Bedgrove Infant School
Year 1 Curriculum Overview

TERM	AUTUMN TERM 1 (7)	AUTUMN TERM 2 (7)	SPRING TERM 1 (5)	SPRING TERM 2 (6)	SUMMER TERM 1 (6)	SUMMER TERM 2 (6)
THEME	**PEOPLE** **Me in My Town**	**UNITY** **Christianity**	**ROAMING** **The Wider World**	**PLANET** **Dinosaurs!**	**LOOK!** **Castles**	**ENVIRONMENT** **Natural or Manmade?**
QUESTION	Who am I?	Where I belong?	Where could I go?	What is around me?	What can I create?	What can I do?
POW DAY	Special People- shared reading session with families in school in classes	Purple day- wear purple- proud of our school community Across YG religion activities	Around the World Adventure Whole school mixed groups traveling to countries around the world	Science Week Whole school mixed groups for scientific experiments	Artist exploring own classes AM Weaving with Parents session across YG PM	Entrepreneurs! Activities across YGs with Science/PHSE focus
VISITS / VISITORS	Spinney Walk	Church Visit/visitor		Dino Man	Waddesdon Manor	
COOKING	Fruit Smoothies	Mince Pies	UK dishes- Scones	Dinosaur biscuits	Fairy Cakes	Sandwiches- different fillings
PHONICS	Phase 3 (first 2 weeks) Phase 5a week 1 - 5 Last week – Assessments	Phase 5b week 6 - 11 Last week – Assessments	Phase 5c week 12 - 16 Last week – Assessments	Phase 5c week 17 – 22 Last week – Assessments	Phase 5c week 23 – 28 Last week - Assessments	Phase 5c week 29 - 31 Last 3 weeks – review and revisit / assessments
ENGLISH	Core Text The Smartest Giant in Town by Julia Donaldson Roald Dahl stories	Core Text Leaf Man by Lois Elhert	Core Text Katie in London By James Mayhew	Core Text Katie and the dinosaurs By James Mayhew Dinosaur Lady By Linda Skeers	Core Text Fairytales- Sleeping Beauty, Jack and the Beanstalk	Core Text Somebody Crunch Colin Someone Swallowed Stanely Greta and the Giants By Zoe Persico
	Planning, writing and editing: **Introduce:** Say out loud what they are going to write about. Compose a sentence orally before writing it. **Introduce:** Sequence sentences to form short narratives. **Introduce:** Discuss what they have written with the teacher or other pupils. **Introduce:** Reread their writing to check that it makes sense and to independently begin to make changes. **Introduce:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Audience** **Introduce**: Use a number of simple features of different text types and to make	**Planning, writing and editing:** **Embed**: Say out loud what they are going to write about. Compose a sentence orally before writing it. **Embed:** Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. **Embed:** Reread their writing to check that it makes sense and to independently begin to make changes. **Embed:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Introduce:** Use adjectives to describe. **Audience** **Embed**: Use a number of simple features of different	**Planning, writing and editing:** **Embed**: Say out loud what they are going to write about. Compose a sentence orally before writing it. **Embed:** Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. **Embed:** Reread their writing to check that it makes sense and to independently begin to make changes. **Embed:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Embed:** Use adjectives to describe. **Audience** **Embed**: Use a number of simple features of different	**Planning, writing and editing:** **Embed**: Say out loud what they are going to write about. Compose a sentence orally before writing it. **Embed:** Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. **Embed:** Reread their writing to check that it makes sense and to independently begin to make changes. **Embed:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Embed:** Use adjectives to describe. **Audience** **Embed:** Use a number of simple features of different	**Planning, writing and editing:** **Embed**: Say out loud what they are going to write about. Compose a sentence orally before writing it. **Embed:** Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. **Embed:** Reread their writing to check that it makes sense and to independently begin to make changes. **Embed:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Embed:** Use adjectives to describe. **Audience** **Embed:** Use a number of simple features of different	**Planning, writing and editing:** **Embed**: Say out loud what they are going to write about. Compose a sentence orally before writing it. **Embed:** Sequence sentences to form short narratives. Discuss what they have written with the teacher or other pupils. **Embed:** Reread their writing to check that it makes sense and to independently begin to make changes. **Embed:** Read their writing aloud clearly enough to be heard by their peers and the teacher. **Embed:** Use adjectives to describe. **Audience** **Embed:** Use a number of simple features of different

	relevant choices about subject matter and appropriate vocabulary choices ie. Lists/recipe/ instructions/ story **Sentence Construction and Tense** **Introduce:** Use simple sentence structures. Starting with a capital letter. **Introduce:** Use the joining word(conjunction) 'and' to link ideas and sentences. **Punctuation:** **Introduce:** Use capital letters for names, places, the days of the week and the personal pronoun 'I'. **Introduce:** Use finger spaces. **Introduce:** Use full stops to end sentences. **Further Spelling Conventions:** **Introduce:** Use -s and -es to form regular plurals correctly. Use the prefix 'un-' accurately. **Introduce:** Add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words. **Introduce:** Spell simple compound words. **Introduce:** Take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	text types and to make relevant choices about subject matter and appropriate vocabulary choices ie. Captions/ non-chronological reports/ letter writing/ sequencing and retelling a story/ postcards Start to engage readers by using adjectives to describe. **Sentence Construction and Tense** **Embed:** Use simple sentence structures. Introduce proper nouns and teach children that each proper noun requires capital letters. **Embed:** Use the joining word(conjunction) 'and' to link ideas and sentences. Begin to form simple compound (and, but) sentences. **Punctuation** **Embed:** Use capital letters for names, places, the days of the week and the personal pronoun 'I'. **Embed**: Use finger spaces. **Embed:** Use full stops to end sentences. **Further Spelling Conventions:** **Embed:** Use -s and -es to form regular plurals correctly. **Embed:** Use the prefix 'un-' accurately. **Embed:** Add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words. **Embed:** Spell simple compound words. **Embed:** Take part in the process of segmenting spoken	text types and to make relevant choices about subject matter and appropriate vocabulary choices ie. Sequencing and retelling a story/instruction writing/ imperative verbs/ time connective **Introduce:** Start to engage readers by using adjectives to describe. **Sentence Construction and Tense** **Embed:** Use simple sentence structures. **Embed:** Use the joining word(conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences. **Punctuation** **Embed:** Use capital letters for names, places, the days of the week and the personal pronoun 'I'. **Embed**: Use finger spaces. **Embed:** Use full stops to end sentences. **Introduce:** Begin to use question marks and exclamation marks. **Further Spelling Conventions:** **Embed:** Use -s and -es to form regular plurals correctly. **Embed:** Use the prefix 'un-' accurately. **Embed:** Add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words. **Embed:** Spell simple compound words. **Embed:** Take part in the process of segmenting spoken	text types and to make relevant choices about subject matter and appropriate vocabulary choices. Captions/ non-chronological reports/ letter writing/ sequencing and retelling a story/persuasive writing (letter) **Embed:** Start to engage readers by using adjectives to describe. **Sentence Construction and Tense** **Embed:** Use simple sentence structures. **Embed:** Use the joining word(conjunction) 'and' to link ideas and sentences. 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Traditional tales/ character description/ narratives/ speech Start to engage readers by using adjectives to describe (descriptive langue including alliteration and similes). **Embed:** Start to engage readers by using adjectives to describe. **Sentence Construction and Tense** **Embed:** Use simple sentence structures. **Embed:** Use the joining word(conjunction) 'and' to link ideas and sentences. 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Instruction writing/ diary/ Start to engage readers by using adjectives to describe. **Embed:** Start to engage readers by using adjectives to describe. **Sentence Construction and Tense** **Embed:** Use simple sentence structures. **Embed:** Use the joining word(conjunction) 'and' to link ideas and sentences. Begin to form simple compound sentences. **Punctuation** **Embed:** Use capital letters for names, places, the days of the week and the personal pronoun 'I'. **Embed**: Use finger spaces. **Embed:** Use full stops to end sentences. **Embed:** Begin to use question marks and exclamation marks. **Further Spelling Conventions:** **Embed:** Use -s and -es to form regular plurals correctly. **Embed:** Use the prefix 'un-' accurately. **Embed:** Add the suffixes -ing, -ed, -er and -est to root words where no change is needed in the spelling of the root words. **Embed:** Spell simple compound words. **Embed:** Take part in the process of segmenting spoken words into phonemes before

		words into phonemes before choosing graphemes to represent those phonemes.	words into phonemes before choosing graphemes to represent those phonemes.	words into phonemes before choosing graphemes to represent those phonemes.	process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.	choosing graphemes to represent those phonemes.
	Handwriting rule to cover The Ladder Family (l, i, u, t, y and j)	**Handwriting rule to cover** The Curly Caterpillar Family (c, a, d, e, s and g) Digits 0-9	**Handwriting rule to cover** The One-Armed Robot Family (k, b, p and r) The Zigzag Monster Family (z, v, w and x)	**Handwriting rule to cover** The One-Armed Robot Family (k, b, p and r) The Zigzag Monster Family (z, v, w and x)	**Handwriting rule to cover** Days of the week Tricky words	**Handwriting rule to cover** Capital letters Consolidation
MATHS	**Place value within 10.** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Read and write numbers from 1 to 20 in numerals Identify and represent numbers using objects and pictorial representations including the number line **Addition and Subtraction within 10.** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs	**Addition and Subtraction within 10.** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero **Geometry: Shape** Recognise and name common 2-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	**Place Value within 20.** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less Read and write numbers from 1 to 20 in numerals Identify and represent numbers using objects and pictorial representations including the number line **Addition and Subtraction within 20** Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs Add and subtract one-digit and two-digit numbers to 20, including zero Represent and use number bonds and related subtraction facts within 20 Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as	**Place Value within 50.** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less count in multiples of twos, fives and tens **Length and Height** Measure and begin to record the following: Lengths and heights mass/weight Compare, describe and solve practical problems for: Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] **Mass and Volume** Mass/weight [for example, heavy/light, heavier than, lighter than] Compare, describe and solve practical problems for: Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] Measure and begin to record the following: Capacity and volume	**Multiplication and division** count in multiples of twos, fives and tens Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher **Fractions** Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. **Position and Direction** Describe position, direction and movement, including whole, half, quarter and three- quarter turns	**Place Value within 100.** Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number Given a number, identify one more and one less count in multiples of twos, fives and tens **Measurement Money** count in multiples of twos, fives and tens Recognise and know the value of different denominations of coins and notes **Measurement Time** Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for: Time [for example, quicker, slower, earlier, later] Measure and begin to record the following: time (hours, minutes, seconds) Recognise and use language relating to dates, including days of the week, weeks, months and years

			7 = ? – 9.			
Cross Curricular Links	**Timeline of people.** **Old and new buildings** **Measurement** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years	**Timeline of events** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Recognise and name common 2-D shapes	**Sizes of buildings** **Distances from Aylesbury** Compare and describe Lengths and heights [for example, long/short, longer/shorter, tall/short, **UK dishes** Measure and begin to record the mass/weight	**Origin of dinosaurs and timeline of Mary Anning** Recognise and use language relating to dates Describe temperature. **Sorting animals** **Life cycle of a frog** Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]	**Kings/Queens on money** Recognise and know the value of different denominations of coins and notes **Making a windmill** Solve one-step problems involving multiplication and division Compare, describe and solve practical problems for: Lengths	**Measuring plants** Compare and describe Lengths and heights [**Making Sandwiches** Solve one-step problems involving multiplication and division
SCIENCE	Working scientifically foci: Asking simple questions and recognising that they can be answered in different ways Gathering and recording data to help in answering questions Observing closely, using simple equipment.		Working scientifically foci: Observing closely, using simple equipment Identifying and classifying Gathering and recording data to help in answering questions		Working scientifically foci: Performing simple tests Observing closely, using simple equipment Identifying and classifying	
	Animals including humans – NC Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense *Taste Investigation* **Seasonal Change – NC**	**Seasonal Change – NC** Observe changes across the four seasons (Autumn) Observe and describe weather associated with the seasons and how day length varies. **Everyday materials – NC** *Naming materials* Compare and group together a variety of everyday materials on the basis of their simple physical properties *Floating and Sinking Investigation*	**Animals inc Humans – NC** Identify and name a variety of common animals, mammals, amphibians, fish and birds. **Seasonal Change – NC** Observe changes across the four seasons (Winter) *Does a snowman melt when wearing a coat? Investigation* *Where does it melt quickest?* **Planting A- OUTDOOR LEARNING**	**Animals inc Humans – NC** Describe and compare the structure of a variety of common animals. Identify and name a variety of common animals that are carnivores, omnivores and herbivores. *How many animals live in these habitats- collecting data* **Seasonal Change – NC** Observe changes across the four seasons (Spring) **Life cycle of a frog** **Caring for the Planet** Why is it important to care for the planet and how can we care for the planet? **Planting B- OUTDOOR LEARNING**	**Seasonal Change – NC** Observe changes across the four seasons (Spring) **Plants – NC** Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants, including trees. *Bean Diary* *Plant investigation* **Planting C- OUTDOOR LEARNING**	**Plants – NC** Identify and name deciduous and evergreen trees. **Growing and Cooking - NC** Where does my food come from? **Seasonal Change – NC** Observe changes across the four seasons (Summer)

	I can name the five senses and five main body parts.	**I can name the four seasons and say how they are different** **I can name a range of materials and describe their properties.**	**I can sort animals into animal groups.**	**I can explain the differences between a carnivore, herbivore and omnivore.** **I can name a variety of plants and talk about their structure.**	**I can name a variety of trees and talk about their structure.**	**I can describe where my food has come from.** **I can explain why it is important to care for the planet and how I can help.**
	Seasonal change misconceptions Some children may think: - it always snows in winter - it is always sunny in the summer - there are only flowers in spring and summer it rains most in the winter	**Materials misconceptions** Some children may think: - only fabrics are materials - only building materials are materials - only writing materials are materials - the word 'rock' describes an object rather than a material - 'solid' is another word for hard.		**Animals misconceptions** Some children may think: - only four-legged mammals, such as pets, are animals - humans are not animals - insects are not animals - all 'bugs' or 'creepy crawlies', such as spiders, are part of the insect group amphibians and reptiles are the same	**Plants Misconceptions** Some children may think: - plants are flowering plants grown in pots with coloured petals and leaves and a stem - trees are not plants - all leaves are green - all stems are green - a trunk is not a stem - blossom is not a flower	**Plants Misconceptions** Some children may think: - plants are flowering plants grown in pots with coloured petals and leaves and a stem - trees are not plants - all leaves are green - all stems are green - a trunk is not a stem - blossom is not a flower
HISTORY	Significant historical events, people and places in their local community. Significant historical events, people and places in their own locality. The lives of significant individuals in the past who have contributed to national and international achievements. **Roald Dahl/Queen Victoria/ Queen Elizabeth/ King Henry VIII** **How Aylesbury has changed**	Events beyond living memory that are significant nationally. **Find out about different celebrations of bonfire night, Guy Fawkes and what his role was in the Gunpowder Plot.** **What Remembrance Day is for.**	Changes within living memory: Events beyond living memory. **How London has changed over time.**	Events beyond living memory that are significant nationally. The lives of significant individuals in the past who have contributed to national and international achievements. **Mary Anning/ Dinosaurs**	Identify similarities and differences between different times e.g., Victorian Times and the Modern Day Understand that we have a monarch who rules the UK and Britain has had a king or queen for many years. **Castles/King Charles** The lives of significant individuals in the past who have contributed to national and international achievements. **Sculptors/Artists**	Significant people in living memory- **Greta Thunberg**
	I can talk about the order of events using a timeline.	**I can talk about events from the past.**	**I can say how things have changed over time.**	**I can talk about the impact of a significant person from the past.**	**I can identify differences between past and present life.**	**I can name a famous person and say why they are famous.**

GEOGRAPHY	Begin to use basic geographical vocabulary to refer to where they live. Use maps, world maps, atlases and globes **Map of route to school** **Use aerial photographs** **Vocabulary:** Town, Aylesbury, County, Country, Buckinghamshire, UK, England, Europe	Use maps, world maps, atlases and globes **Finding places on a globe/map linked to Christmas Story**	Name and locate the 4 countries of the United Kingdom and its surrounding seas/oceans. Name the 4 capital cities of the UK. List and understand geographical similarities and differences of a small area of the United Kingdom **Vocabulary:** Europe, UK, London, England, Cardiff, Wales, Edinburgh, Scotland, Belfast, Northern Ireland, North Sea, English Channel, North Atlantic ocean, Irish Sea.	Begin to use basic geographical vocabulary to refer to key physical and human features. Use maps, world maps, atlases and globes. Use aerial photographs. Understand directions and where things are using simple prepositional language. **Jurassic Coast** Study the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting European country. **Compare Dorset with Sucre, Bolivia**	Identify characteristics of the 4 countries of the United Kingdom and its surrounding seas/oceans. Identify seasonal and daily weather patterns in the United Kingdom **Castles around the UK.** List and understand geographical similarities and differences of a small area of the United Kingdom, ***and of a small area in a contrasting non-European country.***	Name and locate 3 continents: **Asia, Antarctica, Europe,** and 3 oceans: **Arctic, Southern, Atlantic**
	I can talk about where I live using geographical vocabulary.	**I can locate places on a map where significant events have happened.**	**I can talk about the four countries of the UK.**	**I can describe a coastal area and compare it to an inland area using geographical vocabulary.**	**I can identify things that are similar and different in differing countries.**	**I can name 3 continents and 3 oceans.**
COMPUTING	**Computing systems and networks: Improving mouse skills (5)** Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	**Programming 1: Algorithms unplugged (5)** Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific. **Online safety: Year 1 (4)** Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us	**Online Safety (continued)** **Creating media: Digital imagery (6)** Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.	**Programming 2: Bee-Bot (6)** Developing early programming skills using either the Bee:Bot or virtual Bee:Bot. **Online safety: Year 1 (4)** Revisit this unit through year ***Create a Powerpoint about Dinosaurs.***	**Skills showcase: Rocket to the moon (5)** Developing keyboard and mouse skills through designing, building and testing individual rockets by creating a digital list of materials, using drawing software and recording data.	**Data handling: Introduction to data (5)** Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.

		online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.				
	I can use a mouse to create a picture on a screen.	**I can say how a program will or will not work from the given instructions.**	**I can create a digital story using photos and text.**	**I can program an electronic device to make it move.**	**I can type on a keyboard. I can save and retrieve my work on a device.**	**I can use technology to create a presentation.**

ART AND DESIGN	**Painting and mixed media: Colour splash (5)** Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	**Drawing: Make your mark (5)** Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.			**Sculpture and 3D: Paper play (5)** Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.	**Craft and design: Woven wonders** Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.
	I can name the primary colours and mix these to make new colours.	**I can use different mark-making skills to create for a purpose.**			**I can use my paper folding skills to create a sculpture.**	**I can plait, thread, knot and weave materials.**
DESIGN AND TECHNOLOGY	**Cooking and nutrition: Fruit and vegetables (4)** Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.	**Textiles: Puppets (4)** Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.	**Mechanisms: Making a moving story book (4)** Explore slider mechanisms and the movement they output, to design, make and evaluate a moving storybook from a range of templates.	**Mechanisms: Making a moving monster (4** Explore levers, linkages and pivots through existing products and experimentation, use this research to construct and assemble a moving monster.		**Structures: Constructing a windmill (4)** Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.
	I can sort fruits and vegetables. I can use a range of skills to prepare these for cooking.	**I can join fabrics in a variety of ways.**	**I can use leavers and sliders to make a moving picture.**	**I can create a structure for a purpose.**		**I can create a 3D structure.**

RELIGIOUS EDUCATION	**How did the world begin? (6)** Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.	**What do some people believe God looks like? (6)** Exploring how other people understand God on Earth; considering different representations of God and understanding why this is challenging.	**What is God's job?** Jewish, Zoroastrians, Muslim, Hindu, Christian	**Why should we care for the world?** Jewish, Muslim, Hindu, Jain, Humanist	**How do we know that new babies are special?** Muslim, Hindu, Humanist (plus option to include locally represented worldview)	**Why should we care for others?** Christian, Jewish , Muslim, Bahá'í (plus option to include locally represented worldview)
	I can talk about stories from the bible.	**I can talk about different views of God from differing religions.**	**I can identify features of different religions.**	**I can talk about stories from different religions.**	**I can talk about special things from different religions.**	**I can talk about similarities and differences in religions from around the world.**
MUSIC	**Pulse and rhythm (Theme: All about me) (5)** Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	**Tempo (Theme: Snail and Mouse) (5)** Children learn to explore using their bodies and voices expressively. They learn to demonstrate fast and slow through singing, playing an instrument in a song and a story.	**Musical vocabulary (Under the sea) (5)** Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	**Timbre and rhythmic patterns (Theme: Fairy tales) (5)** Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story. They explore clapping along to the syllables of words and phrases before creating rhythmic patterns to tell a familiar fairy tale.	**Pitch and tempo (Theme: Superheroes) (5)** Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	**Vocal and body sounds (Theme: By the sea) (5)** Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
	I can use a range of musical vocabulary. **I can tell the difference between the pulse and rhythm of a song.**	**I can recognise the tempo of song.**	**I can change the pace of my music from fast to slow and slow to fast.** **I can use a range of musical vocabulary.**	**I can use instruments to create a specific sound.**	**I can compose a simple tune using high and low notes.**	**I can compose a piece of music exploring dynamics.**
SONGS/RHYMES to learn	Open, shut them Hickety, Pickety Bumblebee Big Red Combine Harvester Mr Scarecrow Let's Harvest Boom Chicka Boom Obwi Sana	Feliz Navidad We Wish You a Merry Christmas A Christmas Song Penguin Song Tell Me a Story Shining Star My Favourite Things Can't Stop the Feeling Happy Count On Me	Snail and Mouse rhyme Snail and Mouse song	The Three Little Pigs Boom Chicka Boom	God Save the King (National Anthem)	Summer Holiday

PSHE	**Calming cats** **Y1 Introduction: Setting ground rules for RSE & PSHE (1)** A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons **Family and relationships (7)** Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	**Calming cats** **Health and wellbeing (8)** Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	**Calming cats** **Safety and the changing body (8)** Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe	**Calming cats** **Continuation of Kapow units flowing across terms**	**Calming cats** **Citizenship (6)** Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	**Calming cats** **Economic wellbeing (5)** Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some of jobs roles in schools **Transition lesson (1)** Helping Year 1 pupils with the transition to a new year and the changes that come with it
	I can talk about different types of families.	**I can talk about how to be healthy.**	**I can tell you what is safe and unsafe and know how to ask for help.**	**I can talk about rules and why they are important.**	**I can explain what money is and where it comes from.**	**I can talk about how I am feeling about changes when moving to a new place.**
PHYSICAL EDUCATION	**Multi-skills (Aiming)** Skills Development: Following instructions Decision making Hand-eye co-ordination Aiming at a target Using dominant and non-dominant side Aim from a distance Balance Working out distance Rolling a hoop Spatial awareness Working with a partner & making decisions Bouncing accurately Bouncing and moving Judging speed, distance and height	**Gymnastics (Floor)** Moving in different ways, jumping different distances, balancing objects, throwing and catching whilst balancing, rolling in different ways, listening to instructions, working as a team, working in a sequence, holding a position for a certain length of time, forming shapes, helping others, thinking about jumps, changing jumps, body tension, taking off an landing safely.	**Gymnastics (Apparatus)** Moving across a bench, keeping balance on narrow surface, landing with knees bent, feet together, pointy fingers, work to own limits and build confidence using apparatus, using imagination, climbing over and through obstacles. **Multi Skills (Aiming skills and games)** To throw a bean bag to hit a target. To hit a large target using an underarm throw. To roll a hoop to a partner and to create a game with a partner using different equipment. To bounce a ball to a partner via a floor target	**Ball skills & Games** Moving in different directions, communicating with others, accurately throwing and aiming, tricking your partner, rolling accurately, working with a partner, experimenting with ideas, experimenting with changing a game, working with another pair, hitting a moving target.	**Athletic Skills** Develop awareness of speed and distance, develop control and fluency in movements, understand different speeds and what happens to their bodies when they exercise. Spatial awareness when negotiating obstacles. Awareness of height and distance, throwing and aiming, exploring different jumps.	**Multi-games (bat and ball)** Balance, hand/eye co-ordination, hitting a stationary ball, hitting a moving ball, aiming for a target, swing with a bat, use both hands, hit then run, fielding, hit an oncoming ball, aiming for corners. **Dance** Importance of warm up/cool down, focusing on one skill that will be needed in the final routine, exploring jumps and moves, partner work, exploring street dance, freestyle, rock n' roll, opportunities for creativity and imagination.

	I can control an object and aim with accuracy. I know how to warm up and cool down.	I can create a simple routine using a range of movements and holds. I can jump and land safely.	I can use a range of apparatus with control and balance. I know why I need to warm up and cool down.	I can control a ball with confidence both alone and with a partner.	I can name and demonstrate different athletic sports.	I can control a ball using a bat. I can catch a ball. I can create a dance to music using different moves.