



Year 1 Curriculum

From tiny seeds beautiful minds blossom and grow...



Welcome to our Year 1 Curriculum

In this document you will find information about science and the foundation subjects that we teach in year one. English and Maths information can be found in a separate document.

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"



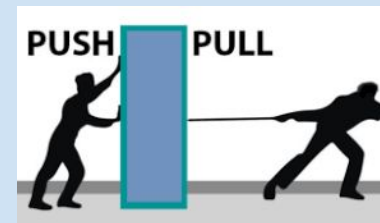
Science: Materials

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to know what everyday objects are made of.	Solid, bending, squashing, twisting, stretching, similarity, difference, property, hard/soft, shiny/dull, bendy/not bendy, stretchy/stiff, transparent/opaque, rough/smooth, waterproof/not waterproof, absorbent/not absorbent, metal, plastic, glass, brick, paper, fabric, foil, elastic, wood	L.O. to add science words and labels to diagrams	<u>Comparative and Fair Test</u> Which material is best to build a house from?
L.o. to know what old and new toys are made from and why.		L.O. to remember simple science fact	
L.o. To describe the properties of an object.		L.O. to use and remember some science facts and words	
L.O. to sort objects by materials.		L.O. to sort using yes/no statements	
Enquiry - comparative and fair test		L.O. to link properties of a material to an application	
Enquiry - comparative and fair test		L.O. to link properties of a material to an application	



Science: Forces

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to recognise different forces	Push, pull, force, movement, light, heavy, lighter, heavier, more, less, direction	L.O. to add science word labels to diagrams	<u>Comparative and Fair Test</u> How can we make objects move further?
L.O. to know how forces are used		L.O. to describe what is happening using science	
L.O. to know how objects move		L.O. to use and remember science words	
Enquiry - Comparative and Fair Test		L.O. to use and remember science words	
Enquiry - Comparative and Fair Test		L.O. to describe what is happening using science	
Enquiry - Comparative and Fair Test		L.O. to describe what is happening using science	



Science: Animals Including Humans

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to know that there are different types of animals	Animals, Invertebrate (worm, spider, insect (various), woodlouse, centipede), fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivore, head, neck, arm, elbow, hand, leg, knee, foot, face, ear, nose, eye, hair, mouth, teeth, senses, sight, hear, smell, touch, taste	L.O. to group by difference and similarity	<u>Identifying, Classifying and Grouping</u> How can we group animals based on what they eat?
L.O. to identify what is different and what is the same		L.O. to group by difference and similarity	
L.O. to know that animals feed in different ways		L.O. to sort using simple yes/no statements	
L.O. to know the parts of the body		L.O. to add science word labels to diagrams	
L.O. to know what our senses are		L.O. to use and remember science words	
Enquiry: Identifying, Classifying and Grouping		L.O. to remember some simple science facts	



Science: Light

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. to know where light come from?	Light, dark, lighter, darker, light source (various), light ray, shadow, day length	L.O. to describe what is happening using science	<u>Research using secondary sources</u> How can we stay safe in the light and the dark?
L.O. How can we make a light place dark/a dark place light?		L.O. to use a table to record in numbers and words	
L.O. to know how we find shadows?		L.O. to use science words	
Enquiry: Research using secondary sources		L.O. to predict what might happen	
Enquiry: Research using secondary sources		L.O. to remember some science facts	
Enquiry: Research using secondary sources		L.O. to describe what is happening using science	



Science: Plants

Learning Objectives	Vocabulary	Skills	Enquiry Type
L.O. What are the parts of a plant?	Plant, roots, stem, trunk, branches, leaves, flower (petals), fruit, bulb, seed, evergreen, deciduous, vegetables, (variety of common plant names, e.g. geranium, dandelion, oak, bean)	L.O. to add science word labels	<u>Research using secondary sources</u> Which trees grow in our local area?
L.O. Can you name different types of plant?		L.O. to group by difference or similarity	
Investigation Lesson		L.O. to describe what is happening using science	
L.O. to know how trees survive in the Winter		L.O. to remember science words	
L.O. to know where I can find plants		L.O. to group by similarity or difference	
L.O. to know where plants live		L.O. to remember and use science facts	



Science: Seasons

Learning Objectives	Vocabulary	Skills	Enquiry Type
Enquiry: Observation over time	Season, sun, sky, autumn, winter, spring, summer, year, month, week, day, weather (various), temperature, weather, rainfall, daylength, sun, shadow	L.O. to make predictions	<u>Observation over time</u> How do habitats change over the seasons?
L.o. to know what weather is		L.O. to remember simple science facts	
L.O. to understand how we know what weather will be like		L.O. to use and remember science words	
L.O. To know what the seasons are		L.O. to remember simple science facts	
L.O. to understand how the seasons affect what we do		L.O. to describe what is happening using science	
Enquiry: Observation over time		L.O. to use a simple table	



Geography: Where do I live/Where is my school?

Learning Objectives	Vocabulary	Fieldwork Skills
My Classroom: to use simple observation/fieldwork skills to study the immediate surroundings in the context of children's own locality. <i>L.O. To understand what our classroom looks like. • To look at aerial photographs.</i>	Local area, address, observe, passport, distance, aerial view, route.	Use world maps, atlases and globes to identify the United Kingdom and its countries and surrounding seas
Where Is My School? To understand the sense of place in relation to home and school in the context of children's own locality/school. • <i>L.O. To locate our school in our local area.</i>	Compass, direction, North, South, East and West, fieldwork, map, symbol, house	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.
Fieldwork Around My School <i>L.O. To use simple fieldwork and observation skills to study the school To use simple fieldwork and observation skills to study the school. • To observe (look at) the school environment. To devise a simple map and use basic symbols in a key. • To draw a simple map.</i>	Capital city, England, Northern Ireland, Scotland, Wales, Cardiff, Belfast, Edinburgh, London.	
Where do I live? To develop knowledge of the location of significant places in the context of children's own locality. <i>L.O. To understand where I live in the local area and identify the human and physical features - Local area walk</i>		
How Do I Get to School? <i>L.O. To describe the location of features and routes on a map in the context of children's own locality/school. • To understand the route I take to school. To develop and follow directional vocabulary in the context of my own environment. • L.O. To begin to recognise map symbols</i>		

Geography: Weather

Learning Objectives	Vocabulary	Fieldwork Skills
L.O to use maps, atlases and globes to identify the UK, its countries and seas. L.O. to name and locate the four countries of the UK, their capital cities and surrounding seas.	Seasons, observations, record, temperature, thermometer, United Kingdom, affects, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate	Use world maps, atlases and globes to identify the United Kingdom and its countries and other countries. 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. 
L.O. I can understand what the weather is like in my country and I can look at the weather where I live.		
L.O. I can understand the different seasons in the year. L.O. I can describe how weather can affect us.		
L.O. I can understand what weather forecasts show L.O. I can use key words to describe the weather		
L.O. I can understand the dangers of weather		
L.O. I can understand what hot and cold countries are like. L.O. I can use a map to locate hot and cold places		

Geography: Human and Physical Features

Learning Objectives	Vocabulary	Fieldwork Skills
L.O. to read and create simple maps	Use basic geographical vocabulary to refer to: key physical features, including: forest, hill, mountain, soil, valley, vegetation,. key human features, including: city, town, village, factory, farm, house, office. Town, countryside, pro, con, country, UK, island, capital city, landmark, population.	Use world maps, atlases and globes to identify the United Kingdom and its countries.
L.O. to use geographical vocabulary to describe human features (local landmarks)		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. The image contains two posters. The left poster is titled 'HUMAN FEATURES' in bold black letters and shows a brown bridge with many small figures walking across it. The right poster is titled 'PHYSICAL FEATURES' in bold black letters and shows a green plant with three leaves growing out of a mound of brown soil.
L.O. to identify physical and geographical features of our local area and consider positives and negatives		
L.O. To understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom and a small area in a contrasting non-European country.		
L.O. To understand geographical similarities and differences through studying the human and physical geography of a small area of the united kingdom and a small area in a contrasting non-European country.		

History: Transport Through Time



Learning Objectives	Vocabulary	Skills
How has transport changed? To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. • I can find out the different ways in which travel and transport has changed from past to present.	Old, new, a long time ago	To know what a time line is. To understand that some objects are from the past.
To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing sources to show that they know and understand key features of events in the context of finding out about transport. To put methods of transport in chronological order.		To put four (or more) objects in chronological order.
A History of Cars To develop an awareness of the past, through finding out about changes within living memory in the context of discussing how travel and transport was different in the past. • I can find out about how cars have changed since they were invented.		Identify the main differences between old and new objects and identify how objects have changed over time.
George Stephenson and Trains To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of finding out about George Stephenson and discussing how the invention of trains had an impact on people's lives in the 19th century. • I can find out about George Stephenson's life and inventions. • I can understand how trains changed people's lives in the 19th century.		Find answers to simple questions about the past from sources.
A History of Flight To develop an awareness of the past, through finding out about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements in the context of learning about the history of flight and the Wright brothers' development of the aeroplane. •		Ask questions about old and new. Look at books/internet to find out about the past.
I can find out about the different ways that humans have tried to fly throughout history. • I can find out about the Wright brothers and the invention of the aeroplane.		Recognise and make simple observations about this historical event and why it was important.

History: The Moon Landing



Learning Objectives	Vocabulary	Skills
Which explorer do we know about? L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements (Neil Armstrong)	Old, new, a long time ago	To know what a time line is. To put objects in chronological order To know and recount stories about the past
What Kit would Neil Armstrong need for a successful expedition? L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. L.O. Compare aspects of life, identifying similarities and differences between different periods		Give an explanation about how an object from the past was used.
How would Neil Armstrong have known the way to the moon? L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. L.O. Compare aspects of life, identifying similarities and differences between different periods.		Give an explanation about how an object from the past was used.
What materials would be available then and now for making spacesuits? L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements. L.O. Compare aspects of life, identifying similarities and differences between different periods.		Look at illustrations of the same item over time.
Re-enact Armstrong's voyage to the moon. L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.		To know and recount stories from the past.
Why should we remember the moon landing? L.O. Learn about the lives of significant individuals in the past who have contributed to national and international achievements.		Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.

History: Scott of the Antarctic



Learning Objectives	Vocabulary	Skills
Who was this famous person? L.O. children are able to make simple inferences from clues shown in a photograph, they can make connections between clues, they can speculate as to likely reasons why a person was famous, based on the clues given	Old, new, a long time ago Explorer, expedition Antarctica, South Pole	Find answers to simple questions about the past from sources.
How did Scott get to the South Pole and what happened then? L.O. to place events in chronological order		Put events in chronological order.
Why did Scott risk his life going to the South Pole? L.O. to empathise with a person from the past. How do we know what happened on Scott's last journey? L.O. to use a range of sources for historical evidence		Use stories to distinguish between fact and fiction.
How do we know What happened on Scott's Journey?		Use secondary sources to learn about the past.
Why did Scott not get to the South Pole first? L.O. children understand at least two reasons why Scott was unsuccessful and can articulate them with confidence; they understand that some of the reasons are to do with Scott and some with Amundsen or 'other factors' such as luck and the change in weather.		Recognise and make simple observations.
How should Scott be remembered today? L.O. Pupils are aware of how Scott was viewed in 1912 and can contrast that with his image 100 or so years later; they are able to offer appropriate ideas as to how.		To understand the significance of an individual to our lives today.

Additional History Skills: taught through Whole Class Reading Sessions:

- Read different versions of the same story
- Use stories to distinguish between fact and fiction
- Compare Adults talking about the past
- Compare two versions of past events

Computing:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Online safety (Project Evolve)
NCCE Curriculum focus area	Computing systems and networks	Programming	Creating media	Data and information	Programming	Creating media	- Self image and identity - Online relationships - Online reputation - Online bullying - Managing online information - Health, well-being and lifestyle - Privacy and security - Copyright and ownership
NCCE Computing Unit	Technology around us Recognising technology in school and using it responsibly.	Moving a robot Writing short algorithms and programs for floor robots, and predicting program outcomes.	Digital writing Using a computer to create and format text, before comparing to writing non-digitally	Grouping data Exploring object labels, then using them to sort and group objects by properties	Programming animations Designing and programming the movement of a character on screen to tell stories.	Digital painting Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	
Software / hardware required	www.paintz.app https://www.abcya.com/games/category/typing	Beebots https://beebot.terrapiinlogo.com/	Google Docs https://www.j2e.com/jit5	Google Docs/Google Slides https://www.j2e.com/jit5 - pictograms etc	Scratch Jr (on Chromebooks) - change to algorithms?	www.paintz.app https://www.j2e.com/jit5	

PHSRE:

Autumn	<u>Belonging to a community/citizenship</u> I know about examples of rules in different situations e.g. class rules, rules at home, rules outside. I understand that different people have different needs. I know how we care for people, animals and other living things in different ways I understand ways in which I can look after the environment e.g. recycling I am beginning to see how everyone contributes to the life of the classroom I know what my responsibilities are as part of the class- take turns, share, return things	<u>Safe Relationships</u> I know about situations when someone's body or feelings might be hurt and whom to go to for help. I understand what it means to keep something private, including parts of the body that are private. I can identify different types of touch and how they make people feel (e.g. hugs, tickles, punches, kisses) I know how to respond if being touched makes them feel uncomfortable or unsafe I understand when it is important to ask for permission to touch others and how to ask for give/not give permission	<u>Respecting Ourselves and Others</u> I understand what kind and unkind behaviour means both in and out of school understand how kind and unkind behaviour can make people feel I know what 'respect' means. I understand class rules, being polite to others, sharing and taking turns	<u>SUMO</u> Change Your T Shirt Fruity Thinking
---------------	--	---	---	---



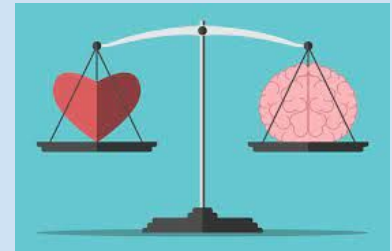
PHSRE:

Spring	<u>Families and Friendships</u> I know about people who care for me e.g. parents, siblings, grandparent, relatives, friends, teachers. I understand the role these different people play in children's lives and how they care for them. I understand what it means to be a family and how families are different. I understand the importance of telling someone, and how to tell someone, if I am worried about something in my family.	<u>Media literacy and Digital Resilience</u> <i>I know how and why people use the internet.</i> <i>I understand the benefits of using the internet and digital devices.</i> <i>I understand how people find things out and communicate safely with others online.</i>	<u>Money and Work</u> I know that everyone has different strengths in and out of school. I understand how different strengths and interests are needed to do different jobs. I know about people whose job it is to help us in the community I know about different jobs and the work that people do.	<u>SUMO</u> Hippo Time is OK Remember the Beachball
---------------	--	---	--	--



PHSRE:

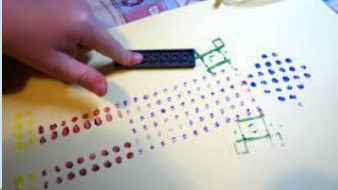
Summer	<u>Physical Health and Mental Health</u> I know what it means to be healthy and why it is important. I know about the ways to take care of myself on a daily basis. I understand about basic hygiene routines e.g. hand washing. I know about healthy and unhealthy foods, including sugar intake. I know about physical activity and how it keeps people healthy. I know about the different types of play, including balancing indoor, outdoor and screen based play. I know about people who can help me to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.	<u>Growing and Changing</u> I recognise what makes me special and unique including my likes, dislikes and what I am good at. I know how to manage and whom to tell when finding things difficult, or when things go wrong. I understand how I am the same and different to others. I understand how feelings can affect how people behave.	<u>Keeping Safe</u> I understand how rules can keep us safe. I understand why some things have age restriction e.g. TV and film, games, toys or play areas. <i>I know the basic rules for keeping safe online.</i> <i>I know who to tell if I see something online that makes me feel unhappy, worried or scared.</i>	<u>SUMO</u> Learn Latin Ditch Doris Day
---------------	--	--	---	---



Art: Formal Elements

Shape: Abstract Compositions	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Experimenting with composition, children create a piece of abstract art inspired by artist Beatriz Milhazes.	
Line 1: Exploring Line	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To 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.	Children arrange pieces of string to create different shapes then draw these from observation, using pencils and chalk, inspired by the artist Bridget Riley	
Line 2: Making Waves (banks and hills)	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, to use drawing to develop and share their ideas, experiences and imagination. • Evaluate and analyse creative works using the language of art, craft and design.	Building on their learning of line, children listen to music and work expressively with a variety of media, to create a single large piece of art, inspired by the countryside (hills), inspired by Darren Mundy	
Colour 1: Making Colours	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Through play-doh, children are introduced to the primary colours of red, blue and yellow and learn how they can be mixed to make secondary colours.	
Colour 2: Painting with Colour	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.	Children put into practice their understanding of colour mixing to recreate their own versions of the artwork by Darren Mundy.	

Art: Art and Design Skills

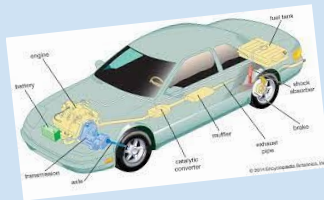
Design: Lego Print	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Children use lego to create their own prints; painting and stamping their blocks to create patterns, pictures and letters, using a variety of colours and sizes and explaining the choices they make.	
Learning about: Louis Wain	To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	Exploring and analysing the work of Louis Wain, children consider the stories behind some of his paintings before acting out some of the scenes depicted to deepen their understanding.	
Drawing: Experimenting with Media	To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Inspired by famous abstract artists, including Kandinsky, children draw around and overlap 2D shapes to create an abstract composition, filling each shape with a different colour and medium.	
Painting: Colour Mixing	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	By mixing different hues of blue and yellow, children fill an outline of their hand with varying shades of green, decorating their piece with dots, zigzags, stripes, wavy lines and shapes.	
Printing: Moon	To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Children develop their printing skills, creating an impressive print using shaving foam and ink to represent the moon	

Art: Landscapes Using Different Media

Landscapes	Use a range of materials creatively to design and make products · Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. · Learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work.	Focusing on composition, children consider where to place the horizon and tide lines within their artwork, inspired by Renoir, Sorolla and Peder Severin Krøyer.	
Antarctic Textures	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. · 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.	In this lesson pupils use a range of materials, from cardboard to foil, to replicate the textures found in Antarctica	
Shades and the colour of ice, sea and sky	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space · Use a range of materials creatively to design and make products. · 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. · Become proficient in drawing, painting, sculpture and other art, craft and design techniques. · 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.	Using watercolours, pupils create different tints, shades and hues to paint the background of their Antarctic scene	
Painting over texture	Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. · Become proficient in drawing, painting, sculpture and other art, craft and design techniques. · 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.	Over the top of their textured background, children add colour using poster paints to complete their pictures.	
Antarctic Collage	Become proficient in drawing, painting, sculpture and other art, craft and design techniques. · Use a range of materials creatively to design and make products.	Using their watercolour background from Lesson 3, pupils add objects and images with added detail and shading.	

Design Technology

Wheels and Axles, Freestanding Structures,
Preparing Fruit and vegetables.



Design	Make	Evaluate	Technical Knowledge	Cooking and Nutrition
Talk about what they want to make. Generate ideas from their own experience. Describe what they want to do using words and pictures. Select and name tools and materials they want to use	Join two materials, often with glue. Use scissors or a knife to cut (with adult supervision) Use simple construction kits e.g. Lego Select and use appropriate tools and equipment for the task Follow basic safety rules	Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria	Build simple Lego models and talk about why they chose particular pieces Create own model or structure using the ideas discussed Look at models and talk about how it could be made stronger either using different materials or more stable joins. Which is a better tool, sellotape or glue?	Develop a food vocabulary using taste, smell, texture and feel Work safely and hygienically Understand the need for a variety of food in a healthy diet Measure and weigh foods in non-statutory measures (spoons, cups) Understand where food comes from

Music:

Autumn Term



Singing

Learn a wide range of songs by copying simple phrases, following simple directions and maintaining a steady beat.

Practise and perform Christmas songs beginning to understand musical phrases and be able to perform in front of an audience from memory.

Playing

Count and keep a steady beat using body and classroom percussion.

Use word rhythms to help perform a rhythmic pattern. Use the three little pigs story as a stimulus

Transfer patterns onto untuned and tuned percussion.

Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds in response to stimuli, e.g. the three little pigs or a movement of an animal .

Combine sounds to make a story, choosing and playing classroom instruments.

Listening

Develop an understanding of Mozart. Webber, Prokofiev and Saint Saens and their works.

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements.

Musical Elements

Pitch: recognise and respond to high, low and middle sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

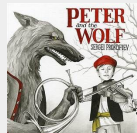
Listening Repertoire

Mozart - Rondo Alla Turca - Live piano music.

Andrew Lloyd Webber - Starlight express - Macavity from Cats

Compare Mozart to Webber - works for theatres. Marriage of Figaro / Magic Flute

Prokofiev - Peter and the Wolf and Saint Saens - Carnival of the Animals.



Music:

Spring Term



Singing

Learn a wide range of songs by copying simple phrases, following simple directions, beginning to know when to breathe and maintaining a steady beat.

Practise and perform songs beginning to understand musical phrases and to sing expressively.

Playing

Perform short copycat rhythm patterns accurately, led by the teacher including long and short sounds when following symbols.

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.

Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.

Composing

To write new lyrics to a known song using the stimulus of Space.

Use voices to provide sound effects

Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a space journey. Combine to make a story, choosing and playing classroom instruments)

To invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns

Listening

Learn about Gustav Holst.

To build on understanding of Hip Hop music and compare pieces.

To talk about music heard and begin to use musical elements - respond in a variety of ways.

Musical Elements

Pitch: recognise and respond to high, low and middle sounds.

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds.

Structure: understand and identify beginning, middle and end and use of repetition and introduction

Listening Repertoire

Hip Hop Topic:

Me, Myself And I by De La Soul

Fresh Prince Of Bel Air by Will Smith

Rapper's Delight by The Sugarhill Gang

U Can't Touch This by MC Hammer

It's Like That by Run DMC

Gustav Holst - The Planet Suite - Mars



Music:

Summer Term



Singing

Learn a wide range of songs by copying phrases, using actions and beginning to increase the vocal range of songs learnt.

Sing call and response songs developing control of pitch and begin to sing in simple rounds.

Develop singing games to help increase accuracy of pitch.

Playing

Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. And play these on tuned instruments.

Follow pictures and symbols to guide singing and playing.

Play and sing phrases from dot notation using 'pitch cards'

Perform as part of the class/group.

Composing

Use music technology, to capture, change and combine sounds.

Recognise how graphic notation can represent created sounds.

Experiment with different timbres (sound qualities)

Listening

To listen and respond to a range of different musical genres .

To listen and reflect on an orchestral piece of music.

To name some orchestral instruments

To understand tempo fast and slow and other musical elements

Musical Elements

Duration: recognise and respond to a pulse and patterns of long and short sounds.

Dynamics: understand loud, quiet and silence.

Tempo: understand fast and slow

Timbre: identify different percussion sounds and how they are made

Texture: recognise and respond to one sound leading to many sounds.

Structure: understand and identify beginning, middle and end and use of repetition and introduction.

Listening Repertoire:

How Blue Can You Get by B.B. King

Let The Bright Seraphim by Handel

Livin' La Vida Loca by Ricky Martin

Jai Ho by J.R. Rahman

Lord Of The Dance by Ronan Hardiman

Diggin' On James Brown by Tower Of Power

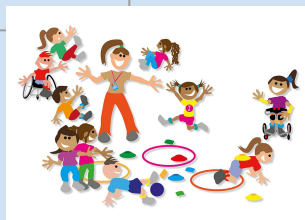
Vivaldi - Summer

R.V Williams - Scott of the Antarctic/ Sinfonia - Antarctica.



PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I try several times if at first I don't succeed. I ask for help when appropriate. I can work on simple tasks by myself. I can follow instructions and practise safely	Social Skills I can help, praise and encourage others in their learning. I can work sensibly with others, taking turns and sharing.	Cognitive Skills I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. I can name some things I am good at. I can understand and follow simple rules.	Creative Skills I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. I can explore and describe different movements.	Physical Skills I can perform a range of movements with some changes in direction, level and speed. I can perform a range of skills with some control and consistency I can perform a small range of skills and link two movements together. I can perform a single skill or movement with some control.	Health and Fitness I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise. I am aware of why exercise is important for good health.
Coordination Footwork Static Balance One Leg	Dynamic Balance to agility Jumping and Landing Static Balance Seated	Dynamic Balance On a line Static Balance Stance	Coordination Ball Skills Counter Balance With a Partner	Coordination Sending and Receiving Agility Reaction/Response	Agility Ball Chasing Static Balance Floor Work



RE:

Autumn 1	Autumn 2
What does it mean to belong to a faith community? Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people Understand the impact: • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Make connections: • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	What do Christians believe God is like? Make sense of belief: • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father Give clear, simple accounts of what the story means to Christians Understand the impact: • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Make connections: • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make Vocabulary linked to Christianity: Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening

RE:

Spring : DOUBLE UNIT

Who is Jewish and how do they live?

Make sense of belief:

- Recognise the words of the Shema as a Jewish prayer
- Retell simply some stories used in Jewish celebrations (e.g. Chanukah)
- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the impact:

- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make connections:

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.



Vocabulary: Jewish, synagogue, Torah, bimah, Hanukkah, Ark, Judaism, shabbat, Joseph

RE:

Summer 1	Summer 2
Who do Christians say made the world? Make sense of belief: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the World Understand the impact: • Give at least one example of what Christians do to say 'thank you' to God for Creation Make connections: • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.  Vocabulary linked to Christianity: Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel, Holy Spirit, baptism, Christening	How should we care for the world and for others and why does it matter? Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world Understand the impact: • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world Make connections: • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.