



Fell Dyke Community Primary School

Year 1 Curriculum Map 2017 - 2018

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	Terrific Tales (7 weeks)	Journeys (8 weeks)	Heroes and Villains (5 weeks)	Animal Antics (6 weeks)	Castles, Knights and Queens (6 weeks)	Wet and Wild (7 weeks)
Educational visits				'Down on the Farm', Houghton le spring	Alnwick Castle	
Curriculum Experience	Artefact box from Beamish (toys)	Walk around Local Area	Visitors in school to include; dental hygienist, nurse & fire-fighters			Rock Pool Encounter
Literacy Genre	Narrative: <ul style="list-style-type: none"> Fantasy Non-Fiction: <ul style="list-style-type: none"> Labels, lists and Captions Recount 	Narrative: <ul style="list-style-type: none"> Adventure Non-Fiction: <ul style="list-style-type: none"> Reports 	Narrative: <ul style="list-style-type: none"> Traditional Tales Non-Fiction: <ul style="list-style-type: none"> Recount 	Narrative: <ul style="list-style-type: none"> Traditional Tales Structured poems Non-Fiction: <ul style="list-style-type: none"> Instructions 	Narrative: <ul style="list-style-type: none"> Fairy tales Non-Fiction: <ul style="list-style-type: none"> Report 	Narrative: <ul style="list-style-type: none"> Adventure Non-Fiction: <ul style="list-style-type: none"> Instructions
Core Text	Labels Lists and Captions: <ul style="list-style-type: none"> The Teddy Robber Lost in the Toy Museum Fantasy: <ul style="list-style-type: none"> How to Grow a Dinosaur Recount: <ul style="list-style-type: none"> Alien School Visual Poems: <ul style="list-style-type: none"> Toy Poem 	Adventure: <ul style="list-style-type: none"> Mr Gumpy's Outing Jack and the Flum Flum Tree Reports: <ul style="list-style-type: none"> The Great Explorer 	Traditional Tales: <ul style="list-style-type: none"> The Gingerbread man / The Gingery boy Recount: <ul style="list-style-type: none"> The three little pigs / The True Story of the Three Little Pigs 	Traditional Tales: <ul style="list-style-type: none"> Little Red Hen Farmer Duck Instructions: <ul style="list-style-type: none"> The Tiger who came to tea How Anansi got his Stories Structured poem: <ul style="list-style-type: none"> Rhyming couplets linked to the text 'Hairy MaClary from Donaldson's Dairy' 	Fairy Tales: <ul style="list-style-type: none"> The Princess and the Wizard The Frog Prince Reports: <ul style="list-style-type: none"> The Queen II (Usborn Young Reader) What were Castles For? 	Adventure: <ul style="list-style-type: none"> Step into the Pirate Pool Tiddler Dougal's deep sea diary Instructions: <ul style="list-style-type: none"> Light House keepers Lunch Free Verse Poetry <ul style="list-style-type: none"> Writing poems in the style of ones read using interactive text 'The Pirate Chest (and Other Body Parts)
Follow up genre	<ul style="list-style-type: none"> Captions about favourite toys 	<ul style="list-style-type: none"> The Nativity Story 	<ul style="list-style-type: none"> Report on a real life hero 	<ul style="list-style-type: none"> Recount of Farm Trip 	<ul style="list-style-type: none"> Instructions on how to plant a seed for Jack and his Beanstalk 	<ul style="list-style-type: none"> Report on a Sea Creature
Maths	White Rose Hub Scheme Number: Place Value (within 10) Number: Addition and subtraction (within 10)	White Rose Hub Scheme Number: Addition and subtraction (within 10) Geometry shape Number: Place Value (within 20)	White Rose Hub Scheme Number: Addition and subtraction (within 20) Number: Place Value (within 50) Multiples of 2, 5 and 10	White Rose Hub Scheme Measurement :length and height Measurement: weight and Volume	White Rose Hub Scheme Number Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number Fractions Geometry: position and direction	White Rose Hub Scheme Number Place Value (within 100) Measurement: money Time

Science	<p>Ongoing Scientific Skills Provide short answers using relevant science vocabulary. Ask questions. Predict what will happen. Collect results by counting and measuring. Explain what happened. Draw a simple conclusion.</p>		
	<p style="text-align: center;">Science Unit -Everyday Materials</p> <p>Teaching and learning opportunities: <i>Using 'toys' linked to focus text 'Lost in the Toy Museum' introduce, describe and sort different materials. Plan, investigate and use materials to create items for a special toy e.g. a waterproof coat for the class mascot.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Egg and materials investigation (Dinosaur egg) Which material will best protect the dinosaur egg when it is dropped? Floating and sinking investigation (what is the best material to make a boat for Jack... to travel across the river?) Investigating best material for Ted to make anew rain coat – waterproof etc. Freezing and melting investigation (ice blocks for the Inuit's) <p>Skills</p> <ul style="list-style-type: none"> To discover that some materials are magnetic but most are not To think about which objects they expect to be attracted to a magnet To make observations, communicate what happened, and with help, use results to draw conclusions saying whether their predictions were right Distinguish between objects & the materials they are made from. Identify & name common materials, including wood, plastic, glass, metal, rock. Describe simple properties of some materials Compare & classify materials based on physical properties. 	<p style="text-align: center;">Science Unit – Animals including humans</p> <p>Teaching and learning opportunities: <i>Exploring our bodies, sense and life cycles, finding out what makes a human super! Introducing different animals and their adaptations linked to the theme 'Animal Antics'. Solving problems for 'Doctor Zoolittle' the 'Zoo Keeper' by investigating and applying knowledge taught.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Concept cartoons – questions posed + children to investigate e.g. 'I am the tallest because I'm the oldest' Senses investigations – I use my sense of smell to taste? Could an animal come for tea? Can you organise Doctor Zoolittle's zoo following specific criteria? <p>Skills</p> <ul style="list-style-type: none"> To ask questions and make suggestions about growing and getting older To make observations and comparisons of height To decide whether their prediction was correct Identify & name common animals, including fish, amphibians, reptiles, birds and mammals Identify and name common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify & name basic body parts, associate parts with senses. 	<p style="text-align: center;">Science Unit – Plants</p> <p>Teaching and learning opportunities: <i>Planting beans for Jack from 'Jack and the Beanstalk' and investigating the best way to make them grow. Exploring the 'wild' around us and finding out about key plants and trees.</i></p> <p>Investigative Questions Plant investigations to include;</p> <ul style="list-style-type: none"> Moving towards the light experiment (box with light coming from different angles) Maze box. Celery sticks / flowers in coloured water What happens to plants in a dark cupboard? What should a seed be planted in? <p>Skills</p> <ul style="list-style-type: none"> That green plants need light to grow To turn ideas about whether green plants need light to grow into a form that can be tested To observe and compare green plants grown in light and dark places To conclude that green plants need light to grow well Identify and name common wild and garden plants, including deciduous and evergreen trees Identify basic plant parts in flowering plants and trees (roots, leaves, flowers, etc.)
Humanities	<p>Ongoing History Skills</p> <ul style="list-style-type: none"> Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e, "Which things are old and which are new?" or "What were people doing?" Look at objects from the past and ask questions i.e, "What were they used for?" and try to answer. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. Look at books, videos, photographs, pictures and artefacts to find out about the past. Talk, write and draw about things from the past. 		<p>Ongoing Geography Skills</p> <ul style="list-style-type: none"> 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 compass directions (N,S,E,W) and locational and directional language (e.g. near, far, left, right,) to describe the location of features and routes on a map. Use world maps atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.

	<p><u>History Area Of Study</u> <u>Changes within living memory</u> Teaching and learning opportunities: Exploring Toys from the Past, sorting toys and creating toy timelines. The Life of Significant People Teaching and learning opportunities: Finding out why Mary Anning is famous and why fossil are important.</p> <p><u>History Skills</u></p> <ul style="list-style-type: none"> Sort events or objects into groups (i.e. then and now.) Order a set of events or objects Use timelines to order events or objects Describe things that happened to themselves and other people in the past. 		<p><u>History Area Of Study</u> <u>The Life of Significant People</u> Teaching and learning opportunities: Finding out about the life of Florence Nightingale and how nursing has changed overtime.</p> <p><u>History Skills</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. Sort events or objects into groups (i.e. then and now.) Describe things that happened to themselves and other people in the past. Tell stories about the past. 		<p><u>History Area Of Study</u> <u>Significant historical events</u> Teaching and learning opportunities: Discovering who Queen Elizabeth is and looking at her family tree. Comparing Queen Elizabeth II Coronation and Diamond Jubilee. Creating a timeline of significant events in the Queen's life. Significant Individual/ Aspects of life in different time periods Teaching and learning opportunities: Comparing the reigns of Queen Elizabeth II & Queen Victoria. Sorting photographs from past and present and imagining what life would be like if we lived in Victorian times.</p> <p><u>History Skills</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did. Understand the difference between things that happened in the past and the present. Use a timeline to place important events. 	<p><u>History Area Of Study</u> <u>Significant Events in their Own Locality</u> Teaching and learning opportunities: Finding out why Grace Darling is famous and learning about the events of the shipwreck. Discovering what happened in the events shown in John Charlton's painting 'The Women'. Acting out the life boat rescue and exploring characters feelings. Looking at the life of famous historical pirates and writing riddles using facts discovered. Living as a pirate for a day!</p> <p><u>History Skills</u></p> <ul style="list-style-type: none"> Recall some facts about people/events before living memory Say why people may have acted the way they did.
		<p><u>Geography Area Of Study</u> Teaching and learning opportunities: Journeys around the local area looking at Wrekenton and House Point Reward Landmarks.</p> <p><u>Geography Skills</u></p> <ul style="list-style-type: none"> Develop knowledge of the human and physical geography of a small area of the united kingdom. Use simple fieldwork and observational 		<p><u>Geography Area Of Study</u> Teaching and learning opportunities: Research the climates where our class story animal characters would be found. Compare and contrast these hot and cold climates.</p> <p><u>Geography Skills</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of 	<p><u>Geography Area Of Study</u> Teaching and learning opportunities: Locating the Queens castles on a UK map.</p> <p><u>Geography Skills</u></p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding areas. Use world maps 	<p><u>Geography Area Of Study</u> Teaching and learning opportunities: Discovering what makes our local coastline special and describing places we might find. Locating Oceans around the world and comparing the sea life that can be found there.</p> <p><u>Geography Skills</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans.

		<p>skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment.</p> <ul style="list-style-type: none"> • Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK. • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. 		<p>hot and cold areas of the world in relation to the Equator and North and South Poles.</p>	<p>atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, sea, ocean. • Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.
Computing	<p>Online Safety and Core skills Teaching and learning opportunities: Watch Hectors world videos – discussion around e-safety, Role play activities – strangers asking for details. Create a superhero describing all the ways to stay safe online – assessed piece Children to practise logging on and off the l pads/computers.</p> <ul style="list-style-type: none"> • 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. <p><i>CRC Article 16 – children have the right privacy.</i></p> <p><i>CRC Article 17 – children have the right to reliable information.</i></p>	<p>Digital Literacy and ICT Teaching and learning opportunities: Use Moldiv to create collage pictures – assessed piece Use iPads to take pictures Use Doodlecast pro to take photos of important things to us.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Computer Science Teaching and learning opportunities: Use the BeeBot mats – using algorithms to move BeeBot around carpet . Children to make own BeeBot machines and children to be a BeeBot. The children will give each other instructions. Use BeeBot app on iPads. Daisy the dino App – assessed piece.</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as algorithms 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 	<p>Digital Literacy and ICT Teaching and learning opportunities Use 2Count on purple mash to make a graph – assessed piece. Use Simple city – exploring different jobs – vets Use 2publish -create story maps and weather charts. Read 'What the Ladybird Heard' story to create maps and use algorithms.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Digital Literacy and ICT Teaching and learning opportunities: Use 2Animate to create a four step animation of Princess Eliza storyboard. Use purple mash to create castles and knight pictures. Use purple mash – castles and knights to create own castle which children will write sentences to describe– assessed piece. Use Mash cam to turn ourselves into a knight.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Digital Literacy and ICT Teaching and learning opportunities: Green screen app to turn children into pirates and to video themselves and others – assessed piece. Use 2Sequence to create pirate music. Use Kodable to create algorithms.</p> <ul style="list-style-type: none"> • Use technology purposefully to create, store, manipulate and retrieve digital content

<p>RE SOW Cycle B</p>	<p>RE Area Of Study <u>Important People including a local saint</u> Teaching and learning opportunities: Think about local church St Thomas Church and find out who St. Thomas is. Research St Bede & look at why he became a saint, where did he live, why he was important.</p> <p>Skills</p> <ul style="list-style-type: none"> Suggest meanings for religious symbols and stories. Recognise good and bad examples set by characters in stories and those around them. Recognise and describe people, objects, symbols, places and events from Christianity. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>	<p>RE Area Of Study <u>Gifts at Christmas</u> Teaching and learning opportunities: Listen to the Christmas story. Sequencing events and think about how we can spread love at Christmas. Take part in the Shoe box appeal. Make Christmas cards to spread love. Sending Christmas cards to those who are alone at Christmas.</p> <p>Skills</p> <ul style="list-style-type: none"> Show awareness of a Christian festival. Recognise and describe people, objects, symbols, places and events from Christianity. Talk or write about an aspect of religion linking key people, objects, places and events. Understand that some questions in life are difficult to answer. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>	<p>RE Area Of Study <u>Beliefs and practices. Christianity and Judaism</u> Teaching and learning opportunities: Learn about special Jewish festivals such as Hanukah and the significance of the Shabbat meal. Compare with Christian celebrations and symbols.</p> <p>Skills</p> <ul style="list-style-type: none"> Show awareness of a Jewish festival. Recognise and describe people, objects, symbols, places and events from Judaism. Recognise and describe people, objects, symbols, places and events from Christianity. Talk or write about an aspect of religion linking key people, objects, places and events. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>	<p>RE Area Of Study <u>Easter</u> Teaching and learning opportunities: Visit to St Thomas to learn about the Easter story. Think about why Easter is a sad and happy time for Christians. Reflect on our own happy and sad times.</p> <p>Skills</p> <ul style="list-style-type: none"> Show awareness of a Christian festival. Recognise and describe people, objects, symbols, places and events from Christianity. Talk or write about an aspect of religion linking key people, objects, places and events. Recognise good and bad examples set by characters in stories and those around them. Suggest meanings for religious symbols and stories. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>	<p>RE Area Of Study <u>Places of Worship (Special Places)</u> Teaching and learning opportunities: Look at places of worship for different religions. How are they similar and different? Discuss special places we visit and describe what makes them special.</p> <p>Skills</p> <ul style="list-style-type: none"> Recognise and describe people, objects, symbols, places and events from Judaism Recognise and describe people, objects, symbols, places and events from Christianity Talk or write about an aspect of religion linking key people, objects, places and events. Suggest meanings for religious symbols and stories. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>	<p>RE Area Of Study <u>Sacred Texts (Special Books)</u> Teaching and learning opportunities: Talk about books special to us and why they are special. Look at the Torah, Mezuzah, The Bible, The Qur'an, Read special stories from sacred books such as 'Jonah and the Whale'.</p> <p>Skills</p> <ul style="list-style-type: none"> Recognise and describe people, objects, symbols, places and events from Judaism Recognise and describe people, objects, symbols, places and events from Christianity Talk or write about an aspect of religion linking key people, objects, places and events. Suggest meanings for religious symbols and stories. <p><i>CRC Article 14 – children have the right to think and believe what they choose.</i></p>
<p>Art & Design</p>	<p>Art Area Of Study <u>Drawing</u> Teaching and learning opportunities: Sketch self portraits to welcome people to Blue and Pink Class. Design aliens inspired by class story 'Alien School' Create Space view finders and chalk planets.</p> <p>Skills</p> <ul style="list-style-type: none"> Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. 	<p>Art Area Of Study <u>Painting</u> Teaching and learning opportunities: Paint of local landmarks Print a textured nativity scenes Colour mixing to create magical fruits inspired by 'Jack and the Flum Flum Tree'.</p> <p>Skills</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and 	<p>Art Area Of Study <u>Sculpture</u> Teaching and learning opportunities: Build homes for the three little pigs. Use clay to make a gingerbread man .</p> <p>Skills</p> <ul style="list-style-type: none"> Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially clay. 	<p>Art Area Of Study <u>Collage/Textiles</u> Teaching and learning opportunities: Look at 'Tropical Storm' by Henri Rousseau and create a collage version Weave paper to make Kente cloth inspired by illustrations in 'How Anansi Got his Stories' Sew a fabric Anansi</p> <p>Skills</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric 	<p>Art Area Of Study <u>Printing</u> Teaching and learning opportunities: Children to print their own coat of arms and royal flag.</p> <p>Skills</p> <ul style="list-style-type: none"> Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. monoprint, block, relief and resist printing. 	<p>Art Area Of Study <u>Artist Study</u> Teaching and learning opportunities: Look at John Charlton's 'The Women' from the Laing Gallery and create painting inspired by the shipwreck rescue.</p> <p>Skills</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects.

	<ul style="list-style-type: none"> Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour 	<ul style="list-style-type: none"> objects. Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. 	<ul style="list-style-type: none"> Experiment with, construct and join recycled, natural and man-made materials. Explore shape and form. 	<ul style="list-style-type: none"> crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. 	<ul style="list-style-type: none"> Make rubbings. Build a repeating pattern and recognise pattern in the environment 	<ul style="list-style-type: none"> Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust.
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<p>Ongoing DT Skills</p> <p>Can I think of some ideas of my own? Can I explain what I want to do? Can I describe my design by using pictures, model mock-ups and words? Can I design a product for myself and others following design criteria? Can I explain what I am making and why? Can I select tools and equipment to cut, shape, join and finish? Can I describe which tools I am using and why? Can I choose materials and explain why they are being used? Can I describe how existing products work? Can I talk about my own work linked to what I was asked to do? Can I talk about my own work and things that other people have done?</p>						
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Design & Technology	<p>DT Area Of Study Cooking</p> <p>Teaching and learning opportunities: Dinosaur footprint biscuits Salt dough fossils <i>Designing and making aliens and rockets (Ongoing skills)</i></p> <p>Technical Knowledge Can I cut food safely? Can I describe the texture of the foods? Can I wash their hands and make sure the surface is clean? Can I think of interesting ways of decorating food they have made? Can I say what healthy foods are? Can I say where some foods come from?</p> <p><i>CRC Article 24 -children have the right to the best possible health.</i></p>	<p>DT Area Of Study Cooking</p> <p>Teaching and learning opportunities: <i>Large Scale House Point landmark models(Ongoing skills)</i> Baltic Mill Bread Buns</p> <p>Technical Knowledge Can I cut food safely? Can I describe the texture of the foods? Can I wash their hands and make sure the surface is clean? Can I think of interesting ways of decorating food they have made? Can I say what healthy foods are? Can I say where some foods come from?</p> <p><i>CRC Article 24 -children have the right to the best possible health.</i></p>	<p>DT Area Of Study Levers and Sliders</p> <p>Teaching and learning opportunities: Gingerbread Man slider Pop up wolf in a chimney using levers.</p> <p>Technical Knowledge Can I measure materials to use in a model or structure? Can I join materials in different ways? Can I use joining, folding or rolling to make it stronger? Can I use levers or sliders? Can I say how to make my work stronger?</p>	<p>DT Area Of Study Levers and Sliders</p> <p>Teaching and learning opportunities: Make a wheel mechanism for 'Farmer Duck' character.</p> <p>Technical Knowledge Can I measure materials to use in a model or structure? Can I join materials in different ways? Can I use joining, folding or rolling to make it stronger? Can I use levers or sliders? Can I say how to make my work stronger?</p>	<p>DT Area Of Study Cooking</p> <p>Teaching and learning opportunities: Planning and preparing 'tea' for the Queen e.g. high tea sandwiches, cakes, place settings, invitations etc. <i>(Cooking and ongoing skills)</i></p> <p>Technical Knowledge Can I cut food safely? Can I describe the texture of the foods? Can I wash their hands and make sure the surface is clean? Can I think of interesting ways of decorating food they have made? Can I say what healthy foods are? Can I say where some foods come from?</p> <p><i>CRC Article 24 -children have the right to the best possible health.</i></p>	<p>DT Area Of Study Levers and Sliders</p> <p>Teaching and learning opportunities: Use previous study on levers and sliders to design and make a moving sea scape picture.</p> <p>Technical Knowledge Can I measure materials to use in a model or structure? Can I join materials in different ways? Can I use joining, folding or rolling to make it stronger? Can I use levers or sliders? Can I say how to make my work stronger?</p>
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<p>Music</p>	<p>Teaching and learning opportunities linked to class themes: <i>Learning songs and rhymes inspired by dinosaurs, toys and space.</i> <i>Listening to samples of music inspired by space and moving in appropriate ways. Creating a space sound scape.</i></p> <p>See Music Express Unit 1 'Ourselves'</p> <p><u>Skills Performing</u></p> <ul style="list-style-type: none"> • I join in with singing • I can clap short rhythmic patterns • I can copy sounds <p><u>Appraising</u></p> <ul style="list-style-type: none"> • I can respond to different moods in music • I can say how a piece of music makes me feel • I can say whether I like or dislike a piece of music • I can chose sounds to represent different things <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can repeat short rhythmic and melodic patterns • I can make a sequence of sounds 	<p>Teaching and learning opportunities linked to class themes: <i>Christmas Production</i></p> <p>See Music Express Unit 7 'Our School'</p> <p><u>Skills Performing</u></p> <ul style="list-style-type: none"> • I can use my voice to speak / chant /sing • I join in with singing • I look at the audience when performing • I can copy sounds 	<p>Teaching and learning opportunities linked to class themes: <i>Adding sound effects to traditional tales (See Three Singing Pigs Book)</i></p> <p>See Music Express Unit 9 Storytime</p> <p><u>Skills Performing</u></p> <ul style="list-style-type: none"> • I can use my voice to speak / chant /sing • I can clap short rhythmic patterns • I can copy sounds <p><u>Appraising</u></p> <ul style="list-style-type: none"> • I can chose sounds to represent different things • I can recognise repeated patterns • I can follow instructions about when to play or when to sing 	<p>Teaching and learning opportunities linked to class themes: <i>Adding sound effects to traditional tales (See Three Singing Pigs Book)</i> <i>Listening to music from other cultures shown in animal stories.</i></p> <p>See Music Express Unit 3 Animals See Music Express Unit 4 Weather</p> <p><u>Skills Appraising</u></p> <ul style="list-style-type: none"> • I can chose sounds to represent different things • I can recognise repeated patterns • I can follow instructions about when to play or when to sing • I can respond to different moods in music • I can say how a piece of music makes me feel • I can say whether I like or dislike a piece of music <p><u>Performing</u></p> <ul style="list-style-type: none"> • I can use my voice to speak / chant /sing • I can clap short rhythmic patterns • I can copy sounds 	<p>Teaching and learning opportunities linked to class themes: <i>Children to learn and perform the national anthem as well as other patriotic songs.</i> <i>Children to add instruments to royal nursery rhymes e.g Grand Old Duke of York</i></p> <p><u>Skills Appraising</u></p> <ul style="list-style-type: none"> • I can say whether I like or dislike a piece of music • I can follow instructions about when to play or when to sing <p><u>Performing</u></p> <ul style="list-style-type: none"> • I can use my voice to speak / chant /sing • I join in with singing <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can make different sounds with my voice • I can make different sounds with instruments • I can identify changes in sounds • I can change the sounds 	<p>Teaching and learning opportunities linked to class themes: <i>Learning sea shanties and pirate songs, using purple mash software to create an underwater song inspired by Disney's 'Little Mermaid' and 'Finding Nemo' soundtracks.</i></p> <p>See Music Express Unit 12 Water</p> <p><u>Skills Appraising</u></p> <ul style="list-style-type: none"> • I can respond to different moods in music • I can say how a piece of music makes me feel • I can say whether I like or dislike a piece of music • I can follow instructions about when to play or when to sing <p><u>Performing</u></p> <ul style="list-style-type: none"> • I can use my voice to speak / chant /sing • I join in with singing <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can identify changes in sounds • I can change the sounds • I can make a sequence of sounds • I can show sounds by using pictures
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Physical Education	<p>Athletics Skills</p> <ul style="list-style-type: none"> • Look up whilst running. • Show a good running technique. • Run at different speeds. • Change direction while running. • Observe and comment on others performances. • Say what I have done well and what I need to improve. <p>Events: Intra Class Competition KS1 Indoor Athletics Festival</p>	<p>Gymnastics Skills (Taught across two half terms)</p> <ul style="list-style-type: none"> • Show basic control and coordination when travelling. • Show basic control and coordination when still. • Show basic control and coordination when balancing. • Choose and link 'like' actions (those which are similar) eg three different jumps, rolls, balances. • Copy, remember and repeat these actions accurately and consistently. • Show individuality in movements, balances, rolls and jumps. • Show a clear start and finish to movement phrase • Find and use space safely. • Describe what they do in their movement phrase. <p>Events: Intra Class Competition</p>		<p>Dance Skills</p> <ul style="list-style-type: none"> • I can copy dance moves. • I can explore and perform basic body actions. • I can use different parts of the body singly and in combination. • I can remember and repeat short dance phrases and simple dances. • I can move with control. • I can make up a short dance. • I can describe how my lungs and heart work when dancing. • I can describe basic body actions and simple expressive and dynamic qualities of movement. • I can perform more complicated combinations of movement fluently and with control. • I can choose movements that show a clear understanding of the dance idea. <p>Events: Intra Class Competition</p>	<p>Outdoor and Adventurous Skills</p> <ul style="list-style-type: none"> • Listen to and follow instructions. • Follow a trail. • Work with friends to plan how to rescue things from the river. • Suggest ways to improve and strategies. • Help each other. • Say what they have done and what they need to improve. <p>Competitions: KS1 Outdoor and Adventurous Festival Sainsbury's School Games Day</p>	<p>Games Skills (Striking and Fielding)</p> <ul style="list-style-type: none"> • I can throw underarm. • I can roll a piece of equipment. • I can hit a ball with a bat. • I can move and stop safely. • I can catch with both hands. • I can throw in different ways. • I can kick in different ways. <p>Events: Intra Class Competition Sports Day Quadkids Athletics</p>
PSHE&C	<p>THEME: HEALTH AND WELLBEING Relationships/Living in the Wider World</p> <p><i>Dealing with friendships and conflicts at school, school rules, class rules, people special to us.</i></p> <p><i>CRC Article 28 – children have the right to an education.</i></p>	<p>THEME: RELATIONSHIPS Feelings and Emotions</p> <p><i>Naming feelings and learning ways to manage emotions.</i></p> <p><i>CRC Article 29 – children have the right to be treated with respect.</i></p>	<p>THEME: HEALTH AND WELL BEING Keeping Safe</p> <p><i>Keeping safe on- and offline. Learning what to do in emergencies and how to have a healthy life style.</i></p> <p><i>CRC Article 24 -children have the right to the best possible health.</i></p>	<p>THEME: HEALTH AND WELL BEING Growing and Changing</p> <p><i>Setting goals and thinking about how we feel when we achieve them or not.</i></p> <p><i>CRC Article 24 -children have the right to the best possible health.</i></p>	<p>THEME: RELATIONSHIPS Healthy Relationships</p> <p><i>Thinking about how to be a good friend. Discussing different relationships we can have and what to do when we fall out.</i></p> <p><i>CRC Article 19 – children have the right to be protected from all forms of abuse. The right to be safe.</i></p>	<p>THEME: LIVING IN THE WIDER WORLD Money matters</p> <p><i>Thinking about how we use money. Describing what we would like to do when we get older and taking part in class enterprise event.</i></p>