

## Curriculum Framework - Year 1

### Global Themes

- 1) **Identity and Diversity** (individuality, stereotypes, perception, poverty, accepting differences, gender, cultural diversity)
- 2) **Sustainable Development & Globalisation** (pollution, global warming, dependency of the environment, conservation, biodiversity, recycling, comparisons across the world, human impact on the environment)
- 3) **Human Rights/ Power & Governance** (empathy, respect for people, people can bring about change, freedom, peace & conflict, decision-making, community, immigration)




Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview	Curriculum Overview
The children will learn about their own imagination as well as human rights, by adapting a known story.	Children will think about themselves and others and how we belong to a community/the world.	Children will explore debating and perspectives comparing alternative fairytales.	In this half term the children will learn about gender stereotypes by debating and empathising with people from history.	In this half term children will compare areas of the world and discuss development in different settings/countries.	In this half term children will learn about difference in the past and present.

Term	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<i>Topic</i>	All about me Living in Low Fell (Identity and Belonging)		Enchanted Kingdom (Fairy tales) Dragons, Knights and Castles	Out of this World! (Space)	Jungle Adventure	Here Come the Dinosaurs
<i>Education Visits Visitors in School</i>	Kells Lane Park Visit to local shops	Pantomime Visit (Whole school)	Newcastle Castle	Rocket Workshop Planetarium	Kirkley Hall Zoological Gardens	Kells Lane Park
<b>Science</b>  Through all units children should be taught	Materials – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.		Observe and describe weather associated with the seasons and how the day varies. <b>Observe changes across the four seasons.</b>	Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Plants – Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of	Animals, including humans -  <b>Describe and compare the structure of a</b>

<p><b>Working scientifically-</b></p> <ul style="list-style-type: none"> <li>. Asking simple questions and recognising that they can be answered in different ways</li> <li>. Observing closely, using simple equipment</li> <li>. Performing simple tests</li> <li>. Identifying and classifying</li> <li>. Using their observations and ideas to suggest answers to questions</li> <li>. Gathering and recording data to help in answering questions.</li> </ul>	<p>Describe the simple physical properties of a variety of everyday materials.  <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</b>  <i>Bin Bag of Rubbish – To sort and discuss (Rubbish Monster – Eco Schools) (Help the Rubbish Monster sort the rubbish) Reduce, Reuse, Recycle</i></p> <p><i>Discuss objects we can and cannot recycle and why</i>  <i>Introduce Recycling Bins</i></p> <p><b>Seasonal Changes -</b>  <b>Observe changes across the four seasons.</b>  <i>Walk to local park. – Art Project link – observe changes -</i>  <b>Observe and describe weather associated with the seasons and how the day varies</b>  <i>Have an ongoing season/weather diary for across the year.</i>  <i>Design and create a Weather Station – outside – Rain gauge (measuring)</i>  <i>Wind Direction – Wind Wheel</i>  <i>Temperature</i></p> <p><b>Recognise deciduous and evergreen trees.</b>  <b>Identify and name a variety of common wild and garden plants.</b>  <b>Identify and describe the basic structure of common flowering plants, including trees.</b>  <i>Go to Snow White's forest.</i>  <i>Hunt for evergreen and deciduous trees/ Oak and Pine (PARK VISIT)</i>  <i>Dressing for the season (link to materials)</i></p>	<p><i>Have an ongoing season/weather diary for across the year.</i></p> <p><b>Identify and describe the basic structure of a variety of common flowering plants.</b>  <b>Identify and name a variety of common wild and garden plants.</b>  <b>Recognise deciduous and evergreen trees.</b>  <i>Plant magic beans and watch them grow.</i>  <i>Belle's Rose – Beauty and the Beast</i>  <i>Dissect flowers – stick parts onto paper and label</i></p>	<p>VR – blue t-shirt using green screen – look inside the body  Sensory walk and discuss which parts of the body are used  Link the parts of the body of humans and animals for each sense.</p> <p><b>Everyday Materials –</b>  <b>Describe simple physical properties of a variety of everyday materials</b>  <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b>  <i>-waterproof test (how to keep an astronaut dry)</i>  <i>-Material hunt around school</i>  <i>Materials for different weathers / keep warm, cool, dry etc.</i>  Space equipment – why is it made of that material?</p> <p><b>Seasonal Changes -</b>  <b>Observe changes across the four seasons.</b>  <b>Observe and describe weather associated with the seasons and how the day varies</b></p> <p><i>Linked to Space</i>  <i>'Earth and Space'</i>  <i>What are the seasons?</i>  <i>What is night and day?</i></p>	<p><b>common flowering plants, including trees.</b>  <i>Sketching and identify wildflowers.</i>  <b>Recognise deciduous and evergreen trees.</b>  <b>Identify and name a variety of common wild and garden plants.</b>  <b>Identify and describe the basic structure of common flowering plants, including trees.</b></p> <p><i>PARK VISIT</i></p> <p><i>Art – Henri Rousseau</i>  <i>Create a botanical garden – children to create their own jungle</i></p> <p><b>Animals, including humans -</b>  <b>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</b>  Animal top trumps  Guess the animal game  Research in the library - iPads</p> <p><b>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals – including humans).</b>  <b>Identify and name a variety of common animals.</b>  <i>-sorting jungle animals -</i>  <i>Questions – research answers safe search kids (Vertebrates and Invertebrates) Sorting Tree.</i></p>	<p><b>variety of common animals.</b>  <b>Identify and name a variety of common animals.</b></p> <p><b>Seasonal Changes -</b>  <b>Observe changes across the four seasons.</b>  <b>Observe and describe weather associated with the seasons and how the day varies.</b>  <i>walk to local park.</i>  <i>Observe changes to one tree, take photos on iPads and paint tree pictures</i>  <b>Observe and describe weather associated with the seasons and how the day varies.</b>  <b>Observe changes across the four seasons.</b>  <i>Have an ongoing season/weather diary for across the year.</i></p> <p><b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b>  Dinosaur poo – dissect and observe what has been eaten and match to the dinosaur.  Facts about dinosaurs  Dinosaur top trumps based on skills/features</p>
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<p><b>R.E.</b></p>	<p>Christianity Jesus as a friend Was it always easy for Jesus to show friendship?</p>	<p>Christianity Christmas Story What gift would I have given Jesus if he had been born in my town, not in Bethlehem?</p>	<p>Christianity Creation Story Does God want Christians to look after the World?</p>	<p>Christianity Easter – Palm Sunday Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <i>Understand BC and AD.</i></p>	<p>Judaism Shabbat/Chanukah Is Shabbat important to Jewish children? Does celebrating Chanukah make Jewish children feel close to God?</p>
<p><b>History</b></p>	<p><b>Significant historical events, people and places in their own locality.</b> <b>Identify similarities and differences between ways of life in different periods and give simple explanations for these.</b> Identify old and new from pictures. Use stories as sources for answering questions about the past. Observe and handle artefacts and use this to ask and answer questions. Develop a simple awareness of the past. Tell stories from the past. Recognise a past and a present in their own and other people's lives. Identify some things from their own past. Identify some differences between past and present. Use simple words and phrases to describe the past – after, before, between. Understand about time passing through birthdays. Arrange objects in order of their age.</p> <p><b>Changes within living memory</b> <i>Themselves – Baby photo discuss changes</i> <i>Families – siblings – PSHE.</i></p> <p><b>Significant historical events, people and places in their own locality</b> <i>Link to Geography</i> <i>Looking at Low Fell</i> <i>Angel of the North</i> <i>Shingley Art Gallery</i> <i>Local Shops</i></p> <p><i>Dragons Den (DT link pupils to plan, design and evaluate a product- class to vote on best product- link to Fundamental British values</i> <i>Invention Station</i> <i>Research local inventors</i> <i>Look at New Technology, Futuristic</i> <i>Where do I live?</i> <i>Aerial Photographs – Local</i> <i>DT street</i></p> <p><b>Changes within living memory.</b> <i>Kells Lane – Blackboard, Boy/ Girls (Toys – old and new) Link to the school yard</i> <i>Shops – Local area</i> <i>Old Photographs</i> <i>Shops – tills etc.</i></p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements –</b> <i>Joseph Swan – Inventors</i> <i>Inventor – Anthony Gormley (Angel of the North)</i> Know some of the main events and people studied in a topic. Show some understanding of aspects of the past and beyond living memory. <i>Neil Armstrong/Tim Peake</i> <i>Female scientists/astronauts</i> <i>Katherine Johnson – NASA computers (100 years old)</i> <i>51 years since Moon Landing</i> <i>Planetarium visit</i> <i>Timeline</i> <i>Job description</i></p> <p><i>Looking at castles: features and labelling, jobs around the castle (following visit) knights (job description) jousting how to protect the castle (moat, on a hill, high walls)</i> <i>Female knights?</i></p>	<p><b>The lives of significant individuals in the past who have contributed to national and international achievements –</b> Know some of the main events and people studied in a topic. Show some understanding of aspects of the past and beyond living memory. <i>Neil Armstrong/Tim Peake</i> <i>Female scientists/astronauts</i> <i>Katherine Johnson – NASA computers (100 years old)</i> <i>51 years since Moon Landing</i> <i>Planetarium visit</i> <i>Timeline</i> <i>Job description</i></p>	<p><b>Events Beyond living memory that are significant nationally or globally</b> Know some of the main events and people studied in a topic Show some understanding of aspects of the past and beyond living memory. Begin to use very simple time lines to order some recent events. <i>Extinction of the dinosaurs – Jurassic Period etc.</i> <i>Mary Anning</i> <i>Timeline</i></p>	

<p><b>Geography</b></p>	<p>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. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding areas.</p> <p>use a globe -use simple blocked maps and plans -make simple plans and talk about them -mark the location of a school on a simple local map</p> <p>-walk to highstreet -make own mini highstreet - Aerial photograph of Kells Lane - Use google earth to search for places in Low Fell and write street names.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities and surrounding seas use a globe/atlas -Identify where they have been on holiday using a map Locate where we live on the map of the UK and world Locate England, Ireland, Scotland and wales -have a display of a map and pin and little tag with a picture of when they were there for UK can be a picture of the class - Google the UK and find castles in 4 countries. - Glue the UK back together - Name the capital cities - UK jigsaw Knights flags. Plot Castles on UK map</p>	<p><b>Geographical Vocabulary-</b> Forest, hill, mountain, river, city, town, village, factory, farm, house, office, shop Describe places using their characteristics and simple vocabulary – e.g house, street, wood -Make lists of places with similar characteristics – e.g. the seaside and towns -Talk about places seen in books, videos, internet -Describe different types buildings Map of an old town. Where does the princess/knight/dragon live? Bee bots. Rainbow – Settings – create your own story? Story Dice</p>	<p><b>Geographical Vocabulary-</b> -Understand the concept of close and far away. Telescopes Link to maths – distance</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and North and South Poles -hot countries/cold countries -The day the crayons came home Rainforest Link Fill in and use a class weather chart. Enjoy books about places -Record what they have seen in simple ways include pictures with diagrams and labels -Remember and talk about what they have seen. -Use digital cameras to record what they have seen -Collect simple statistics- longest, shortest, highest -look at different animals e.g. meerkats and polar bears -if I were to go on holiday what would I pack</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European countries. -South American rainforest Describe places using their characteristics and simple vocabulary – e.g house, street, wood -Make lists of places with similar characteristics – e.g. the seaside and towns-Talk about places seen in books, videos, internet -Describe different types buildings -Understand the concept of close and far away. -The day the crayons came home – postcards – English link</p>
<p><b>Art and Design</b></p>	<p>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. Begin to learn about the work of a range of artists, craft makers and designers. Try a wide range of art and design techniques. Pointillism (George Seurat)</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks.  To develop a wide range of art and design techniques in using colour, pattern,</p>	<p>To use a range of materials creatively to design and make products Texture – In collage can sort and select according to appearance and texture. Design a Knights Shield (different animals lion=brave) Large dragon collage  About the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>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. Begin to learn about the work of a range of artists, craft makers and designers. Try a wide range of art and design techniques. Nigel Humphries – Easter Eggs/ Sweets Easter Cards</p>	<p>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. Begin to learn about the work of a range of artists, craft makers and designers. Try a wide range of art and design techniques.- Henri Rousseau- Tiger in a Storm</p>	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 3D – Use clay to make joins, pinches, rolls and carves. Make objects for a purpose. Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks.</p>

	<p><i>Colour wheel, rainbow colours</i> <i>Anthony Gormley – Angel of the North</i></p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b> Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</b> . Colour – Name and mix colours. Apply colour (with a range of tools.)</p> <p><i>Angel of the North pictures</i> <i>Printing – bricks on Low Fell buildings</i></p> <p><b>Colour Wheels – seasons</b></p>	<p><b>texture, line, shape and form.</b> . Colour – Name and mix colours. Apply colour (with a range of tools.) Printing – Can apply colour to a shape or surface to print a pattern.</p> <p><i>Castle paintings</i> <i>-chalk and sponge print</i> <i>-paint</i> <i>-watercolour</i> <i>Snowman Video – drawing – Raymond Briggs</i> <i>Christmas Calendars</i> <i>Christmas Cards</i></p>	<p><b>different practices and disciplines, and making links to their own work.</b> Begin to learn about the work of a range of artists, craft makers and designers. Try a wide range of art and design techniques.</p> <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b> Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks.</p>	<p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b> Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks.</p> <p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</b> . Colour – Name and mix colours. Apply colour (with a range of tools.) brushes to explore and make marks.</p> <p><i>Mother's Day Cards</i> <i>Marble ink eggs</i></p> <p><i>Chalk – Space Art with rockets</i></p>	<p><i>Detailed Flower painting/drawing - still life</i></p>  <p><b>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b> Drawing – Use line to represent objects seen, remembered and imagined. Painting – Can select and use different brushes to explore and make marks.</p> <p><b>To use a range of materials creatively to design and make products</b> Texture – In collage can sort and select according to appearance and texture.</p> <p><i>Collage – Tiger in a storm</i> <i>Charcoal Animal silhouette</i> <i>Animal skin/fur - pattern</i></p>  <p><i>4 sections of A4 – different part of the animal zoomed in, in each</i></p> 	<p><b>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and form.</b> . Colour – Name and mix colours. Apply colour (with a range of tools.)</p> <p><i>Clay Dinosaurs</i> <i>Water colour background + dinosaur silhouette (charcoal?)</i> <i>Design a dinosaur (mix and match)</i> <i>Father's Day Cards</i></p>
<b>Design Technology</b>	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes	Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.	Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes

	<p><b>Understand where food comes from.</b> Sort food ingredients according to their sensory characteristics. Use techniques such as cutting, peeling and grating. Follow procedures for safety with support <i>Soup and Bread – Harvest Festival</i> <i>Create a senses human body – taste, smell, feel, sounds, look</i> <i>Make a healthy basket for Little Red Riding Hoods Grandma.</i></p> <p>Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Generate own ideas for design, drawing on own experiences or from reading Follow procedures for safety with support <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Assemble, join and combine materials and components. To discuss which materials products are made from. Select from a range of materials and components according to their characteristics Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc. Plan by suggesting what to do next <b>Evaluate</b></p>	<p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Generate own ideas for design, drawing on own experiences or from reading Follow procedures for safety with support <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Assemble, join and combine materials and components. 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To discuss which materials products are made from. Select from a range of materials and components according to their characteristics Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc. Plan by suggesting what to do next <b>Evaluate</b></p>	<p><b>Understand where food comes from.</b> Understand that everyone should eat at least five portions of fruit and vegetables every day. Follow procedures for safety with support <i>Supertato – vegetables story</i> <i>Discuss health benefits</i> <i>Design your own menu – breakfast, lunch and dinner with snacks – discuss ratio of healthy to unhealthy – more healthy the items the more points for the team</i> <i>Fruit and veg faces – links to emotions (children create faces)</i> <i>Fruit and Veg printing – link with Art</i></p> <p>Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Generate own ideas for design, drawing on own experiences or from reading Follow procedures for safety with support <b>Make</b> select from and use a range of tools and</p>	<p><b>Understand where food comes from.</b> Understand that all food comes from plants or animals. Follow procedures for safety with support <i>Making Fruit Salad with local fruit (money-maths)</i> <i>Investigate – Where does my food come from?</i> <i>Link to computing for research</i></p> <p>Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Generate own ideas for design, drawing on own experiences or from reading Follow procedures for safety with support <b>Make</b> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and</p>	<p><b>Understand where food comes from.</b> Understand that everyone should eat at least five portions of fruit and vegetables every day. Use techniques such as cutting, peeling and grating. Follow procedures for safety with support <i>Create healthy snacks for Mr Grinling Mon- Fri (full week everyday)</i> <i>Read Lighthouse Keeper series and discuss healthy and unhealthy food.</i> <i>Paper Plate – sections to show how much healthy food (dinner time)</i> <i>Human Body – affects of healthy and unhealthy food.</i></p> <p>Work confidently within a range of contexts, such as imaginary, story based, home, school and gardens.</p> <p><b>Design</b> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Generate own ideas for design, drawing on own experiences or from reading Follow procedures for safety with support <b>Make</b></p>
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	<p><b>including construction materials, textiles and ingredients, according to their characteristics</b>  Assemble, join and combine materials and components.  To discuss which materials products are made from.  Select from a range of materials and components according to their characteristics  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Plan by suggesting what to do next  <b>Evaluate</b>  <b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <i>Making Castles from different materials.</i>  <i>-cut and stick</i>  <i>-lego</i>  <i>-scrap</i>  <i>-clay</i>  <i>-cardboard (half term project)</i>  <i>Recycling – sorting materials</i>  <i>Plastic waste – global issue</i></p>	<p><b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <i>Can all materials work well for the same job? – Chocolate tea pot etc. - Experiment? – Science week?</i>  <i>Making a high street Shoe box shops Greengrocers, Library, School, Butcher etc. Job description for their chosen shop Dragons den (history link to Joseph swan inventor-pupils to plan, design and evaluate a product-class to vote on best product- link to Fundamental British values Children rate different “made up” designs – based on the use and who they are for ( Link - The Apprentice) Sort items based on their use e.g. household items, beach items etc.</i></p> <p><b>Technical knowledge</b>  <b>Build structures, exploring how they can be made stronger, stiffer and more stable</b>  <b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</b>  Explore the movements of levers and sliders.  Design (drawings),  Make and Evaluate (verbal) how</p>	<p><b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <b>Technical knowledge</b>  <b>Build structures, exploring how they can be made stronger, stiffer and more stable</b></p> <p><i>-Making ropes stronger to reach the princess in the tower (Plaiting, twisting, weaving)</i>  <i>-Weaving- willow sticks to make 3 little pigs house.</i>  <i>Catapult – purposeful Crowns/Tiaras – likes and dislikes</i>  <i>Fairytales Castle Fairyhouses – stones/pebbles to decorate</i>  <i>Design different houses for the faeries to live in</i>  <i>Create fairy gardens in outdoor area</i></p>	<p><b>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</b>  <b>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</b>  Assemble, join and combine materials and components.  To discuss which materials products are made from.  Select from a range of materials and components according to their characteristics  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Plan by suggesting what to do next  <b>Evaluate</b>  <b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <b>Technical knowledge</b>  <b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</b>  Explore the movements of levers and sliders.  <i>Making animal masks</i>  <i>Jungle wind-up boxes</i>  <i>Making rockets workshop with parents.</i>  <i>Making moving aliens (egg boxes/balloons)</i>  <i>How to catch a star – can you make a ladder or a “bridge” to reach the stars</i>  <i>Evaluate effective equipment for a trip to Mars etc.</i></p>	<p><b>ingredients, according to their characteristics</b>  Assemble, join and combine materials and components.  To discuss which materials products are made from.  Select from a range of materials and components according to their characteristics  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Plan by suggesting what to do next  <b>Evaluate</b>  <b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <b>Technical knowledge</b>  <b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</b>  Explore the movements of levers and sliders.  <i>Making animal masks</i>  <i>Jungle wind-up boxes</i></p>	<p><b>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</b>  <b>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</b>  Assemble, join and combine materials and components.  To discuss which materials products are made from.  Select from a range of materials and components according to their characteristics  Use simple fixing materials e.g. temporary—paper clips and tape and permanent—glue and staples etc.  Plan by suggesting what to do next  <b>Evaluate</b>  <b>Explore and evaluate a range of existing products</b>  <b>Evaluate their ideas and products against design criteria</b>  Develop and communicate ideas by talking (review time)  Talk about their design ideas and what they are making (e.g. likes and dislikes)  <b>Technical knowledge</b>  <b>Build structures, exploring how they can be made stronger, stiffer and more stable</b>  <b>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</b></p>
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		<p>freestanding structures can be made stronger, stiffer and more stable (bridges or furniture)  <i>Santa coming out of a chimney - slider</i></p>			<p>Explore the movements of levers and sliders.  Design (drawings), Make and Evaluate (verbal) how freestanding structures can be made stronger, stiffer and more stable (bridges or furniture)  <i>Split pin dinosaurs</i>  <i>Dinosaur bones/ fossils</i>  <i>Clay Dinosaurs</i>  <i>Dinosaur scenes</i>  <i>Open-ended – design your own moving picture eg. Boat across water etc.</i></p>  <p>Levers can be used with or without a slider.</p>
<b>Music</b>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes  -Use their own voices in different ways  -Sing simple songs from memory  <i>Body Percussion</i>  <i>Virtual Piano Games</i>  <i>Call and Response singing</i></p>	<p>Play tuned and untuned instruments musically  Copy and perform simple rhythm patterns  -Follow simple verbal instructions  Switch Game (click, clap, stomp)  Tell a story through singing sounds/words  Peter and the Wolf – link to fairytale Little Red Riding Hood  Compare musical instruments to animals.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music  Enjoy listening to different types of music  -Respond to different moods of music in different ways  -Begin to say what they like and dislike  <i>Listen to Live music and recorded music – discuss</i>  <i>Compare feelings to music (likes and dislikes)</i></p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.  Create and choose sounds in response to different starting points  -Explore how sounds can be made and changed  <i>Musical Instruments</i>  <i>DT – Design an instrument</i>  <i>Compare musical instruments to animals</i>  <i>Famous Musicians – research?</i></p>	
<b>Computing</b>	<p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.  Recognise common uses of information technology beyond school    <b>Digital Literacy</b>  Use a username a password correctly (e.g.</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content    <b>Information Technology</b>  -Write simple ideas and make lists  -Develop familiarity with the keyboard – spacebar, backspace, shift, enter  -Record own voice and that of others  -Use a simple art program</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Create and debug simple programs  Use logical reasoning to predict the behaviour of simple programs    <b>Computer Science- programming</b>  -Play computer games  -Move objects around on a screen  -Repeat a series of actions for a purpose  -Recognise things around them which respond to signals and instructions  -Move and control a programmable toy -Give a single instruction to make something happen  -Control other devices such as sound recording devices, music players, video recording equipment and digital cameras</p>	<p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content    <b>Information Technology</b>  -Write simple ideas and make lists  -Develop familiarity with the keyboard – spacebar, backspace, shift, enter  -Record own voice and that of others  -Use a simple art program  -Use shape tools to draw  -Take digital photos  - predefined layouts or templates for presentations  -Begin to find things on the internet  -Begin to use the library scanning system  - save with help  for pictures online e.g. Google safesearchkids.  <i>Poster for Jungle animals/ Dinosaurs</i>  ory – written  ammes – pattern</p>	



	<p>login, Abacus) and understand that passwords help to keep information safe and secure and that they should not be shared</p> <p>computers to keep personal data safe Know that some information (full name, address, birthday etc...) is 'special' as it applies to them.</p> <p>-Know who to tell when worried about using the internet e.g. a trusted adult</p> <p>out the differences between real and online experiences and that there is a right and wrong way to communicate and this may be different depending on who you are communicating with</p> <p>and iPads – log in and log out</p> <p>agram – compare personal data and data that can be shared online</p> <p>special person to tell when worried</p>	<p>-Use shape tools to draw</p> <p>-Take digital photos</p> <p>-defined layouts or templates for presentations</p> <p>-Begin to find things on the internet</p> <p>-Begin to use the library scanning system</p> <p>and save with help for pictures online e.g. Google safesearchkids, Kiddle</p> <p>record video and voice – retell the story (fairytales)</p> <p>otos of characters dressed up</p> <p>research – fairytale characters?</p> <p>Save with support – letter to Santa</p>	<p>and iPad computer games – link to old and new toys</p> <p>algorithms – signals and instructions – robotic</p> <p>– Space travel?</p> <p>ording/music devices.</p>	<p>Save posters</p> <p>arhol – Change sepia/tone of pictures to match Pop Art - display</p>		
<p><b>PSHE</b> <b>(3D Dimensions)</b></p>	<p>Internet Safety - E-Safety</p> <p>Computing</p> <p>Emotions - Mood Swings</p> <p>Feelings - How I Feel</p> <p>Responses - You and Me</p> <p>Opinions - I Think</p> <p>Co-operation - Negotiation</p> <p>Co-operation - Want to Play?</p> <p>Co-operation - Let's Debate</p> <p>English</p> <p>All about me bags</p> <p>Growth Mindset</p>	<p>Happiness - Smile</p> <p>Fair and Unfair - It's Not Fair</p> <p>Comparisons - All the Same</p> <p>Right and Wrong - In the Right</p>	<p>Definition - A Bully is</p> <p>Unkindness - Blame Game</p> <p>Behaviour - Bullying is...</p> <p>Behaviour - + and -</p> <p>Behaviour - Help Me</p> <p>Behaviour - In My Shoes</p> <p>Teasing - Cry Baby</p> <p>Austin's Butterfly</p>	<p>Healthy Eating - Vote Green</p> <p>Science</p> <p>Dental Hygiene - Brushing Up</p> <p>Science</p> <p>Dental Hygiene - Bright White</p> <p>Science</p> <p>Dental Hygiene - Top Teeth</p> <p>Science</p> <p>Washing Hands - Meet Grub</p> <p>Science</p> <p>Keeping Clean - Bath-time</p> <p>Science</p> <p>Skin - Skinny Tips</p> <p>Tortoise and the Hare</p>	<p>Kindness - Give a Little</p> <p>Family - My Family</p> <p>Family - Special People</p> <p>Caring - Talking to Plants</p> <p>Science</p>	<p>Changing Needs - I Need</p> <p>Science</p> <p>Growing Up - All Grown Up</p> <p>Science</p> <p>Sun Safety - It's a Cover Up</p> <p>Science</p> <p>Personal Safety - Secret Surprise</p> <p>Emotional Safety - Getting Help</p>

<p><b>P.E.</b> <b>Ongoing</b> Evaluate and improve performance Comment on others' actions Suggest simple improvements Talks about how their body feels during activity Understand that physical activity is good for them.</p>	<p><b>Indoor</b></p> <p>Master basic movements developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><i>Gymnastics</i> <i>Gross Motor Skills</i> <i>Large Apparatus</i></p> <p>Copy some movements Jump in different ways Change their body shape in a range of ways.</p>	<p><b>Indoor</b></p> <p>Perform dances using simple movement patterns.</p> <p><i>Dance</i> Copy some movements Jump in different ways Change their body shape in a range of ways. Perform simple and random dance moves Show some rhythm in movement and dance</p>	<p><b>Indoor</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Participate in team games, developing simple tactics for attacking and defending</p> <p><b>Send and Return</b></p> <p><i>Net games</i> Play simple ball games involving kicking, catching or throwing. Move a ball using simple throwing techniques Explore different ways of moving a ball Sometimes catch a ball Stop a ball moving in other ways</p>
	<p><b>Outdoor</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Run Jump Throw</b></p> <p><i>Athletics</i> Copy some movements. Jump in different ways. Change their body shape in a range of ways. Suggest simple improvements. Talks about how their body feels during activity.</p>	<p><b>Outdoor</b></p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p><b>Hit Catch Run</b></p> <p><i>Throwing and Catching</i> Move a ball using simple throwing techniques Explore different ways of moving a ball Sometimes catch a ball Stop a ball moving in other ways</p>	<p><b>Outdoor</b></p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p><b>Attack Defend Shoot</b></p> <p><i>Games</i> Play simple ball games involving kicking, catching or throwing. Move a ball using simple throwing techniques Explore different ways of moving a ball Sometimes catch a ball Stop a ball moving in other ways</p>