



# Stanley Primary School Curriculum map: Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	<b>National Curriculum</b> <b>Vocabulary, Grammar and Punctuation</b> <ul style="list-style-type: none"> <li>Regular <b>plural noun suffixes</b> -s or -es (dog – dogs, wish -wishes).</li> <li><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (helping, helped, helper).</li> <li>How the <b>prefix</b> “un” changes the meaning of <b>verbs</b> and <b>adjectives</b> (unkind, untie).</li> <li>How <b>words</b> can combine to make <b>sentences</b>.</li> <li>Joining <b>words</b> and joining <b>clauses</b> using “and”.</li> <li>Sequencing <b>sentences</b> to form short narratives.</li> <li>Separation of <b>words</b> with spaces</li> <li>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate <b>sentences</b>.</li> <li>Capital letters for names and for the personal <b>pronoun</b> “I”.</li> </ul>					
	<b>National Curriculum</b> <b>Spelling</b> <ul style="list-style-type: none"> <li>Words containing each of the 40+ graphemes already taught.</li> <li>Common exception words.</li> <li>The days of the week.</li> <li>Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound.</li> <li>Add <b>prefixes</b> and <b>suffixes</b>: -s or -es as plural markers for nouns and the third person singular maker for <b>verbs</b>. Using the <b>prefix</b> un-. Using -ing, -ed, -er and -est where no change is needed in the spelling of the root words.</li> <li>Apply simple spelling rules.</li> <li>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> </ul>					
	<b>Cave Baby</b> <ul style="list-style-type: none"> <li>Narrative retellings</li> <li>Labels and captions</li> <li>Informal letters</li> </ul> Traditional Tale: <b>Little Red Riding Hood</b>	<b>The Leaf Thief</b> <ul style="list-style-type: none"> <li>Story sequels</li> <li>Questions</li> <li>Speech bubbles</li> <li>Letters</li> <li>Lists</li> </ul> Poetry: <b>The Christmas Pine</b> <b>Grammarsaurus</b> Place Value of Punctuation and Grammar	<b>Dinosaurs and all That Rubbish</b> <ul style="list-style-type: none"> <li>Pamphlets</li> <li>Letters</li> <li>Setting descriptions</li> <li>Instructions,</li> <li>Narrative retellings</li> <li>Pamphlets,</li> <li>Posters</li> <li>Non-fiction books</li> </ul>	<b>Beegu</b> <ul style="list-style-type: none"> <li>Own version ‘alien’ narratives</li> <li>Descriptions</li> <li>Commands</li> <li>Letters</li> <li>Nonsense-word dictionary,</li> <li>Poems</li> <li>Non-fiction reports</li> </ul> Traditional Tale: <b>The Three Little Pigs</b>	<b>Julian is a Mermaid</b> <ul style="list-style-type: none"> <li>Three-verse poems</li> <li>Instructions,</li> <li>Writing in role, Advertisements</li> </ul> Traditional Tale: <b>Jack and the Beanstalk</b>	<b>Lost &amp; Found</b> <ul style="list-style-type: none"> <li>Own version</li> <li>‘losing/finding’ narratives</li> <li>Character descriptions</li> <li>Retellings,</li> <li>Advice</li> <li>Instructions,</li> <li>Non-chronological reports</li> </ul>
	<b>Fluency, problem solving &amp; Reasoning</b>					
	<b>Maths</b> <ul style="list-style-type: none"> <li>Place value within 10               <ul style="list-style-type: none"> <li>Sort objects</li> <li>Count objects</li> <li>Count objects from a larger group</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction (within 10) – continued.</li> <li>Geometry – shape               <ul style="list-style-type: none"> <li>Recognise and name 3D shapes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place value within 20               <ul style="list-style-type: none"> <li>Count within 20</li> <li>Understand 10</li> <li>Understand 11, 12, 13</li> <li>Understand 14, 15, 16</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Number: Addition and Subtraction (within 20) – continued.</li> <li>Place value within 50               <ul style="list-style-type: none"> <li>Count from 20 to 50</li> <li>20, 30, 40 and 50</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and division               <ul style="list-style-type: none"> <li>Count in 2s</li> <li>Count in 10s</li> <li>Count in 5s</li> <li>Recognise equal groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Place Value (within 100)               <ul style="list-style-type: none"> <li>Count from 50 to 100</li> <li>Tens to 100</li> <li>Partition into tens and ones</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- Represent objects</li> <li>- Recognise numbers as words</li> <li>- Count on from any number</li> <li>- 1 more</li> <li>- Count backwards within 10</li> <li>- 1 less</li> <li>- Compare groups by matching</li> <li>- Fewer, more, same</li> <li>- Less than, greater than, equal to</li> <li>- Compare numbers</li> <li>- Order objects and numbers</li> <li>- The number line</li> <li>• Number: Addition and Subtraction (within 10) <ul style="list-style-type: none"> <li>- Introduce parts and wholes</li> <li>- Part-whole model</li> <li>- Write number sentences</li> <li>- Fact families – addition facts</li> <li>- Number bonds within 10</li> <li>- Systematic number bonds within ten</li> <li>- Number bonds to 10</li> <li>- Addition (add together)</li> <li>- Addition (add more)</li> <li>- Addition problems</li> <li>- Find a part</li> <li>- Subtraction (find a part)</li> <li>- Fact families (8 facts)</li> <li>- Subtraction (how many left?)</li> <li>- Subtraction on a number line</li> <li>- Add or subtract 1 or 2</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Sort 3D shapes</li> <li>- Recognise and name 2D shapes</li> <li>- Sort 2D shapes</li> <li>- Patterns with 2D and 3D shapes</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>- Understand 17, 18, 19</li> <li>- Understand 20</li> <li>- 1 more and 1 less</li> <li>- The number line to 20</li> <li>- Estimate on a number line to 20</li> <li>- Compare numbers to 20</li> <li>- Order numbers to 20</li> <li>• Number: Addition and Subtraction (within 20) <ul style="list-style-type: none"> <li>- Add by counting on within 20</li> <li>- Add ones using number bonds</li> <li>- Find and make number bonds to 20</li> <li>- Doubles</li> <li>- Near doubles</li> <li>- Subtract ones using number bonds</li> <li>- Subtraction (counting back)</li> <li>- Subtraction (find the difference)</li> <li>- Related facts</li> <li>- Missing number problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Count by making groups of tens</li> <li>- Groups of tens and ones.</li> <li>- Partition into tens and ones</li> <li>- The number line to 50</li> <li>- Estimate on a number line to 50</li> <li>- 1 more, 1 less</li> <li>• Measurement – Length and height <ul style="list-style-type: none"> <li>- Compare lengths and heights</li> <li>- Measure length using objects</li> <li>- Measure length in centimetres</li> </ul> </li> <li>• Measurement – Mass and volume <ul style="list-style-type: none"> <li>- Heavier and lighter</li> <li>- Measure mass</li> <li>- Compare mass</li> <li>- Full and empty</li> <li>- Compare volume</li> <li>- Measure capacity</li> <li>- Compare capacity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Add equal groups</li> <li>- Make arrays</li> <li>- Make doubles</li> <li>- Make equal groups (grouping)</li> <li>- Make equal groups (sharing)</li> <li>• Fractions <ul style="list-style-type: none"> <li>- Recognise a half of an object or a shape</li> <li>- Find a half of an object or a shape</li> <li>- Recognise a half of a quantity</li> <li>- Find a half of a quantity</li> <li>- Recognise a quarter of an object or a shape</li> <li>- Find a quarter of an object or a shape</li> <li>- Recognise a quarter of a quantity</li> <li>- Find a quarter of a quantity</li> </ul> </li> <li>• Geometry – Position and direction <ul style="list-style-type: none"> <li>- Describe turns</li> <li>- Describe position (left and right)</li> <li>- Describe position (forwards and backwards)</li> <li>- Describe position (above and below)</li> <li>- Ordinal numbers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- The number line to 100</li> <li>- 1 more, 1 less</li> <li>- Compare numbers with the same number of tens</li> <li>- Compare any two numbers</li> <li>• Measurement – money <ul style="list-style-type: none"> <li>- Unitising</li> <li>- Recognise coins</li> <li>- Recognise notes</li> <li>- Count in coins</li> </ul> </li> <li>• Measurement – time <ul style="list-style-type: none"> <li>- Before and after</li> <li>- Days of the week</li> <li>- Months of the year</li> <li>- Hours, minutes and seconds</li> <li>- Tell the time to the hour</li> <li>- Tell the time to the half hour</li> </ul> </li> <li>• Consolidation</li> </ul>
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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<b>Working Scientifically.</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>ask simple questions and recognising that they can be answered in different ways               <ul style="list-style-type: none"> <li>observe closely, using simple equipment                   <ul style="list-style-type: none"> <li>perform simple tests</li> <li>identify and classifying</li> </ul> </li> </ul> </li> <li>use their observations and ideas to suggest answers to questions               <ul style="list-style-type: none"> <li>gather and record data to help in answering questions</li> </ul> </li> </ul>					
	<b>Seasonal Changes (revisited at the beginning of each half term)</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>reflect on their own experiences about the different seasons</li> <li>learn about the four seasons and the weather associated with each. explore how seasonal changes affect trees, daylight hours and our choices about outfits.</li> <li>plan and carry out their own weather reports, thinking about the knowledge required for this job.</li> </ul>	<b>Materials</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>identify the difference between objects and materials.</li> <li>explore their surroundings to find examples of each.</li> <li>work scientifically by planning tests, making observations and recording data.</li> <li>use results to answer questions and sort and group materials by their properties.</li> </ul>	<b>Animals, including Humans – Sensitive Bodies</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Familiarise themselves with the basic parts of the human body,</li> <li>investigate their senses through stimulating experiences that highlight how we interact with the world around us.</li> <li>develop an understanding of the importance of our senses and how science can support those who have lost sensory function.</li> </ul>	<b>Animals, including Humans – Comparing Animals</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>study both local and global animals</li> <li>recognise common features and use this information to make comparisons and begin to classify animals.</li> <li>collect data by surveying class pets, to then explore ways in which this information can be recorded.</li> <li>develop their understanding of classification by comparing the dietary habits of different animals and use their knowledge and imaginations to take on the role of a zookeeper.</li> </ul>	<b>Plants</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>identify the key features of a plant</li> <li>describe important structures and make comparisons between different plants.</li> <li>use investigative skills to record the growth of a plant over time and begin to reflect on factors that will affect its development.</li> <li>begin to explore how plants are used by humans and grow their own herb garden.</li> </ul>	<b>Making Connections</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Bring together their learning from multiple Science units, helping them to make connections between the key concepts and skills.</li> </ul>
History		<b>Lives of Significant Individuals: Guy Fawkes and The Gun Powder Plot</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn about events beyond living memory that are significant nationally</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>Communicate their knowledge and understanding through</li> </ul>	<b>Changes within Living Memory: Toys from The Past and Present</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>recognise the difference between past and present in their own and other's lives.</li> <li>sequence artefacts relating to distinctly different periods of time.</li> <li>develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>ask and answer questions, about the past.</li> <li>Sort artefacts from the past and present.</li> <li>Communicate their knowledge and understanding through</li> </ul>		<b>Events Beyond Living Memory: The Great Fire of London</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>Describe historical events.</li> <li>Show an understanding of Britain and its history.</li> <li>Use dates where appropriate.</li> <li>Communicate their knowledge and understanding through discussions, drawings, drama and role play, models, writing and computing.</li> </ul>	

		discussions, drawings, drama and role play, writing and computing.	discussions, drawings, writing and computing.			
		<b>Whole School History Day - Remembrance</b>				
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Geography	<b>Local Area</b> <ul style="list-style-type: none"> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <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>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>			<b>The United Kingdom</b> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four</li> <li>countries and capital cities of the United Kingdom and its</li> <li>surrounding seas</li> <li>use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>		<b>Weather and Climate</b> <ul style="list-style-type: none"> <li>Order the months of the year and recognise the seasons</li> <li>Spot the differences between the seasons</li> <li>Find clues to decide which season we are in</li> <li>Identify the types of clothing worn in different weather</li> <li>Identify the types of weather that we have in the United Kingdom and record the daily weather in our area</li> <li>Review our weather diary and reflect on the impact that the weather has on our activities</li> <li>Explore how the weather affects different jobs</li> </ul>
<b>Online Safety</b> Children will explore the following strands over the course of the year: Self-image and identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, well-being and lifestyle, Privacy and security, Copywrite and ownership						
Computing	<b>Computing Systems &amp; Networks – Technology Around Us</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Identify technology &amp; name the main parts of a computer.</li> <li>Learn to use a mouse in different ways.</li> <li>Use a keyboard to type &amp; edit text.</li> </ul>	<b>Creating Media – Digital Painting</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Describe what different freehand tools do.</li> <li>Use the shape and line tool.</li> <li>Make careful choices when making a digital picture, explaining why they chose certain tools.</li> <li>Compare painting a picture on a computer and on paper.</li> </ul>	<b>Programming A – Moving a Robot</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Explain what a given command will do.</li> <li>Combine up to four commands to make a sequence</li> <li>Plan to make a simple program</li> <li>Find more than one solution to a problem.</li> </ul>	<b>Data &amp; Information – Grouping Data</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Label objects</li> <li>Identify that objects can be counted</li> <li>Describe objects in different ways</li> <li>Count objects with the same properties.</li> <li>Compare groups of objects.</li> <li>Answer questions about groups of objects.</li> </ul>	<b>Creating Media – Digital Writing</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Use a computer to write</li> <li>Add and remove text on a computer</li> <li>Identify that the look of text can be changed on a computer</li> <li>Make careful choices when altering text, explaining why they chose certain tools.</li> <li>Compare writing on a computer with writing on paper.</li> </ul>	<b>Programming B – Programming Animations</b>  <i>Children will:</i> <ul style="list-style-type: none"> <li>Choose a command for a given purpose.</li> <li>Show that a series of commands can be joined together.</li> <li>Identify the effect of changing value</li> <li>Explain that each sprite has its own instructions.</li> </ul>

	<ul style="list-style-type: none"> <li>Create rules for using technology safely.</li> </ul>					<ul style="list-style-type: none"> <li>Design the parts of a project</li> <li>Use their algorithm to create a program</li> </ul>
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	<p><b>Spirals</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>That drawing is a physical and emotional activity. That when we draw, we can move our whole body.</li> <li>That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move.</li> <li>That we can draw from observation or imagination.</li> <li>That we can use colour to help our drawings engage others.</li> </ul>		<p><b>Exploring Watercolour</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>That watercolour paint has special characteristics.</li> <li>That we can use the element of surprise and accident to help us create art.</li> <li>That we can develop our painting by reflecting upon what we see, and adding new lines and shapes to help develop imagery.</li> </ul>		<p><b>Making Birds</b></p> <p><b>Key Concepts</b></p> <ul style="list-style-type: none"> <li>That there is a relationship between drawing &amp; making – we can transform 2d to 3d.</li> <li>That we can use observational drawing and experimental mark-making together to make art.</li> <li>That we can work from similar stimulus or starting point but end up with very different individual results.</li> <li>That the individual results can then be brought together to make a whole artwork.</li> </ul>	
DT		<p><b>Moving Pictures</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional and appealing products, based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing and mock-ups.</li> <li>select materials based on its properties from a limited range.</li> <li>use scissors safely to cut paper and card.</li> <li>explore levers and sliders to create a product.</li> <li>name the tools that they are using.</li> <li>demonstrate a range of cutting and shaping techniques such as tearing, folding and curling.</li> <li>assemble, join and combine materials using glue and paper fasteners.</li> <li>explore existing products and investigate how they have been made.</li> <li>talk about their design and identify good and bad points.</li> </ul>		<p><b>Structures</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>design purposeful, functional and appealing products, based on design criteria.</li> <li>generate, develop, model and communicate their ideas through talking, drawing and mock-ups.</li> <li>select materials based on its properties from a limited range.</li> <li>use scissors safely to cut paper and card.</li> <li>name the tools that they are using.</li> <li>demonstrate a range of cutting and shaping techniques such as tearing, folding and curling.</li> <li>assemble, join and combine materials using glue and paper fasteners.</li> <li>explore existing products and investigate how they have been made.</li> <li>talk about their design and identify good and bad points.</li> </ul>		<p><b>Cooking &amp; Nutrition</b></p> <p><i>Children will:</i></p> <ul style="list-style-type: none"> <li>design appealing products, based on design criteria.</li> <li>group familiar food products into some of the main 5 groups eg carbohydrates, protein (meat), fruits and vegetables.</li> <li>cut, peel, grate and chop a range of ingredients safely and hygienically, with adult support.</li> <li>measure or weigh using measuring cups or electronic scales.</li> <li>follow rules for hygiene and safety.</li> <li>talk about their design and identify good and bad points.</li> </ul>

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R.E	<b>Christianity (God)</b> Why do Christians say that God is a 'Father'? <i>Children will:</i> <ul style="list-style-type: none"> <li>explore the Christian belief that God is like a good father.</li> <li>think about how and why Christians might want to talk to God.</li> <li>Look at words, rituals and items used in Christian prayer and suggest why these might be done or used.</li> <li>Consider why love might be important to families and the roles people have within a family.</li> <li>Think about their own role within the family and how they can support their family.</li> </ul>	<b>Christianity (Jesus)</b> Why is Jesus special to Christians? <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn why Christians believe that Jesus was a special baby and a sign of God's love for humanity.</li> <li>Be able to recall a simple version of the nativity story.</li> <li>Be able to suggest why Christmas is special for Christians, identifying it as a religious festival.</li> <li>Look at how religious beliefs in practices.</li> <li>Learn why Christian communities often put on nativity plays at Christmas.</li> <li>Explain why babies are special and how we can give babies love and care.</li> <li>Consider why we should help others who cannot take care of themselves.</li> </ul>	<b>Islam</b> How might beliefs about creation affect the way people treat the world? <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn that Muslims believe in one God (Allah) and that he created the world.</li> <li>Suggest how Muslims might show respect for God by caring for the natural world.</li> <li>Understand that Islam teaches that humans have a special role to be caretakers of the planet.</li> <li>Think about how we should treat the environment and why this is important.</li> <li>Explain what differences they can make in caring for our planet.</li> </ul>	<b>Judaism</b> Why might some people put their trust in God? <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn that Jewish people believe that they can put their trust in God.</li> <li>Explore how people such as Noah and Abraham and put their trust in God.</li> <li>Learn about the festival of Sukkot and how this is a time when Jews thank God for looking after them.</li> <li>Think about how celebrations might be a way to remind people of important events and beliefs.</li> <li>Think about why people make promises and then consider what types of promises we might make.</li> <li>Explain what is trust and what makes people trustworthy.</li> </ul>	<b>Hindu Dharma</b> What do Hindus believe about God? <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn that Hinduism teaches that there is one God who is shown in many forms.</li> <li>Explore the Hindu idea that God is present in all living things.</li> <li>Investigate the use of murtis in Hindu worship.</li> <li>Explore how symbolism, imagery and stories are used to teach beliefs about the deities.</li> <li>Explore the different roles people have and consider why people may seem different in different situations.</li> <li>Investigate the different symbols people might use to show their identity.</li> <li>Discuss and think about the different roles they have and how they express their own identity.</li> </ul>	<b>Christianity (Church)</b> How might some people show that they 'belong' to God? <i>Children will:</i> <ul style="list-style-type: none"> <li>Learn about the Christian belief that the church community is like a family.</li> <li>Think about why it might be important to welcome new members into the Church family</li> <li>Investigate features of a baptism service, including any symbolic aspects</li> <li>Discuss what we mean by family and why it is important to have a sense of belonging.</li> <li>Think about where they belong and what effects their identity.</li> </ul>
Music	<ul style="list-style-type: none"> <li><b>Hey You! From Charanga</b> <ul style="list-style-type: none"> <li>Children sing, rap and play instruments whilst exploring HipHop music.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Christmas songs.</b> <ul style="list-style-type: none"> <li>Children learn to sing simple Christmas Songs in preparation for a performance.</li> <li>They develop their understanding of pitch through the use of the parachute and chime bars.</li> <li>Progression snapshot 1 Rain is Falling Down</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In The Groove from Charanga               <ul style="list-style-type: none"> <li>Children explore a wide range of music styles whilst singing and playing percussion instruments.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Round and Round from Charanga               <ul style="list-style-type: none"> <li>Children explore Bossa Nova music whilst exploring the dimensions of music.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Glockenspiel Stage 1 from Charanga</b> <ul style="list-style-type: none"> <li>Children begin reading music through learning to play the glockenspiel.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Musitrax Sing 1               <ul style="list-style-type: none"> <li>So Mi</li> <li>La So Mi</li> <li>Children learn to sing simple songs using so-mi and to play the melodies on chime bars.</li> </ul> </li> </ul>
P.E	<b>FMS – Underarm throw</b> <i>Children will learn to:</i> <ul style="list-style-type: none"> <li>Demonstrate an overarm throw with some accuracy at different targets.</li> <li>Show a side gallop.</li> <li>Demonstrate simple tactics in a game.</li> </ul>	<b>Gymnastics (1)</b> <i>Children will learn to:</i> <ul style="list-style-type: none"> <li>explore and demonstrate different travelling actions with a roll (pencil &amp; egg)</li> <li>demonstrate jumping from two feet to two feet.</li> </ul>	<b>Gymnastics (2)</b> <i>Children will learn to:</i> <ul style="list-style-type: none"> <li>Create sequences that include a travel, jumps, rolling actions and balances on large and small body parts.</li> </ul>	<b>FMS – Catching &amp; Bouncing a Ball</b> <i>Children will learn to:</i> <ul style="list-style-type: none"> <li>Catching and bouncing a ball with some accuracy</li> <li>Show a simple tactic in a game.</li> <li>Apply a simple tactic in a game.</li> </ul>	<b>Athletics</b> <i>Children will learn to:</i> <ul style="list-style-type: none"> <li>Show a hopping skill with rhythm</li> <li>demonstrate rolling a ball with some accuracy and control.</li> </ul>	<b>Lost &amp; Found</b> <i>Children will:</i> <ul style="list-style-type: none"> <li>demonstrate &amp; develop the skill of underarm, overarm throwing, hopping and skipping.</li> <li>demonstrate &amp; develop the skill of catching and</li> </ul>

	<p><b>Supertato</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• show an egg and pencil roll with some co-ordination.</li> <li>• demonstrate jumping off a bench and landing on two feet.</li> <li>• demonstrate rolling a ball through a target with some accuracy and control.</li> </ul>	<ul style="list-style-type: none"> <li>• Create and develop a simple sequence to include a travel, jump, shape and roll both on the floor and on apparatus.</li> </ul> <p><b>FMS – Zog</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• Show the skill of running and changing direction quickly.</li> <li>• Demonstrate the skill of jumping as far as possible whilst landing with safely and with control.</li> <li>• Demonstrate the skill of hopping.</li> </ul>	<ul style="list-style-type: none"> <li>• Show the skills of combining travelling, rolling, balancing and jumping into a sequence using apparatus.</li> </ul> <p><b>Dance – Toy Story</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• Link movements to show different characters of toys.</li> <li>• Link travel, turn and stillness within a sequence depicting a different mood.</li> <li>• To work as a group to create a sequence.</li> </ul>	<p><b>FMS – Rolling a ball</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• Rolling a ball with some accuracy.</li> <li>• Rolling different equipment with some accuracy.</li> <li>• Roll equipment in different ways with some accuracy.</li> <li>• Demonstrate a simple tactic within a rolling game.</li> <li>• Show two simple tactics in a game.</li> </ul>	<ul style="list-style-type: none"> <li>• running and changing direction quickly.</li> <li>• Show good posture whilst running quickly.</li> <li>• Complete a running and jumping course.</li> </ul> <p><b>Dance – Fire, Fire</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• Experiment with travelling dances, whilst creating their own movements.</li> <li>• Learn and perform as a group a dance performing movements in the correct order.</li> <li>• Create ways to move around obstacles.</li> <li>• Develop their stillness and balancing skills.</li> </ul> <p>Tell a story through movement using expression.</p>	<p>bouncing a ball, kicking and rolling a ball, running and jumping.</p> <p><b>FMS – Kicking</b> <i>Children will learn to:</i></p> <ul style="list-style-type: none"> <li>• Explore different ways of kicking a ball</li> <li>• To kick a ball with increased accuracy</li> <li>• To receive a kick with control</li> <li>• To intercept a ball</li> <li>• To explore kicking with a variety of equipment</li> <li>• To choose skills effectively for a game</li> </ul>
PSHE	<p><b>Our World: Growing in Our World</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand the needs of a baby.</li> <li>• Be able to recognise what you can do for yourself now that you are older.</li> <li>• Be able to describe the common features of a family life.</li> <li>• Recognise the ways in which their family is special and unique.</li> </ul>	<p><b>Keeping Safe: Road Safety</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand why it is important to stay safe when crossing the road.</li> <li>• Be able to recognise a range of safe places to cross the road.</li> <li>• Understand the differences between safe and risky choices</li> <li>• learn different ways to help them keep safe.</li> </ul>	<p><b>Computer Safety: Online Bullying</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand how online activity can affect others.</li> <li>• Be able to identify the positive and negatives of using technology.</li> <li>• Know who and how to ask for help.</li> <li>• Be able to recognise kind and unkind comments.</li> </ul>	<p><b>Keeping / Staying Healthy: Washing Hands</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand why we need to wash our hands.</li> <li>• Know how germs spread and how they affect our health.</li> <li>• Be able to practise washing their hands.</li> <li>• Know the differences between healthy and unhealthy choices.</li> </ul>	<p><b>Relationships: Friendships</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand how to be a good friend.</li> <li>• Be able to recognise kind and thoughtful behaviours</li> <li>• Understand the importance of caring about other people's feelings.</li> <li>• Be able to see a situation from another person's point of view.</li> </ul> <p><b>Feelings and Emotions: Jealousy</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Be able to recognise emotions and their physical effects.</li> <li>• Know the difference between pleasant and unpleasant emotions.</li> <li>• Learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>• Understand that feelings can be communicated with and without words.</li> </ul>	<p><b>Being Responsible: Water Spillage</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Know how they can help people around them.</li> <li>• Understand the types of things they are responsible for.</li> <li>• Know and understand the importance of preventing accidents.</li> <li>• Be able to recognise the differences between being responsible and irresponsible.</li> </ul> <p><b>Fire Safety: Hoax Calling</b> <i>Children will:</i></p> <ul style="list-style-type: none"> <li>• Understand the importance of being responsible and how our actions/choices can affect others.</li> <li>• Know what a 'hoax call' is and why it can be risky.</li> <li>• Understand why our emergency services are an important part of our community.</li> <li>• Be able to show their knowledge of fire safety to others.</li> </ul>

