



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Seasons and landscapes	Winter Wonderland	Relationships	Superheroes	Ooh, la la!	Save The World!
<b>English</b> Power of Reading	<b>POR – ‘The Snail and The Whale’ by Julia Donaldson</b>  Labels, lists, speech bubbles and captions Basic plot Sequencing events Separating words with spaces Descriptive words Story writing  <b>SPAG</b> Letters of the alphabet Capital letters and full stops Sounds at the end of words	<b>POR - Leaf</b>  Drama Storyboards – retelling the story in the correct order Descriptive words and phrases. Creative writing Description  <b>SPAG</b> Singular and plural Naming words (nouns) Action words (verbs)	<b>POR – ‘The Lonely Beast’</b>  Descriptive writing Newspaper reports Drama and interviewing Storyboard – retelling the story in the correct order  <b>SPAG</b> What is a sentence? Suffixes (ing, ed, er) Prefix (un) Adjectives and adding ‘er’ and ‘est’	<b>POR – ‘Traction Man’</b>  Letter writing Drama and role play Story-mapping Comic strips  <b>SPAG</b> Using ‘and’ as a joining word Capital letters and full stops Question marks Exclamation marks	<b>POR – ‘Claude in the City’</b>  Leaflets Poetry – list poems Story-mapping Writing a postcard in role  <b>SPAG</b> Finger spaces Words ending in ‘Y’ Ai and oa sounds Oi and ow sounds Ee and oo sounds	<b>POR – ‘One Day On Our Blue Planet’</b>  Descriptive language – action description Free verse poetry Alternative story – creating a book Explanation diagram  <b>SPAG</b> Long ‘i’ and ‘er’ sounds Air and or sounds Ph and wh Compound words Common exception words
<b>Mathematics</b>	<b>Number, place value and rounding</b> Count to and across 100, forwards and backwards. Read and write numbers to 100. Identify one more and one less Represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less_than (fewer), most, least	<b>Geometry: properties of shapes</b> Recognise and name common 2-D and 3-D shapes.  <b>Geometry: position and direction</b> Describe position, direction and movement.  <b>Number and place value</b>	<b>Number and place value</b> Revisit term 1 teaching.  <b>Measurement</b> Recognise and know the value of different denominations of coins and notes.  <b>Addition and Subtraction</b> Solve, represent and record addition and subtraction problems,	<b>Fractions</b> Recognise, find and name a half and a quarter. Count by reciting numbers in twos and tens from different multiples.  Odd and even numbers.  <b>Measurement</b> Using and comparing different types of quantities and	<b>Geometry: properties of shapes</b> Revisit and extend term 2 learning  <b>Geometry: position and direction</b> Revisit and extend term 2 learning  <b>Addition and subtraction</b> Read, write and interpret mathematical statements involving addition (+), subtraction	<b>Fractions</b> Revisit previous learning  <b>Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.  <b>Addition and</b>



	<p><b>Addition and subtraction</b> Represent and use number bonds and related subtraction facts to 20. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as such as <math>7 = \square - 9</math></p> <p><b>Measurement</b> Sequence events in chronological order. Compare, describe and solve practical problems for: - lengths and heights - mass or weight - capacity / volume Recognise and use language relating to dates, including days, weeks, months and years.</p>	<p>The effect of adding or subtracting zero. Discuss and solve problems in familiar practical contexts, including using quantities and language of addition and subtraction.</p>	<p>appropriately choosing and using their number facts and counting (using numbers up to 20).</p> <p><b>Multiplication and division</b> Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher</p>	<p>measures using non-standard units to using standard units</p> <p>Recognising and adding coins</p>	<p>(-) and equals (=) signs. Represent and use number bonds and related subtraction facts. Add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p><b>Number and place value</b> Revisit previous learning. Count, read and write numbers to 100 in numerals. Count in multiples of twos, fives and tens.</p> <p><b>Measurement</b> Tell the time to the hour and half past and draw the hands on a clock face to show these times.</p> <p><b>Addition and Subtraction</b> Pupils solve, represent and record addition and subtraction problems, appropriately choosing and using their number facts and counting.</p>	<p><b>subtraction</b> Revisit previous leaning and extend Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p><b>Measurement - money</b> Recognise and know the value of different denominations of coins and notes</p>
<p><b>Science</b></p>	<p><b>Seasons- throughout the year.</b> Physical properties of everyday materials. Observe changes over four seasons.</p>	<p><b>Materials</b> Identify, describe and compare everyday materials. Distinguish between an object and its</p>	<p><b>Animals and lifecycles</b> The lifecycle of a chicken The lifecycle of a frog Identify name, draw</p>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants. Describe basic</p>	<p><b>Animals</b> Food chains Identify and name a variety of common animals. Group animals according to what they eat and use terms carnivore, herbivore and omnivore.</p>	



	<p><b>Observe and describe weather.</b> Observe how day length varies.</p> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment. Perform simple tasks. Identify and classify. Use observations to suggest answers to questions. Gather and record simple data</p> <p><u>Vocabulary</u> Season – summer, winter, autumn, spring, day, daytime. Weather – wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold.</p>	<p>material. Describe simple physical properties of everyday materials. Compare and group everyday materials.</p> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment. Perform simple tasks. Identify and classify. Use observations to suggest answers to questions. Gather and record simple data.</p> <p><u>Vocabulary</u> Material – hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent.</p>	<p>and label basic parts of human body. Recognise senses.</p> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment. Perform simple tasks. Identify and classify. Use observations to suggest answers to questions. Gather and record simple data.</p> <p><u>Vocabulary</u> Senses – tongue/taste, nose/smell, eyes/vision, skin/touch, ears/hearing. Head, leg, eyes, neck, knees, hair, arms, face, mouth, elbows, ears, teeth. Reproduce, egg, chick, chicken, frogspawn, tadpole, frog.</p>	<p><b>structure of a variety of common flowering plants.</b></p> <p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment. Perform simple tasks. Identify and classify. Use observations to suggest answers to questions. Gather and record simple data.</p> <p><u>Vocabulary</u> Common – wild plants, garden plants, deciduous, evergreen. Plant – leaf, root, leaves, bud, flowers, blossom, petals, root, stem.</p>	<p><u>Skills</u> Ask simple questions and recognise that they can be answered in different ways. Use simple equipment. Perform simple tasks. Identify and classify. Use observations to suggest answers to questions. Gather and record simple data.</p> <p><u>Vocabulary</u> Offspring – grow, adults. Survival – water, food, air, exercise, hygiene, nutrition. Common animals – fish, amphibians, reptiles, birds, mammals, pets. Omnivores, carnivores, herbivores.</p>
<p><b>History</b></p>		<p><b>Why do we remember the fifth of November?</b> -Setting the scene -When, how and why</p>	<p><b>What was life like when our Grandparents were children?</b> -Setting the scene -Has childhood always</p>	<p><b>Who are our local heroes?</b> -Setting the scene -Who are our local heroes? -What can pictures</p>	



		<p>do we celebrate Bonfire Night?                      -What was the Gunpowder plot?                      -Why did Guy Fawkes want to kill King James 1?                      -Was Guy Fawkes a hero or a villain?                      -Why do we still celebrate fifth of November?</p> <p><u>Skills</u>                      Place known events and objects in chronological order.                      Use common words/phrases relating to the passing of time.                      Find answers to simple questions from simple sources of information.                      Ask and answer relevant basic questions about the past.                      Relate his/her own account of an event and understand that other versions may be different.                      Talk, draw or write about aspects of the past.                      Understand key features of events.</p> <p><u>Vocabulary</u></p>	<p>been the same                      -Was Granddad’s bedroom like mine?                      -How cool was Granny’s school?                      -Did Granddad have an X-Box?                      -How did Granny spend her pocket money?                      Here are our digital scrap books.</p> <p><u>Skills</u>                      Use common words/phrases relating to the passing of time.                      Find answers to simple questions from simple sources of information.                      Ask and answer relevant basic questions about the past.                      Talk, draw or write about aspects of the past.                      Sequence events and recount changes within living memory.                      Describe some simple similarities and differences between artefacts.                      Sort artefacts from then and now.</p> <p><u>Vocabulary</u>                      Same, different, change, artefacts, living memory, then,</p>	<p>tell us about our local heroes?                      -What can artefacts tell us about our local heroes?                      What can documents tell us about our local heroes?                      -What can a visit tell us about our local heroes?                      Meet or local heroes.</p> <p><u>Skills</u>                      Find answers to simple questions from simple sources of information.                      Ask and answer relevant basic questions about the past.                      Talk, draw or write about aspects of the past.                      Sequence events and recount changes within living memory.                      Describe some simple similarities and differences between artefacts.                      Sort artefacts from then and now.</p> <p><u>Vocabulary</u>                      Same, different, change, artefacts, living memory, then now, sources of</p>		
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		Yesterday, today, Tomorrow, long ago, then, now, before I was born, after I was born, event, sources of information, Parliament, rebellion	now, sources of information, before my grandparents, after my grandparents	information		
<b>Geography</b>	<p><b>What are our seasons</b></p> <ul style="list-style-type: none"> <li>-Can we observe the weather?</li> <li>-What have we observed about the weather?</li> <li>-Why does the weather change?</li> <li>-What are the seasons?</li> <li>-What can we find out about the weather in different parts of the country?</li> </ul> <p><u>Skills</u> Make simple pictorial maps and plans. Describe seasonal weather changes. Name, describe and compare familiar places.</p> <p><u>Vocabulary:</u> Seasons: Spring, Summer, Autumn, Winter. Weather. Familiar. Country North, South, East, West.</p>				<p><b>What's it like where we live?</b></p> <ul style="list-style-type: none"> <li>-Places we go</li> <li>-What's near and what's far?</li> <li>-I can read a plan.</li> <li>-I can read a map?</li> <li>-Where's our nearest green space?</li> </ul> <p><u>Skills</u> Make simple pictorial maps and plans. Name, describe and compare familiar places. Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple pictorial maps of the local area. Use locational and directional language e.g. near/far, left/right. Understand how some places are linked to other places e.g. roads, trains etc.</p>	<p><b>Where does my food come from?</b></p> <ul style="list-style-type: none"> <li>- What can we buy in our high street?</li> <li>-How does our food get into the shops?</li> <li>- What plants does old MacDonald grow on his farm?</li> <li>-What animals does Old MacDonald rear on his farm?</li> <li>-Can we create a Great British Picnic?</li> </ul> <p><u>Skills</u> Make simple pictorial maps and plans. Name, describe and compare familiar places. Use locational and directional language e.g. near/far, left/right. Understand how some places are linked to other places e.g. roads, trains etc.</p> <p><u>Vocabulary:</u> Map Location</p>



					<p>Name, describe and compare familiar places. Link homes with other places in the community. Know about changes that are happening in school and suggest own improvements to school environment.</p> <p><u>Vocabulary:</u> Link: road, trains. Near, far, left, right. Features. Location. Compare. Environment.</p>	<p>Familiar. Local Near Far.</p>
Art/DT	<p><b>Art</b> <b>Andy Goldsworthy</b> To sort items by material and colour. To use a variety of materials to create paths and walls. To select materials and make spirals or circles. To manipulate materials when creating sculptures. To use reflections in art work.</p> <p><u>Skills</u> Use artwork to record ideas, observations and experiences. Experiment with different materials. Explain what he/she likes</p>	<p><b>Art</b> <b>Colour Creations</b> To be able to identify colours and the objects that are associated with them. To be able to identify primary colours. To be able to mix primary colours to create secondary colours. To be able to create light and dark shades of colour. To be able to produce art based on the work of Kandinsky.</p> <p><u>Skills</u></p>	<p><b>Art</b> <b>Paper Art</b> To explore different types of paper used in art. To be able to use paper to create a collage. To be able to work with tissue paper to create a piece of artwork. To be able to use paper to create beads. To be able to use papier mâché to create a sculpture. To be able to create sculptures from paper.</p> <p><u>Skills</u> Use artwork to record</p>	<p><b>DT</b> <b>Moving Pictures –</b> sliding mechanisms, making movies, levers and pivots.</p> <p><u>Skills</u> Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Select from and use a range of simple tools to perform practical tasks e.g. cutting. Ask simple questions about existing products and those</p>	<p><b>DT</b> <b>Homes – shapes and features, designing houses and making houses.</b></p> <p><u>Skills</u> Create simple designs for a product. Use pictures and words to describe what he/she wants to do. Select from and use a range of simple tools to perform practical tasks e.g. cutting. Ask simple questions about existing products and those that he/she made. Build structures,</p>	<p><b>DT</b> <b>Eat More Fruit and Veg – prepare fruit and vegetables using senses.</b></p> <p><u>Skills</u> Talk about what he/she eats and begin to discuss healthy foods. Say where some foods come from and give examples of how it is grown. Use simple tools to help prepare food safely.</p> <p><u>Vocabulary</u> Fruit Vegetables Senses Touching</p>



# Curriculum Map – Year 1

	<p>about the work of others. Use a variety of tools e.g. pencils, crayons etc., to represent objects in lines. Explore mark making using a variety of tools. Make structures by joining simple objects together. Cut, glue and trim material. Sort, cut and shape fabrics.</p> <p><u>Vocabulary</u> Line: Thick, thin, soft, broad, narrow, fine, pattern, line, shape, detail, bold, wavy, straight, Texture: smooth, rough, wrinkly, bumpy, Colour/pattern: tone, soft, hard, shiny, tone, light/dark, pale, deep Shape: oval, long, curvy, bright Materials, clay, natural, tools, rolling, kneading, safety, tools, experiment, properties, paint, create, experiment, constructing, joining, natural</p>	<p>Use artwork to record ideas, observations and experiences. Experiment with different materials. Explain what he/she likes about the work of others. Use a variety of tools e.g. pencils, crayons etc., to represent objects in lines. Explore mark making using a variety of tools. Make marks in print and use these to create repeating patterns.</p> <p><u>Vocabulary</u> Brush, size and types, scale, Colour; mixing, primary colours, primary shades, tones, techniques, layering,</p>	<p>ideas, observations and experiences. Experiment with different materials. Explain what he/she likes about the work of others. Make structures by joining simple objects together. Cut, glue and trim material. Know the names of tools and techniques that he/she uses.</p> <p><u>Vocabulary</u> Create, variety, images, media, materials, fabric, crepe paper, magazines, sort, group, different purposes, colour, textures, fold, crumple, tear, overlap edges</p>	<p>that he/she made. Build structures, explaining how they can be made stronger, stiffer and more stable. Use wheels and axles in a product.</p> <p><u>Vocabulary</u> Design Cutting Product Stronger Stiffer Stable Suitable Structure Lever Level Moving Evaluate</p>	<p>explaining how they can be made stronger, stiffer and more stable.</p> <p><u>Vocabulary</u> Plan Design Make Build Shapes Features House Home Evaluate</p>	<p>Smelling Tasting Looking Healthy Discussion Prepare Cut Dissect Evaluate</p>
<p><b>Music</b></p>	<p><b>Seasons</b> Develop their vocabulary and understanding of pitch movement through singing, tuned percussion and listening games. Weather Use voices, movement</p>		<p><b>Ourselves</b> Explore ways of using voices expressively. Develop skills of singing while performing actions and create an expressive story.</p>		<p><b>Our Bodies</b> Respond with bodies to steady beat and rhythm in music. Experience combining rhythm patterns with steady beat using body percussion.</p>	



	<p>and instruments to explore different ways that music can be used to describe the weather.</p> <p><u>Skills</u> Listen to music with sustained concentration. Use some simple musical language. Recognise different musical instruments. Discuss feelings and emotions linked to different pieces of music. Listen to, copy and repeat a simple rhythm or melody. Understand that pitch is how low or high sounds are.</p> <p><u>Music Vocabulary:</u> Listen Musical words and phrases Instruments Expressive language Copy a repeat Sing musically</p>		<p><b>Water</b> Use voices, movement and instruments to explore changes in pitch. Develop a performance with different pitch shapes and tuned percussion.</p> <p><u>Skills</u> Listen to music with sustained concentration. Find the pulse whilst listening to music and using movement. Use some simple musical language. Recognise different musical instruments. Discuss feelings and emotions linked to different pieces of music. Listen to, copy and repeat a simple rhythm or melody. Understand that pitch is how low or high sounds are. Learn and perform chant, rhythm raps and songs. Follow a conductor. Sing songs musically.</p> <p><u>Vocabulary:</u> Pulse Listen Musical words and phrases</p>		<p><b>Travel</b> Develop performance skills and learn songs about travel and transport from around the world.</p> <p><u>Skills</u> Listen to music with sustained concentration. Find the pulse whilst listening to music and using movement. Use some simple musical language. Recognise different musical instruments. Discuss feelings and emotions linked to different pieces of music. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Listen to, copy and repeat a simple rhythm or melody. Understand that pitch is how low or high sounds are. Understand that tempo is how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Learn and perform chant, rhythm raps and</p>	
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# Curriculum Map – Year 1

			<p>Instruments Musical language: Rhythm Melody Pitch Tempo Dynamics Perform, project Sing musically</p>		<p>songs. Follow a conductor. Sing songs musically.</p> <p><u>Vocabulary:</u> Pulse Listen Musical words and phrases Musical language: Rhythm Melody Pitch Tempo Dynamics Perform, project Warming up Conductor</p>	
<p><b>RE</b></p>	<p><b>Does God want Christians to look after the world?</b> The Creation Story. 1- How does it feel to create? 2 and 3- Sequence creation story. 4- God would want us to look after his creation. 5- How will we now treat the world?</p> <p><u>Skills</u> <u>AT1</u> I can remember the Christian Creation story and talk about it. I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p>	<p><b>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</b> 1- Special gifts. 2 and 3- Christmas story. 4- Announcing the arrival of the baby. 5- Circle time – place gifts for Jesus under tree.</p> <p><u>Skills</u> <u>AT1</u> I can remember some of the Christmas story. I can remember the Christmas story,</p>		<p><b>Is Shabbat important to Jewish children?</b> 1- Which days are special to us? 2 and 3- A day in the life of a Jewish child. What happens at Shabbat? 4- Why do Jewish children celebrate it? 5- Special class meal</p> <p><u>Skills</u> <u>AT1</u> I can use the right names for things that are special to Jewish people during Shabbat. I can talk about some of the things that</p>		<p><b>Does celebrating Chanukah make Jewish children feel closer to God?</b> 1- What is a celebration? – cards 2 and 3- What is Chanukah? 4- Does celebrating Chanukah make Jewish children feel closer to God? 5- Circle time reflection with handmade candles.</p> <p><u>Skills</u> <u>AT1</u> I can recognise some of the symbols used at Chanukah. I can say what some Chanukah symbols mean.</p>



# Curriculum Map – Year 1

	<p>I can tell you what Christians believe about how the world was created.  <u>AT2</u>          I can express an opinion about the Christian belief about creation.          I can start to talk about how I think the world got here.          I can link things that are important to me and other people with the way I think and behave in relation to nature and the world.</p> <p><u>Vocabulary</u>          Creation          Trust          Damage          Disrespect          Environment          Natural          God          World          Positive          Negative          Precious</p>	<p>including which gifts were given to Jesus.          I can start to explain why Jesus is special to Christians (a gift from God).  <u>AT2</u>          I can suggest a gift I would give to Jesus.          I can think of a gift to give to Jesus and say why I would choose that especially for Him.          I can understand that because Christians believe God gave Jesus as a gift to the world, they give each other gifts at Christmas.</p> <p><u>Vocabulary</u>          Christmas          Gift          Special          Symbol          Bethlehem</p>		<p>Jewish people do to celebrate Shabbat.          I can start to explain why Shabbat is important to Jewish children.  <u>AT2</u>          I can start to make a connection between being Jewish and decisions about behaviour.          I can start to explain how certain beliefs affect decision-making.          I can explain how being a member of a religion influences people's behaviour.</p> <p><u>Vocabulary:</u>          Shabbat          Days of the Week          Jewish          Sabbath          Synagogue          Blessing          Prayers</p>		<p>I can start to describe some of the ways in which Jewish children feel close to God during Chanukah.  <u>AT2</u>          I can talk about how a Jewish child might feel about taking part in a Chanukah activity.          I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.          I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.</p> <p><u>Vocabulary:</u>          Celebration          Chanukah          Dreidel          Candles</p>
<p><b>ICT</b></p>	<p><u>To understand where to go for help if you do not like what you see online.</u>  <u>To identify common uses of IT at home and school.</u></p>	<p><b>We are treasure hunters.</b>  <b>Using programmable toys.</b>          - Understand that a programmable toy can be controlled by</p>		<p><b>We are collectors.</b>  <b>Finding images using the web</b>          -Find and use pictures on the web.          -Know what to do if they find pictures that cause concern.</p>		



	<p><u>Skills</u> Recognise common uses of IT in the home and school. Understand where to go for help if you do not like what you see online.</p> <p><u>Vocabulary</u> Internet Esafety Online Pop ups/ads Website</p>	<p>inputting a sequence of instructions. -Develop and record sequences of instructions as an algorithm. -Program a toy to follow the algorithm. - Debug their programs -Predict how their programs will work.</p> <p><u>Skills</u> Recognise common uses of IT in the home and school. Understand where to go for help when he/she has concerns about content or contact on the internet. Predict the behaviour of simple programs. Understand what algorithms are and how they are implemented on digital devices.</p> <p><u>Vocabulary</u> Algorithm Program Beebot Instructions Programming Programmer Prediction Debugging</p>		<p>-Group images on the basis of binary questions. -Organise images into more than two groups. -Sort images according to criteria. -Ask and answer binary questions about their images.</p> <p><u>Skills</u> Recognise common uses of IT in the home and school. Understand where to go for help when he/she has concerns about content or contact on the internet.</p> <p><u>Vocabulary</u> Log in Internet/Web Digital content Search Copy Paste Type Save Microsoft Word Google</p>		
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<b>PE</b>	<p><b>Hands:</b> Sending the ball towards a target. Changing the speed, control and accuracy when rolling a ball at a target.</p> <p><u>Skills:</u> Sending (bouncing)with control. Aiming with control. Power and speed when sending a ball. Stopping, combining sending skills. Combine sending and receiving skills.</p> <p><u>Vocabulary</u> Rolling Throwing Sending Receiving Aiming Target Control Speed Direction Accuracy</p>	<p><b>Jumping:</b></p> <p><u>Skills</u> Develop a jump. Explore how jumping affects our bodies. Explore skipping. Apply skipping and jumping into a game.</p> <p><u>Vocabulary</u> Jump Forward Swing Arms Knees Hop Skip</p> <p><b>Dance:</b> <b>Fire/Firework dance (History)</b></p> <p><u>Skills</u> Explore expression Develop movements, adding movements together. Respond to a rhythm. Work with a partner. Create a sequence of motifs. Explore relationships.</p> <p><u>Vocabulary</u> Movement</p>	<p><b>Gymnastics Wide, narrow, curled:</b></p> <p><u>Skills</u> Introduce wide, narrow and curled. Explore the difference between wide, narrow, curled Transitioning Link two movements together</p> <p><u>Vocabulary</u> Wide Narrow Curled Transition Linking</p> <p><b>Dance Water (music)</b></p> <p><u>Skills</u> Respond to a rhythm. Introduce motifs and create them. Create movement sequences Develop relationships and performance.</p> <p><u>Vocabulary</u> Rhythm Sequence Relationships Patterns Motifs</p>	<p><b>Health and wellbeing (Healthy living week)</b></p> <p><u>Skills</u> Introduce and explore agility. Introduce and explore balance. Explore coordination: Bouncing, rolling, throwing</p> <p><u>Vocabulary</u> Agility Balance Coordination Bouncing Rolling, throwing Healthy Balanced diet</p> <p><b>Gymnastics (Body parts)</b></p> <p><u>Skills</u> Introduce big/small body parts. Combine big and small with wide, narrow and curled. Transition between wide, narrow and curled using big and small body parts.</p>	<p><b>Hands: Ball skills</b></p> <p><u>Skills</u> Introduce throwing with accuracy. Apply throwing with accuracy in a team. Introduce stopping a ball. Develop sending (rolling) to score points.</p> <p><u>Vocabulary</u> Underarm throw Accuracy Direction Stopping Sending Receiving</p> <p><b>Feet: Ball skills.</b></p> <p><u>Skills</u> Develop moving the ball using the feet. Practise dribbling Explore kicking (passing) Apply kicking to score a point.</p> <p><u>Vocabulary</u> Dribbling Control Passing/kick Scoring</p>	<p><b>Running:</b></p> <p><u>Skills:</u> Explore running Explore different speeds when running. Running for speed, acceleration Apply running into a competitive game.</p> <p><u>Vocabulary</u> Running Speed Acceleration</p> <p><b>Games for understanding:</b></p> <p><u>Skills</u> Understand the principle of attack and defence. Apply attacking and defending skills in a game.</p> <p><u>Vocabulary</u> Attack Defend Team work Communication</p>
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# Curriculum Map – Year 1



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# Curriculum Map – Year 1

<p><b>PSHE</b></p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Happiness            Tolerance            Respect            Friendship</p> <p><b><u>Being Me in My World</u></b>            - Feeling special and safe            -Being part of a class            -Rights and responsibilities            -Rewards and feeling proud            -Consequences            -Owning the Learning Charter</p> <p><b><u>Skills</u></b>            I can explain why my class is a happy and safe place to learn.            I can give different examples where I or others make my class happy and safe.</p> <p><b><u>Vocabulary:</u></b>            Safe            special            responsibilities            rewards            proud            consequences</p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Love            Generosity            Friendship            Peace            Hope</p> <p><b><u>Celebrating difference</u></b>            - Similarities and differences            - Understanding bullying and knowing how to deal with it            -Making new friends            - Celebrating the differences in everyone</p> <p><b><u>Skills</u></b>            I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.            I can explain what bullying is and how being bullied might make somebody feel.</p> <p><b><u>Vocabulary:</u></b>            Similarities            differences            bullying behaviour            on purpose</p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Patience            Trust            Humility            Responsibility</p> <p><b><u>Dreams and Goals</u></b>            -Setting goals            - Identifying successes and achievements            - Learning styles            - Working well and celebrating achievement with a partner            - Tackling new challenges            - Identifying and overcoming obstacles            - Feeling success</p> <p><b><u>Skills</u></b>            I can explain how I feel when I am successful and how this can be celebrated positively.            I can say why my internal treasure chest is an important place to store positive feelings.</p> <p><b><u>Vocabulary:</u></b>            Success            Achievements            stepping stones            team work</p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Caring            Understanding            Independence            Positivity</p> <p><b><u>Healthy Me</u></b>            - Keeping myself healthy            - Healthier lifestyle choices            - Keeping clean            - Being safe            - Medicine safety/ safety with household items            - Road safety            - Linking health and happiness</p> <p><b><u>Skills</u></b>            I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.            I can give examples of when being healthy can help me feel happy.</p> <p><b><u>Vocabulary:</u></b>            Healthy            unhealthy            hygiene</p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Honesty            Fairness            Courage            Perseverance</p> <p><b><u>Relationships</u></b>            - Belonging to a family            - Making friends/ being a good friend            - Physical contact preferences            - People who help us            - Qualities as a friend and person            - Self- acknowledgement            - Being a good friend to myself            - Celebrating special relationships</p> <p><b><u>Skills</u></b>            I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.            I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p>	<p><b><u>Value of the month- 2 year cycle</u></b>            Simplicity            Compassion</p> <p><b><u>Changing Me</u></b>            - Life-cycles – animals and human            - Changes in me            - Changes since being a baby            - Differences between female and male bodies            - Linking growing and learning            - Coping with change            - Transition</p> <p><b><u>Skills</u></b>            I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.            I can explain why some changes I might experience might feel better than others</p>
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		unfair and unique	challenge obstacles	medicines keeping clean the green cross code	<u>Vocabulary:</u> Family friendships likes dislikes confidence praise	<u>Vocabulary:</u> Life cycle growing up change vagina penis testicles
	<p><b><u>Prevent</u></b> Throughout the year, circle time will address issues of respect, tolerance and understanding and will build pupils’ resilience to radicalisation, by providing a safe environment for debating controversial issues at the appropriate level of understanding. <b><u>School values</u></b> taught in assembly/circle time and PSHE lessons -Rule of law -Democracy -Individual liberty -Mutual respect -Tolerance</p> <p><b><u>P4C</u></b> Question every other week that children debate during philosophy time and also incorporated into assemblies and circle times. Questions displayed on a display near the entrance.</p> <p><b><u>Special Events</u></b> Spring 2 – Spring Arts Festival Spring 2 – Founders Day Spring 2 – weekly music specialist. Summer 2 – Zulu performance and workshops. Summer 2 – GAF</p>					

# Curriculum Map – Year 1



<b>Forest School</b>	<b>Andy Goldsworthy picture using natural resources.</b>	Mud pies.	Draw new things that are growing.	Create your own super hero using natural resources.	Explore the pond area.	Create your own sea creature using natural materials.

GST Theme “Change Makers” highlighted throughout curriculum.