



Fell Dyke Community Primary School

Year 1 Curriculum Map 2018 - 2019

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	If you go down to the woods... (7 weeks)	Helpful Heroes (8 weeks)	Dinos and Dragons (6 weeks)	Global Gardens (6 weeks)	Magic Makers! (5 weeks)	Making a Splash! (7 weeks)
Educational visits	Gibside National Trust		Sunderland Winter Gardens 'Dino Delights' workshop	Saltwell Park		Sea-Life Centre
Curriculum Experience		Visit from Police Officer & police dogs. Nursery Nurse from QE.			Tiny Tweeties Music session based on the theme	
Literacy Genre	Narrative: <ul style="list-style-type: none"> Contemporary Fiction Non-Fiction: <ul style="list-style-type: none"> Labels, lists and Captions Recount 	Narrative: <ul style="list-style-type: none"> Contemporary Fiction Non-Fiction: <ul style="list-style-type: none"> Report Poetry: <ul style="list-style-type: none"> Shape Poems 	Narrative: <ul style="list-style-type: none"> Contemporary Fiction Non-Fiction: <ul style="list-style-type: none"> Instructions Poetry: <ul style="list-style-type: none"> Poet Study 	Narrative: <ul style="list-style-type: none"> Traditional Tales Contemporary Fiction Non-Fiction: <ul style="list-style-type: none"> Recount 	Narrative: <ul style="list-style-type: none"> Adventure Fairy Tales Non-Fiction: <ul style="list-style-type: none"> Reports 	Narrative: <ul style="list-style-type: none"> Adventure Non-Fiction: <ul style="list-style-type: none"> Instructions Poetry: <ul style="list-style-type: none"> Performance Poems
Core Text	Labels, Lists and Captions: Brown Bear, Brown Bear, What do You See? Recount: The Everywhere Bear Where's My Teddy? Contemporary Fiction: Owl Babies Where the Wild Things Are	Contemporary Fiction: Avocado Baby Cops and Robbers How to Save a Superhero Report: Facts about Real Life Heroes Shape Poems: Linked to People Who Help Us e.g. hand shape describing how we help each other, lollypop stick, police siren etc.	Contemporary Fiction: The Egg Tell Me Dragon Instructions: The Dragon Machine Poet Study: Mad About Dinosaurs	Traditional Tale : The Papaya that Spoke The Elephant and the Bad Baby Contemporary Fiction: Elmer Recount: Trip to Saltwell Park	Adventure: Bear's Magic Pencil Reports: Unicorn Hunt and Facts Fairy Tales: The Magic Paintbrush Aladdin	Adventure The Singing Mermaid The Storm Whale /The Storm Whale in Winter Lost and Found Instructions: Pizza for Pirates The Pirate Cruncher Performance Poetry: A collection of pirate poems
Follow up genre	<ul style="list-style-type: none"> A caption about the class mascot. 	<ul style="list-style-type: none"> The Nativity Story in Captions 	<ul style="list-style-type: none"> Dinosaur Report 	<ul style="list-style-type: none"> Instructions on how to plant seeds 	<ul style="list-style-type: none"> Recount in role as a magical character 	<ul style="list-style-type: none"> Report on sea-life Creature
Maths	Number: Place Value (within 10) Number: Addition and subtraction (within 10)	Number: Addition and subtraction (within 10) Geometry shape Number: Place Value (within 20)	Number: Addition and subtraction (within 20) Number: Place Value (within 50) Multiples of 2, 5 and 10	Measurement :length and height Measurement: weight and Volume	Number Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number Fractions Geometry: position and direction	Number Place Value (within 100) Measurement: money Time
Science	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>Statutory Requirements Unit- Everyday Materials</p> <ul style="list-style-type: none"> 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 <p>Possible teaching and learning opportunities: <i>Using everyday items introduce, describe and sort different materials. Explore and describe man-made and natural materials. Plan, investigate and use materials to create items for class mascot e.g. a waterproof coat for the class mascot.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Which material will best protect the Owl Baby egg? What is the best material to use to make a boat for Max (Where the Wild Things Are)? What will keep the class teddy dry on a rainy day? 	<p>Statutory Requirements Unit – Animals including humans</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 basic body parts, associate parts with senses. <p>Possible teaching and learning opportunities: <i>Exploring our bodies, senses and life cycles, finding out what makes a human super!</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> The tallest Robber in the line up must be the oldest. Do you agree? How will the avocado baby change? <p>Statutory Requirements Unit- Everyday Materials</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 Compare & classify materials based on physical properties. <p>Possible teaching and learning opportunities: <i>Continue to classify and sort materials to complete a range of 'superhero' challenges.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> What materials can Magnet Man collect with his powers? An evil villain has destroyed this building. Can you make a stronger structure? 	<p>Statutory Requirements Unit – Animals including humans</p> <ul style="list-style-type: none"> 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) <p>Possible teaching and learning opportunities: <i>Using the children's developing knowledge of dinosaurs (and dragons) link to animals they are familiar with. Begin to introduce common features between animals and ways they can be classified.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Can you match the dinosaur to the poop? Could you keep a 'petasaurus'? 	<p>Statutory Requirements Unit – Plants</p> <ul style="list-style-type: none"> Identify basic plant parts in flowering plants and trees (roots, leaves, flowers, etc.) That green plants need light to grow Identify and name common wild and garden plants, including deciduous and evergreen trees. <p>Possible teaching and learning opportunities: <i>'Creating our own 'garden' by planting and cultivating seeds. Exploring the 'wild' around us and finding out about key plants and trees. Keeping data on creatures present in our class bug hotel. Comparing habitats introduced through texts and children's interests.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> All trees are green. True or false? Can papaya grow in our garden? What can be found in our bug hotel? 	<p>Statutory Requirements Unit – Plants</p> <ul style="list-style-type: none"> 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 <p>Possible teaching and learning opportunities: <i>Creating our own 'garden' by planting and cultivating seeds. Exploring the 'wild' around us and finding out about key plants and trees. Comparing habitats introduced through texts and children's interests.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Plants grow straight. True or false? A stem is always green. True or false? What happens to plants in a dark cupboard? What should a seed be planted in? 	<p>Statutory Requirements Unit – Animals including humans</p> <ul style="list-style-type: none"> Identify & name common animals, including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Possible teaching and learning opportunities: <i>Compare and contrast animals and their habitats through discovering more about creatures that live in the water e.g. penguin, polar bear, otter, frog, clown fish etc.</i></p> <p>Investigative Questions</p> <ul style="list-style-type: none"> Can you create a habitat for Mister Seahorse (Eric Carle Book)? <p>Statutory Requirements Unit- Everyday Materials</p> <ul style="list-style-type: none"> 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 <p>Possible teaching and learning opportunities: <i>Investigate how different materials can be used to solve problems involving water.</i></p> <p>Investigative Questions</p>
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	<p><u>Ongoing History Skills</u></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><u>Ongoing Geography Skills</u></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. 		
Humanities	<p><u>History Area Of Study</u> <u>Changes within living memory</u></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 <p>Possible teaching and learning opportunities: Teddy Bears/ toys from the Past.</p>	<p><u>History Area Of Study</u> <u>Aspects of life in different time periods</u></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>Possible teaching and learning opportunities: Comparing hospitals and in the past through the work of Florence Nightingale.</p>	<p><u>History Area Of Study</u> <u>The Life of Significant People</u></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>Possible teaching and learning opportunities: Finding out about the life of Mary Anning & her fossils.</p>			<p><u>History Area Of Study</u> <u>Significant Events in their Own Locality/ Significant historical events</u></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>Possible teaching and learning opportunities: Possible Teaching and learning opportunities: Looking at the history behind the painting 'The Women' (local ship wreck) before investigating why the Titanic sank (famous ship wreck). Explore the history of real life pirates and their way of life.</p>

	<p><u>Geography Area Of Study</u> Place Knowledge <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. Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK. <p>Possible teaching and learning opportunities: Looking at woodlands across the UK and the wider world. How are they different? What do the different habitats provide? Exploring in greater depth the geographical features of Gibside through class visit.</p>	<p><u>Geography Area Of Study</u> Place Knowledge <u>Geography Skills</u></p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. <p>Possible teaching and learning opportunities: Exploring who helps us in our local community(in school and in Wrekenton) e.g. teachers, care taker, business manager pharmacist, Doctor, Reverend. Providing information on what they do and their location.</p>	<p><u>Geography Area Of Study</u> Location Knowledge <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. <p>Possible teaching and learning opportunities: Look at legendary dragons linked to countries in the UK. St George and the Dragon for England. Welsh dragon and King Arthur. Explore maps to locate both places and their proximity to each other. Look at how these legends have influenced the countries flags.</p>	<p><u>Geography Area Of Study</u> Human & Physical Geography <u>Geography Skills</u></p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and North and South Poles. 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>Possible teaching and learning opportunities: How does the weather affect the growth of our plants? Conducting a Weather Study linked to developing a class garden.</p> <p>What our gardens like around the world? Where do foods we eat originate from? Can we grow them in our garden? Do you think there is anywhere in the world where no plant life grows? Contrasting hot and cold climate e.g. rainforest, desert and arctic plant life/ creatures.</p>	<p><u>Geography Area Of Study</u> Location Knowledge <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. <p>Possible teaching and learning opportunities: Read the legend behind the Giants Causeway in Ireland and find out about the countries location. Explore other magical creatures founding the UK e.g. Lock Ness Monster in Scotland.</p>	<p><u>Geography Area Of Study</u> Human & Physical Geography <u>Geography Skills</u></p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. 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. <p>Possible teaching and learning opportunities: Explore the features of the Coast and consider those that are human and physical. Locate Oceans and compare sea life.</p>
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Computing	<p>Online Safety and Core skills</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>Digital Literacy and ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Computer Science</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</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Digital Literacy and ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content 	<p>Digital Literacy and ICT</p> <ul style="list-style-type: none"> Use technology purposefully to create, store, manipulate and retrieve digital content
RE SOW Cycle B	<p>Belonging Children will look at belonging to:</p> <ul style="list-style-type: none"> a class family school Christian family Muslim family Jewish family <p>Possible teaching and learning opportunities: Children draw and discuss different groups they belong to : family/ school/ class/ clubs/ church. Children learn about a typical day in a Christian/ Muslim and Jewish family. Use real life examples from children in the class.</p>	<p>Celebrations/ Hanukah/ The Story of Christmas Children will look at:</p> <ul style="list-style-type: none"> The difference between holidays and festivals Hannukah Christmas – the Christmas story. Eid ul Fitr <p>Possible teaching and learning opportunities: Hearing and sequencing the Christmas story. Shoe box appeal. Festivals children may have attended, religious holidays eg Easter, Christmas How are Hannukah and Eid are celebrated?</p>	<p>The Boyhood of Jesus Children will look at:</p> <ul style="list-style-type: none"> Jesus visit to the Temple when he was twelve years old Reflect on who teaches them wise things Noahs ark Samuel Abraham Lost coin Mustard seed <p>Possible teaching and learning opportunities: The children will learn the stores from the Bible and their meanings to Christians.</p>	<p>Easter Children will look at:</p> <ul style="list-style-type: none"> Easter is a significant time for Christians when they remember the death and Resurrection of Jesus That Easter is celebrated in the Spring when there are signs of new life all around. Palm Sunday The Easter story The meaning of Easter eggs <p>Possible teaching and learning opportunities: Visit to St Thomas re the Easter story. The meaning of the Easter story for Christians. Sequencing the Easter stories.</p>	<p>Religious Artefacts (Special Things) Children will look at:</p> <ul style="list-style-type: none"> Rosary beads Tallit Muslim prayer mat Candles The Lords prayer <p>Possible teaching and learning opportunities: The children will examine items used by different religions for worship.</p>	<p>Wonderful World Children will look at:</p> <ul style="list-style-type: none"> The creation story How to keep our world safe <p>Possible teaching and learning opportunities: The children will learn the stories from the Bible and their meanings to Christians. Posters made showing how to make the world safe.</p>
Art & Design	<p>Drawing</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. Use a sketchbook to gather and collect artwork. 	<p>Painting</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. Work on different 	<p>Sculpture</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. Experiment with, 	<p>Collage/Textiles</p> <ul style="list-style-type: none"> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. 	<p>Printing</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 	<p>Artist Study</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. Work on different

	<ul style="list-style-type: none"> Begin to explore the use of line, shape and colour <p>Possible teaching and learning opportunities: Self portraits Drawings of favourite 'bears' e.g. special toys brought from home, Winnie the Pooh (New movie). Woodland window view finders. Observational drawing of natural objects.</p>	<p>scales.</p> <ul style="list-style-type: none"> Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. <p>Possible teaching and learning opportunities: <i>Studying the work of Any Warhole and creating a superhero pop art image using colour mixing.</i> Printing textured nativity scenes.</p>	<p>construct and join recycled, natural and man-made materials.</p> <ul style="list-style-type: none"> Explore shape and form. <p>Possible teaching and learning opportunities: Developing clay techniques by creating 'fossils'. Designing and making 3D forms of dinosaurs and dragons.</p>	<ul style="list-style-type: none"> Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. <p>Possible teaching and learning opportunities: Using famous artworks showing flowers and gardens e.g. 'Tropical Storm' by Henri Rousseau, Van Gogh 'Sunflowers', Kandinsky's Tree create new versions using different collage techniques.</p>	<p>resist printing.</p> <ul style="list-style-type: none"> Make rubbings. Build a repeating pattern and recognise pattern in the environment <p>Possible teaching and learning opportunities: Exploring printing techniques to create images of 'magical' items the children are interested in e.g. wizards, circus acts, magic lamps, unicorns etc.</p>	<p>scales.</p> <ul style="list-style-type: none"> Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust. <p>Possible teaching and learning opportunities: John Charlton 'The Women' Creating ship-wreck scenes with a variety of painting techniques.</p>
Design & Technology	<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>					
	<p>Technical Knowledge Cooking</p> <p>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>Possible teaching and learning opportunities: Planning and preparing 'a teddy bears tea party' e.g. high tea sandwiches, cakes, place settings, invitations etc. (Cooking and ongoing skills)</p>	<p>Technical Knowledge Levers and Sliders</p> <p>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>Possible teaching and learning opportunities: Superhero themed moving pictures using sliders and levers.</p>	<p>Technical Knowledge Cooking</p> <p>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>Possible teaching and learning opportunities: Dinosaur footprint biscuits Salt dough fossils Designing and making a dragon machine (Ongoing skills)</p>	<p>Technical Knowledge Cooking</p> <p>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>Possible teaching and learning opportunities: Creating meals using plants researched during topic and plants grown (if successful!)</p>	<p>Technical Knowledge Levers and sliders</p> <p>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>Possible teaching and learning opportunities: Magic themed moving pictures using wheel mechanism e.g. genie from the lamp, disappearing fairy etc.</p>	<p>Technical Knowledge Levers and sliders</p> <p>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>Possible teaching and learning opportunities: Use previous study on levers and sliders to design and make a moving sea scape picture.</p>

Music	<p>Performing</p> <ul style="list-style-type: none"> I join in with singing I can clap short rhythmic patterns I can copy sounds <p>Appraising</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>Composing</p> <ul style="list-style-type: none"> I can repeat short rhythmic and melodic patterns I can make a sequence of sounds <p>Possible teaching and learning opportunities: <i>Learning songs and rhymes inspired by toys and autumn/ woodlands.</i> <i>Listen to music inspired by the outdoors and move in response to it. Create an autumn sound scape.</i></p>	<p>Performing</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>Possible teaching and learning opportunities: <i>Christmas Production</i> See Music Express Unit 1 'Ourselves' See Music Express Unit 7 'Our School'</p>	<p>Performing</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>Appraising</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>Possible teaching and learning opportunities: <i>Learning songs and rhymes inspired by dinosaurs and dragons. Adding sound effects to create a 'dragon hunt' (see 'Let's go Shoolie-Shoo')</i></p>	<p>Appraising</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>Performing</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>Possible teaching and learning opportunities: <i>Listening to music from other cultures and learning some traditional songs (places studied during theme).</i> See Music Express Unit 3 Animals See Music Express Unit 4 Weather</p>	<p>Appraising</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>Performing</p> <ul style="list-style-type: none"> I can use my voice to speak / chant /sing I join in with singing <p>Composing</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>Possible teaching and learning opportunities: <i>Learn songs and rhymes linked to magic (e.g. Greatest Showman). Create sound effects for magical stories.</i></p>	<p>Appraising</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>Performing</p> <ul style="list-style-type: none"> I can use my voice to speak / chant /sing I join in with singing <p>Composing</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 <p>Possible teaching and learning opportunities: <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> See Music Express Unit 12 'Water'.</p>
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 <i>(Taught across two half terms to account for Christmas losses)</i></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 	<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</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 ca 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>	

				<p>work when dancing.</p> <ul style="list-style-type: none"> 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>	Day	
PSHE&C	<p>CORE 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>Pupils should be taught:</p> <ul style="list-style-type: none"> Why do we come to school? Our roles in the classroom How can we make our class a safe and happy place What makes us special and unique Who is special to us and how do we make people feel special 	<p>CORE THEME: RELATIONSHIPS Feelings and Emotions</p> <p><i>(SEMH, emotional literacy, managing emotions)</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> How to recognise and respond to the range of emotions we experience Understand how feelings can effect thoughts and behaviour How to recognise emotions in others and empathise; How to respond appropriately to others; Describe or demonstrate ways of managing difficult or challenging feelings 	<p>CORE THEME: HEALTH AND WELL BEING Keeping Safe</p> <p><i>keeping physically and emotionally safe on- and offline; risk assessment and management; independence and responsibility; pressure on behaviour: peer and media; managing emergencies; habits: alcohol, tobacco and drugs</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> What is meant by a healthy lifestyle How to maintain physical, mental and emotional health and wellbeing How to manage risks to physical and emotional health and wellbeing Ways of keeping physically and emotionally safe 	<p>RE THEME: HEALTH AND WELL BEING Growing and Changing</p> <p><i>aspirations, goals and feeling valued; intensity of our and others' feelings; conflicting emotions; change: bereavement, loss, grief and transitions; feelings and changes associated with puberty, including body image; human reproduction and conception (year 6)</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> How to talk about their bodies appropriately Positive and negative influences on health choices What do our minds and bodies need in order to be healthy: Sleep, diet, relaxation 	<p>CORE THEME: RELATIONSHIPS Healthy Relationships</p> <p><i>(Transition/Friendships/positive relationships/dealing with conflict/ relationships at home and school/</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts How to recognise and manage emotions within a range of relationships How to recognise risky or negative relationships including all forms of bullying and abuse 	<p>CORE THEME: LIVING IN THE WIDER WORLD Money matters</p> <p><i>(aspirations, goals, employment, enterprise, world of work, savings, debt etc)</i></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> About where money comes from, keeping it safe, and the importance of managing it effectively How money plays an important part in people's lives A basic understanding of enterprise