores and omnivores?</i></p> <p><i>Pattern seeking:</i> Are 5 year olds better at smelling things than 6 year olds?</p> <p><i>Research:</i> Can I find out the characteristics of an animal and say what they need to stay healthy?</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> </ul>


	<ul style="list-style-type: none"> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their physical properties</li> </ul> <p><b>COP<math>\infty</math> – recycling and landfill/ Greta Thunberg – environmental activist</b></p> <p><b>EYFS - Properties of materials - floating and sinking</b></p>	<p>associated with the seasons and how day length varies</p> <p><b>George James Symons – a British meteorologist</b> <b>COP<math>\infty</math> – Climate Change</b></p> <p><b>EYFS - Explore the changes in seasons – outdoor learning</b></p>	<p><b>EYFS- Observing Spring bulbs and completing observational drawings.</b></p>	<ul style="list-style-type: none"> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense</li> </ul> <p><b>George Mottershead – the founder of Chester Zoo (Zoologist)</b></p> <p><b>EYFS – Lifecycles of animals, observing the chicks hatch, butterflies through the Hungry Caterpillar</b></p>
	<p><b>Key Vocabulary</b></p> <p><b>Materials</b> – object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, opaque</p> <p><b>Seasonal changes</b> – weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, sunrise, sunset, day length</p> <p><b>Plants</b> – deciduous, evergreen, root, stem, leaves, flowers, petals, fruit, seed, bulb, blossom, petal, berry, root, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area, plants we call weeds</p> <p><b>Animals including Humans</b> – amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, head, body, eyes, ears, nose, mouth, tongue, teeth, skin, fingers, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, parts of the human body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear</p>			
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways</li> <li>Observe closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answer questions</li> </ul>			
<b>Geography</b>	<b>My Home and School</b>	<p><i>Opportunities through geography unit of work to consolidate knowledge on the seasons – observations of hot and cold weather</i></p>		<p><b>Our World</b></p> 



	<ul style="list-style-type: none"> <li>• Use directional vocabulary to find places in school and within the school grounds</li> <li>• Follow simple instructions to locate places in school and within the school grounds</li> <li>• Use an aerial map of school to locate places</li> <li>• Locate children's houses on the map of their local area</li> <li>• Use positional vocabulary to describe where something is located e.g. 'near, far, left, right and behind'</li> <li>• Use basic geographical vocabulary to refer to human and physical features within the local area</li> <li>• Draw a simple map using basic symbols as a key</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Explain how the weather changes within each season</li> </ul> <p><b>Walk around Guilden Sutton and fieldwork in the school grounds</b></p> <p>Seasons – observations of hot and cold weather</p>		<ul style="list-style-type: none"> <li>• Location of the Equator and the North and South poles on a map of the world (using globes and atlases)</li> <li>• Locate hot and cold areas of the world in relation to the equator on a map</li> <li>• Introduce the world's seven continents on an aerial map</li> <li>• Use basic geographical vocabulary to refer to key human and physical features to describe places on a world map</li> <li>• Use fieldwork and observational skills to find geographical similarities and differences</li> </ul> <p><b>Parent volunteer from non-European country</b>  Map skills – identifying countries and climate  Seasons – observations of hot and cold weather</p>
	<p><b>Key Vocabulary</b>  Home, school, house, address, map, personal, local, directions, human features, physical features, aerial map, atlas, globe, continent, North pole, South pole, weather, seasons.</p>		
<b>History</b>	<p><b>Toys past and present</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• Explain how we can find out about the past</li> <li>• Describe and recognise features of different toys old and new within living memory</li> <li>• Compare toys from different time periods, identifying similarities and differences and begin to suggest reasons for this</li> </ul>	<p><b>Kings and Queens</b></p> <ul style="list-style-type: none"> <li>• Introduce the concept of monarchy</li> <li>• Compare the differences and similarities between our current monarch Charles III with Queen Elizabeth II</li> <li>• Develop an understanding of chronology and an awareness of change</li> <li>• Understand how people's lives have shaped this nation and how Britain has been influenced by the wider world</li> </ul>	<p><b>Nurses</b></p> <ul style="list-style-type: none"> <li>• Explain the role of a nurse now, within living memory and beyond living memory</li> <li>• Compare the differences and similarities between nurses now and nurses of the past and how this has changed in national life</li> <li>• Understand the lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightingale and Mary Seacole</li> </ul>


	<ul style="list-style-type: none"><li>Understand the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong and Tim Peak comparison (as part of the English unit, space)</li></ul>	<ul style="list-style-type: none"><li>Recognise why events happened and why people acted as they did</li><li>Know and understand how significant events have impacted the wider world, make connections between now and previous events</li><li>Understand the lives of significant individuals in the past who have contributed to national and international achievements: Queen Elizabeth II and Charles III</li></ul>	<ul style="list-style-type: none"><li>Compare the differences and similarities between the two nurses and how their circumstances differed</li></ul>		
<p><b>Key Vocabulary</b> <b>Specific</b>-toys, timeline, past, present, Victorian, era, material, mechanical, handmade, similarities, differences, monarch, reign, chronological, coronation, jubilee. <b>General</b>-present, past, future, year, decade, century, modern, long ago, timeline, different, similar, living memory, source.</p>					
<b>Religious Education</b>	<p><b>What does the story of creation teach people? What do people with similar and different worldviews believe about how the world was made &amp; how should we should look after it?</b></p> <ul style="list-style-type: none"><li>Understand the creation stories which are at the beginning of the Bible.</li><li>Understand Christians, Muslims and Hindus believe that creation shows the power and wonder of God.</li><li>Talk about what I enjoy most in creation.</li></ul>	<p><b>Why is baptism special? How do people welcome babies? What does it mean to belong? How do Christians welcome baby Jesus?</b></p> <ul style="list-style-type: none"><li>Talk about what belonging means to them.</li><li>Explain what happens when a baby is baptised.</li><li>Discuss ways in which people of world faiths welcome new babies.</li></ul>	<p><b>What did Jesus teach people about God’s love? Why did Jesus tell stories?</b></p> <ul style="list-style-type: none"><li>Retell some of Jesus’ stories</li><li>Understand Jesus told the stories to teach people about God.</li><li>Give a simple explanation of the things we can learn from Jesus’ stories.</li></ul>	<p><b>What do you think is the most important part of the Easter story?</b></p> <ul style="list-style-type: none"><li>Recall events of the Easter story.</li><li>Reflect on the awe and wonder of new life and changes in nature.</li><li>Talk about their own experiences of Easter and springtime.</li></ul>	<p><b>How and why are Allah &amp; Muhammad (pbuh) important to Muslims believe about God? How do Muslims celebrate new beginnings? What is a Muslim marriage ceremony like?</b></p> <ul style="list-style-type: none"><li>Understand why Allah is central to the Islamic faith.</li><li>Investigate how Muslims celebrate new beginnings.</li><li>Understand the values of love, respect, and commitment in a Muslim marriage.</li><li>Describe what happens in a Muslim marriage.</li></ul>

	<b>Key Vocabulary</b> God, creation, Genesis, pollution, world, environment, Baptism, font, Christening, Vicar/Minister, Priest, Godparents, water, belonging, Jesus, Bible, parable, gospels, Good Friday, Easter Sunday, Jesus, new life, Holy Week, disciples, Mary, resurrection, garden, tomb, Islam, Allah, Muhammad (pbuh), Qu’ran, Misbaha, Wudu, Arabic, Creation, Shahdah, Adhan/Adhaan, Wedding, Nikah, Mosque, Hijab.				
<b>Physical Education</b> 	<b>Multi-skills (Invasion games)</b>  <ul style="list-style-type: none"><li>Develop the ability to roll and catch a ball</li><li>Throw, roll or kick through gates to a partner with improving accuracy</li><li>Move and run into space</li></ul> <b>Dance</b>  Musical Theatre (based on Introductory Stage Musical Theatre and Primary Theatre Craft) <ul style="list-style-type: none"><li>Ball heel walks</li><li>Spring points</li><li>Hops in combination</li></ul> Rock ‘n’ Roll <ul style="list-style-type: none"><li>Flick Tum Tee Tum</li><li>Flick Ticks</li><li>Twisty Walks</li></ul>	<b>Gymnastics</b> <ul style="list-style-type: none"><li>Balance on 1 leg</li><li>Basic shapes</li><li>Rolls</li><li>Travel under, over and across</li><li>Basic jumps – one foot to one foot, one foot to two feet, two feet to one foot, two feet to two feet</li></ul> <b>Net games</b> <ul style="list-style-type: none"><li>Travel whilst balancing a ball</li><li>Send a ball along the ground</li></ul>	<b>Athletics</b>  <ul style="list-style-type: none"><li>Run, jump and throw</li><li>Jump with two feet</li><li>Run short distances</li></ul> <b>Striking and fielding games</b> <ul style="list-style-type: none"><li>Underarm to a partner</li><li>Receiving the ball</li></ul>		
	<b>Key Vocabulary</b> Underarm, jump, land, pass, catch, roll, balance, run, jog, anatomy (joints), presentation, importance of warm up and cool down (physical and vocal)				
<b>Art</b>	<b>Focus Artist: Picasso</b> <b>Focus Skill: Drawing</b> <ul style="list-style-type: none"><li>Explore a range of drawing tools to make marks</li><li>Begin to show increased control of the types of marks made with a range of media.</li><li>Draw on different surfaces</li><li>Explore different textures</li><li>Draw from imagination</li></ul>	<b>Kings and Queens</b> <b>Focus Artist: Henry Matisse - Link to Kings and Queens</b> <b>Focus Skill: Painting (Colours)</b> <ul style="list-style-type: none"><li>Begin to explore and experiment with the primary colours</li><li>Mix primary colours to create secondary colours</li><li>Describe collections of colours</li></ul>	<b>Focus Artist: Georges Seurat</b> <b>Focus Skill: Printing</b> <ul style="list-style-type: none"><li>Explore pointillism and create artwork with dots</li><li>Use objects to create prints (e.g., fruit, vegetables, or sponges)</li><li>Begin to press, roll, rub and stamp to make prints</li></ul>		




	<ul style="list-style-type: none"> <li>• Draw a self-portrait, traditional and in the style of Picasso</li> <li>• Explore the use of colour, pattern, texture, line and shape</li> <li>• Start to explore the use of sketchbooks to record ideas and practice skills</li> </ul> <p><b>Seasons – Collage</b></p> <ul style="list-style-type: none"> <li>• Begin to use scissors and tearing to create a range of shapes</li> <li>• Create an image from a variety of cut or torn media</li> <li>• Arrange and glue materials to different backgrounds</li> <li>• Create an Autumn collage using found materials and leaves</li> </ul> 	<ul style="list-style-type: none"> <li>• Discuss and use warm and cold colours</li> <li>• Describe favourite colours and why colours may be used for different purposes</li> <li>• Explore a range of paint, brush sizes and tools</li> <li>• Appraise the work of Henri Matisse (Fauvism), creating our own pieces with strong colours and fierce brushwork</li> <li>• Weaving – Create colourful weaving looms using bright paper</li> <li>• Follow the over/under technique with the weft and warp</li> </ul>	<ul style="list-style-type: none"> <li>• Take rubbings from textured surfaces: e.g leaf, coin, tree bark</li> <li>• Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper</li> <li>• Know that printmaking is making art by printing pictures, normally on paper</li> <li>• Create a pointillism inspired print piece using small circular objects (cotton buds, pencils, etc.)</li> </ul> <p><b>Focus Artist: Jo Gough (Chester)</b> <b>Focus Skill: Digital Art</b></p> <ul style="list-style-type: none"> <li>• Use iPads independently to create pictures</li> <li>• Use simple tools e.g., brush and pen tools</li> <li>• Experiment with filters and effects</li> <li>• Edit work on an iPad</li> <li>• Sketch animals using drawing apps (Freeform and Noteability)</li> </ul>
<p><b>Key Vocabulary</b>  <b>Drawing</b> – tools, surface, texture, self-portrait, colour, pattern, texture, line, shape  <b>Collage</b> - cutting shapes, sticking, texture, rough, soft, crunch, smooth, hard, overlap  <b>Painting</b> – primary colours, secondary colours, warm and cold colours  <b>Printing</b> – pointillism, press, roll, rub, stamp, printmaking  <b>Digital Art</b> – iPads, apps, Noteability, edit, filter, effects, tools</p>			
<b>Design Technology</b>	<p><b>Puppets – Textiles</b></p> <ul style="list-style-type: none"> <li>• Can I make a success criteria?</li> <li>• Can I explore and evaluate a range of puppets?</li> <li>• Can I explore different ways of joining materials?</li> <li>• Can I design and label two different puppets based on my research?</li> <li>• Can I make my design?</li> <li>• Can I evaluate my design?</li> </ul> <p><b>Designer: Vivienne Westwood</b></p>	<p><b>Goldilocks and the 3 bears – Structure</b></p> <ul style="list-style-type: none"> <li>• Can I make a success criteria?</li> <li>• Can I explore and evaluate a range of existing products?</li> <li>• Can I explore the concept and features of structures and the stability of different shapes?</li> <li>• Can I design and label two different chairs based on my research?</li> <li>• Can I make my design?</li> <li>• Can I evaluate my design?</li> </ul>	<p><b>Ice pops – Food</b></p> <ul style="list-style-type: none"> <li>• Can I make a success criteria?</li> <li>• Can I explore and evaluate a range of existing products?</li> <li>• Can I explore the different flavours and shapes used for ice pops?</li> <li>• Can I design and label two different ice pops based on my research?</li> <li>• Can I make my design?</li> </ul>

		Designer: Ron Arad		<ul style="list-style-type: none"><li>Can I evaluate my design?</li></ul>		
	Chef: Mary Berry					
	<b>Key Vocabulary</b> Design, evaluate, attach, structure, apply, decoration, mould, stable, stiff, strong, weak, textiles, finger puppet, running stitch,					
<div>Music</div> <div></div>	<b>Charanga</b> <ul style="list-style-type: none"><li><b>Hey You</b></li><li>Old School Hip-Hop</li><li>How pulse, rhythm and pitch work together</li></ul> <b>Key vocabulary:</b> Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	<b>Charanga</b> <ul style="list-style-type: none"><li><b>Rhythm In the Way We Walk and The Banana Rap</b></li><li>Reggae</li><li>Pulse, rhythm and pitch, rapping, dancing and singing</li></ul> <b>Key vocabulary:</b> Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	<b>Charanga</b> <ul style="list-style-type: none"><li><b>In the Groove</b></li><li>Blues, Baroque, Latin, Bhangra, Folk, Funk</li><li>How to be in the groove with different styles of music.</li></ul> <b>Key vocabulary:</b> Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove	<b>Charanga</b> <ul style="list-style-type: none"><li><b>Round and Round</b></li><li>Bossa Nova</li><li>Pulse, rhythm and pitch in different styles of music.</li></ul> <b>Key vocabulary:</b> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	<b>Charanga</b> <ul style="list-style-type: none"><li><b>Your Imagination</b></li><li>Pop</li><li>Using your imagination</li></ul> <b>Key vocabulary:</b> Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	<b>Charanga</b> <ul style="list-style-type: none"><li><b>Reflect, Rewind &amp; Replay</b></li><li>Classical</li><li>The history of music, look back and consolidate your learning, learn some of the language of music.</li></ul>
	<b>Music Year 1 – Knowledge and Skills</b>					
<div>Computing</div> <div></div>	<b>Online safety</b> <ul style="list-style-type: none"><li>To know that the internet is many devices connected to one another.</li><li>To know that you should tell a trusted adult if you feel unsafe or worried online.</li><li>To know that people you do not know on the internet (online) are strangers and are not always who they say they are.</li><li>To know that to stay safe online it is important to keep personal information safe.</li></ul>		<b>Programming 1 – Algorithms unplugged</b> <ul style="list-style-type: none"><li>To understand that an algorithm is when instructions are put in an exact order.</li><li>To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.</li><li>To know that you can use a camera/tablet to make simple videos.</li></ul> <b>Creating media – Digital imagery</b>		<b>Programming 2 – Bee-bot</b> <ul style="list-style-type: none"><li>To understand the basic functions of a Bee-Bot.</li><li>To know that algorithms move a bee-bot accurately to a chosen destination.</li><li>To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.</li></ul>	

	<ul style="list-style-type: none"><li>To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet.</li></ul> <p><b>Computer systems and networks – Improving mouse skills</b></p> <ul style="list-style-type: none"><li>To know that "log in and log out" means to begin and end a connection with a computer.</li><li>To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art.</li><li>To know that passwords are important for security.</li><li>To know that when we create something on a computer it can be more easily saved and shared than a paper version.</li><li>To know some of the simple graphic design features of a piece of online software.</li></ul>	<ul style="list-style-type: none"><li>To understand that holding the camera still and considering angles and light are important to take good pictures.</li><li>To know that you can edit, crop and filter photographs.</li><li>To know how to search safely for images online.</li></ul>				
<p><b>Key Vocabulary</b></p> <p><b>Online safety</b> - connect, console, digital footprint, emotion, feelings, internet safety, laptop, mood, personal information, phone, posting, respect, sharing, smart device, smartphone, smart TV, smartwatch, strangers, trust, wired, wireless</p> <p><b>Computer systems and networks – Improving mouse skills</b> - account, ctrl, cursor, digital photograph, duplicate, layers, tool</p> <p><b>Programming 1 – Algorithms unplugged</b> - automatic, chunks, clear, code, decompose, decomposition, input, manageable, motion, order, organise, output, precise, robot, sensor, solution, specific, steps, tasks, virtual assistant</p> <p><b>Creating media – Digital imagery</b> - Background, blurred, camera, crop, device, digital camera, download, edit, editing software, filter, image, import, internet, keyword, online, photograph, resize, save as, search engine, storage space, visual effects</p> <p><b>Programming 2 – Bee-bot</b> - artificial intelligence, Bee-Bot, demonstration, filming, pause, predict, program, tinker, video, video recording</p>						
<p><b>French</b></p> <div></div>	<p><b>Class Rules in French Lessons.</b></p> <p><b>Revisions:</b></p> <p><b>Greetings Warm up</b></p> <p>(+ Rapidement/Lentement)</p>	<p><b>Culture/ Halloween New Song:</b></p> <p>- Sorcière tourne la soupe</p> <p><b>(New clothes vocab:</b> Le chapeau, le t_shirt, la jupe. les chaussettes, les chaussures...)</p> <p>Recall previous.</p>	<p><b>Happy New Year/ Bonne année</b></p> <p><b>Greetings/Les salutations:</b> Madame, Monsieur, Mademoiselle, jeune homme.</p>	<p><b>[Culture:</b> Mardi Gras (Shrove Tuesday) Carnival, Crêpes...]</p> <p><b>Recall Culture/ Fête des Mères</b> (Mothers Day/ different date in France: 29th May)</p> <p><b>Family/ La famille</b></p>	<p><b>Vegetables/les légumes</b></p> <p>(vocab: chou, brocoli, pomme de terre, concombre, haricots verts, les petis pois...)</p> <p>Paper plate (Colour Adj.)</p>	<p><b>Culture/ 19 June: Fête des pères</b> (Father’s Day)</p> <p>Recall vocab. (+ Bonne fête papa, Je t’aime)</p> <p><b>Culture/ 21 juin: Fête de la Musique</b></p>



	<b>Classroom instructions:</b> Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut, Taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plaît, Chantez, Comptez, Comptez, Arrêtez...					
<b>PSHE/Sex and Relationships/ Safeguarding</b>  	<b>Me and My Relationships</b>  <b>Why we have classroom rules.</b> <ul style="list-style-type: none"> <li>Understand that classroom rules help everyone to learn and be safe</li> <li>Explain their classroom rules and be able to contribute to making these</li> </ul> <b>Thinking about our feelings.</b> <ul style="list-style-type: none"> <li>Identify a range of feelings and discuss how these feelings might make us behave</li> <li>Suggest strategies for someone experiencing 'not so good' feelings to manage these</li> </ul> <b>Feelings and Bodies.</b> <ul style="list-style-type: none"> <li>Recognise how others might be feeling by reading</li> </ul>	<b>Valuing Difference</b>  <b>Same or different?</b> <ul style="list-style-type: none"> <li>Identify the differences and similarities between people</li> <li>Empathise with those who are different from them</li> <li>Begin to appreciate the positive aspects of these differences</li> </ul> <b>Unkind, tease or bully?</b> <ul style="list-style-type: none"> <li>Explain the difference between unkindness, teasing and bullying</li> <li>Understand that bullying is usually quite rare</li> </ul> <b>It's not fair!</b> <ul style="list-style-type: none"> <li>Recognise and explain what is fair and unfair, kind and unkind</li> <li>Suggest ways they can show kindness to others</li> </ul>	<b>Keeping Safe</b>  <b>Healthy me</b> <ul style="list-style-type: none"> <li>Understand that the body gets energy from food, water and air (oxygen)</li> <li>Recognise that exercise and sleep are important parts of a healthy lifestyle</li> </ul> <b>Who can help? (1)</b> <ul style="list-style-type: none"> <li>Recognise emotions and physical feelings associated with feeling unsafe</li> <li>Identify people who can help them when they feel unsafe</li> </ul> <b>Good or bad touches?</b> <ul style="list-style-type: none"> <li>Name and know which parts should be private</li> <li>Explain the difference between appropriate and inappropriate touch</li> <li>Understand that they have the right</li> </ul>	<b>Rights and Respect</b>  <b>Around and about the school</b> <ul style="list-style-type: none"> <li>Identify what they like about the school environment</li> <li>Recognise who cares for and looks after the school environment</li> </ul> <b>Taking Care of Something</b> <ul style="list-style-type: none"> <li>Demonstrate responsibility in looking after something (e.g. a class pet or plant)</li> <li>Explain the importance of looking after things that belong to themselves or to others</li> </ul> <b>Harold's money</b> <ul style="list-style-type: none"> <li>Explain where people get money from</li> <li>List some of the things that money</li> </ul>	<b>Being my Best</b>  <b>Eat well</b> <ul style="list-style-type: none"> <li>Recognise that they may have different tastes in food to others</li> <li>Select foods from the Eatwell Guide in order to make a healthy lunch</li> <li>Recognise which foods we need to eat more of and which we need to eat less of to be healthy</li> </ul> <b>Catch it! Bin it! Kill it!</b> <ul style="list-style-type: none"> <li>Understand how diseases can spread</li> <li>Recognise and use simple strategies for preventing the spread of diseases</li> </ul> <b>Pass on the Praise</b> <ul style="list-style-type: none"> <li>Demonstrate attentive listening skills</li> <li>Suggest simple strategies for</li> </ul>	<b>Growing and Changing</b>  <b>Inside my wonderful body!</b> <ul style="list-style-type: none"> <li>Name major internal body parts (heart, lungs, blood, stomach, intestines, brain)</li> <li>Understand and explain the simple bodily processes associated with them</li> </ul> <b>Taking care of a baby</b> <ul style="list-style-type: none"> <li>Understand some of the tasks required to look after a baby</li> <li>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding</li> </ul> <b>Who can help? (2)</b> <ul style="list-style-type: none"> <li>Explain the difference between teasing and bullying</li> </ul>

<p>body language/ facial expressions</p> <ul style="list-style-type: none"> <li>• Recognise that people's bodies and feelings can be hurt</li> <li>• Suggest ways of dealing with different kinds of hurt</li> </ul> <p><b>Good friends.</b></p> <ul style="list-style-type: none"> <li>• Identify simple qualities of a good friendship</li> <li>• Suggest simple strategies for making up</li> </ul>		<p>to say “no” to unwanted touch</p> <ul style="list-style-type: none"> <li>• Discuss who you can trust and when to ask for help</li> </ul>	<p>may be spent on in a family home</p>	<p>resolving conflict situations</p> <ul style="list-style-type: none"> <li>• Give and receive positive feedback, and experience how this makes them feel</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of what they can do if they experience or witness bullying</li> <li>• Say who they could get help from in a bullying situation</li> </ul> <p><b>Surprises and secrets</b></p> <ul style="list-style-type: none"> <li>• Explain the difference between a secret and a nice surprise</li> <li>• Identify situations as being secrets or surprises</li> <li>• Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</li> </ul>
<p><b>Key Vocabulary</b></p> <p><b>Me and My Relationships</b> – rules, safe, responsibility, work together, feelings, body language, emotions, safe, support, friendship making up.</p> <p><b>Valuing Difference</b> – same, different, difference, respect, unkind, tease, teasing, bully, bullying, behaviour, fair, unfair.</p> <p><b>Keeping Safe</b> – private, trust, privates, food, water, oxygen, feelings, worried, nervous, scared, support, unsafe.</p> <p><b>Rights and Respect</b> – environment, responsibility, needs, responsible, responsibility, rules, money, cost, bills, spending, afford.</p> <p><b>Being My Best</b> – healthy, fruit, vegetable, dairy, meat, sugar, salt, cereal, germs, disease, hygiene, spread, praise, support, feedback, encourage, feelings.</p> <p><b>Growing and Changing</b> – caring, love, attention, needs, help, surprise, secret, uncomfortable, heart, lungs, intestines, stomach, blood, brain, unkind, tease, bully, help.</p>					