

Class 3 Curriculum Plan - Year 3 of rolling programme 2022-2023
Pupils in the Foundation Stage follow the EYFS Development Matters

	Autumn		Spring		Summer	
Topic/Theme	Fantasy		Earth and Beyond		Creatures Great and Small	
Enrichment	M & M Productions-Oliver Twist 3/10/22 Anti Bullying Week 14/11/22 Parliament Week Nov 14-20th Remembrance Day Harvest Festival Christmas Carol Service Whole School Show at Langstone Cliff Remembrance activities for the Queen Dog's Trust visit		Safer Internet Day M&M Productions- Easter Service - Community Event Mental Health Week Growing Potatoes World Book Day Mother's Day activities - Community Event PE impact day Valentine's baking Danc		Visit to Paignton Zoo Village Green Fieldwork Sports Day Coastguard / PCSO visits ; people who help in our community Farmers Market - July (Community Event)	
English (Literacy texts) EYFS: CL, Literacy	Fairytales - Jack and the Beanstalk, Gingerbread Man	Poetry Tell Me a Dragon, Performance Poetry	<u>Fiction</u> Aliens In Underpants Save the World (EYFS)	<u>Performance</u> <u>Poetry</u> -Star Countdown pattern -A Really Rocking Rocket Trip alliteration -Acrostic poems Space 'nursery rhymes' EYFS focus	<u>Non Fiction</u> Visit from 'Palaeontologist 'Life on Earth - Dinosaurs (H. Alexandra) Prehistoric - Actual Size (Steve Jenkins) -fact files -news reports -information leaflets What the Ladybird Heard	<u>Fiction - classics</u> A Bug's Life (film clips) The Very Quiet Cricket, The Mixed Up Chameleon, etc (Eric Carle) - EYFS focus) - story writing Minibeast fact files
	Wanted Poster - The Gingerbread Man	Stanza writing- Tell Me A Dragon	Man on the Moon (John Lewis advert) - letter writing, diary entry Space Travel Advert	-Space Countdown pattern -A Really Rocking Rocket Trip alliteration -Acrostic poems Space 'nursery rhymes' EYFS focus News Report - Man on the Moon (Neil Armstrong)	Prehistoric - Actual Size (Steve Jenkins) -fact files -news reports -information leaflets What the Ladybird Heard	A Bug's Life (film clips) The Very Quiet Cricket, The Mixed Up Chameleon, etc (Eric Carle) - EYFS focus) - story writing Minibeast fact files
Instructions - How to Catch a Gingerbread Man	Descriptive writing - Tell me a dragon Riddle writing	Books- <u>Fiction</u> Joan Proctor, Dragon Doctor (P Valdes)	-Space Countdown pattern -A Really Rocking Rocket Trip alliteration -Acrostic poems Space 'nursery rhymes' EYFS focus News Report - Man on the Moon (Neil Armstrong)	Prehistoric - Actual Size (Steve Jenkins) -fact files -news reports -information leaflets What the Ladybird Heard	A Bug's Life (film clips) The Very Quiet Cricket, The Mixed Up Chameleon, etc (Eric Carle) - EYFS focus) - story writing Minibeast fact files	

		The Dragon Machine (Helen Ward) <u>Non Fiction</u> National Geographic Kids - Real Dragons				
Wider Reading / Class Books	Superworm (J Donaldson) Super Daisy (Kes Gray) Ten Little Superheroes (Mike Brownlow) - maths Supertato (Sue Hendra) Fairytales (Book of the Week)	-The Way Back Home (Oliver Jeffers) -Goodnight Spaceman (Michelle Robinson) -The First Hippo on the Moon (David Walliams)			-Captain Flinn and the Pirate Dinosaurs (Giles Andreae) -The Dinosaur Who Lost her Voice (Julie Ballard) -Dinosaur Bones (Bob Barner) Aargh Spider (Lydia Monks) What the Ladybird Heard (J Donaldson) Harry the Poisonous Centipede (Lynn Reid Banks)	
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics EYFS: Mathematics	Number and place value Addition and subtraction Multiplication and division Shapes Position and direction Measurement	Number and Place value Addition and subtraction Multiplication and division Measurement Position and direction Shapes Fractions			Number and place value Addition and subtraction Multiplication and division Measurement Fractions Position and direction	
Ongoing - Number and Place Value						
Science EYFS: Understanding of the World	Seasonal Changes ongoing throughout the year					
	Materials and Their Properties Investigations / DT links; A Boat for the Gingerbread Man A Parachute for Jack	Plants and Their Parts Life cycles Growing beans, potatoes and sunflowers			Animal habitats Food chains/ food sources including plants	
Computing	Computing Systems	Creating Media -	Creating Media-	Data and	Programming A-	Programming B-

<p>EYFS: Understanding of the World</p>	<p>and Networks - Technology Around Us (Y1, L1)</p> <p>Online safety (underpinning)</p>	<p>Digital Painting (Y1, L2)</p> <p>Online safety (underpinning)</p>	<p>Digital Writing (Y1, L3)</p> <p>Online safety (underpinning)</p>	<p>Information - Grouping Data (Y1, L4)</p> <p>Online safety (underpinning)</p>	<p>Moving A Robot (Y1, L5)</p> <p>Online safety (underpinning)</p>	<p>Introduction to Animation (Y1, L6)</p> <p>Online safety (underpinning)</p>
<p>History</p> <p>EYFS: Understanding of the World</p>		<p>Grace Darling: What does it take to be a hero?</p> <p>Lives of significant famous people- real life heroes from the past, how have their actions helped us today?</p> <p>Grace Darling</p>		<p>Neil Armstrong: What does it take to make a great explorer?</p> <p>Events beyond living memory; history of space travel Significant people and events- famous astronauts and their work</p> <p>(The first moon landing focus)</p> <p>Timelines</p>		<p>How has Cockwood School changed over time?</p> <p>Local history- local famous people, changes to Cockwood school, visitors.</p>
<p>Geography</p> <p>EYFS: Understanding of the World</p>	<p>Locational knowledge- where have our superheroes flown to? Developing knowledge of</p>		<p>Location and place- knowledge</p> <p>Human and physical geography- Kenya study, comparing to the UK</p>		<p>Trip to Dawlish Warren - Local study and fieldwork</p> <p>Human/ physical geography</p>	

	continents and UK, and early map skills Seasonal changes					
RE EYFS: Understanding of the World, PSED		Where do we belong? Why does Christmas matter to Christians? What do Christians believe God is like?		Salvation: Why do Christians put a cross in an Easter garden? Easter Story What makes some places sacred to believers?		Who is Jewish and how do they live? (double unit) Local community exploration
Art EYFS: Expressive Arts and Design Drawing and sketchbooks Print, colour, collage Working in 3D Paint, surface and texture Collaboration and community		Spirals Aut 1 Access Art Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Simple Print Making Aut 2 Access Art Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.		Exploring Watercolour Spr 2 Access Art Exploring watercolour and discovering we can use accidental marks to help us make art.	Inspired by Flora and Fauna Sum 2 Access Art Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display as a shared artwork.
DT EYFS: Expressive Arts and Design	A Boat for the Gingerbread Man A Parachute for Jack (Science link)	PSHE link, Keeping Healthy Food Tech; Fruit & Vegetables -tasting and -preparing fruit and vegetables		Playful Making Spr 1 Access Art Exploring materials and intention through a playful approach.	Forest School ; Playful Making - structures / den building Spr 1 Access Art contd Exploring materials and intention	Moving Books-minibeasts Links to Art Flora and Fauna minibeasts -levers -sliders -pivots

				Moonscapes (modroc, collage, paint) and moon buggies	through a playful approach.	
Music EYFS: Expressive Arts and Design Composing Singing Appraising WCET / Playing	Percussion/ Charanga Singing <u>Introducing Beat</u> Pulse, rhythm, melody using percussion, body percussion. Chair drumming and early notation Singing for Harvest Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> What is beat? What is the pulse? How do we sing well? What is percussion?	Percussion/ Charanga Christmas <u>Adding rhythm and pitch</u> Pulse, rhythm, melody using percussion, body percussion. Creating mood with music - story telling/ Tell me a Dragon composing Learning new songs to sing to an audience (Christmas Show/ Carol service) Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> What is rhythm? What is pitch? How do we perform to an audience?	<u>Introducing Tempo and Dynamics</u> Glockenspiel Focus - Stage 1 Charanga Composing space music for space travel / space adventures Space songs - Storybots Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> What is tempo? What is dynamics? How do we play a glock? What is a graphic score?	<u>Combining Pulse Rhythm and Pitch</u> Glocks Composition (Stage 1- Charanga) Composing using graphic scores Singing for Easter Service Planet songs to reinforce 'Space' learning Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> What is rhythm? What is pitch? How do I use rhythm and pitch? How can I show the specific notes I want to play?	<u>Whole Class Ensemble Teaching Focus (Recorders)</u> Playing Recorders, learning to play notes Notation focus- using beats and rests, and reading music on graphic scores Singing for our Class assembly Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> What is a recorder? How do you hold one? How do I make a good sound on a recorder? How can I show what I want to play on a recorder?	<u>Whole Class Ensemble Teaching Focus (Recorders)</u> Learning notes on recorders and making our own songs using learnt notes Simple composition using learnt notes and graphic scores and early letter notation Singing for our Class assembly Music log added to weekly/ history and understanding of music over time <u>Key Questions:</u> How can I show what I want to play using letters?

		How can I change the way I play my instrument?				
PSHE Relationships Living in the Wider World Health EYFS: PSED, Understanding the World	1Decision; Keeping / Staying Safe Road Safety	1 Decision; Keeping / Staying Healthy (links with science) Washing Hands	1Decision; Relationships Online Safety	1Decision; Being Responsible Caring for Pets	1Decision; Feelings & Emotions People Who Help Us	1Decision; Computer Safety
PE Aesthetics Multiskills Invasion Games Striking and Fielding Games Outdoor Ed.	Multiskills; links to Football Dance with Katie Murray	Multi Skills; links to Touch Rugby Dance with Katie Murray	Gymnastics Forest School (EYFS) on-site 3 x mornings a week	Ball Skills; links to Handball Forest School (EYFS)	Bat and Ball / Dartmoor 3 Ball Forest School (Yr 1)	Athletics / Multiskills
EYFS: PD	Leap into Life; Expressive Movement, Gross Motor Skills, Fundamentals of Sport		Leap into Life; Expressive Movement, Multiskills, Fundamentals of Sport		Leap into Life: Multiskills, Gross Motor Skills, Fundamentals of Sport	
Outdoor Learning				Forest Schools (links to PSHE; care and responsibility for our environment / plants & habitats)	Forest Schools (links to science; animals & habitats)	

Curriculum Overview of skills
Class 3 Year 1 of rolling programme (2022-2023)

Autumn; Fantasy

Spring; Earth and Beyond

Summer; Creatures Great and Small

EYFS - Communication and Language, Literacy

Listening, Attention and Understanding (CL Early Learning Goal)

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking (CL Early Learning Goal):

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Comprehension (Literacy ELG)

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading (Literacy ELG)

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing (Literacy ELG)

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Year 1 - English

Speaking and Listening

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication

Reading

- Apply phonic knowledge and skills in decoding
- Respond correctly to graphemes for all 40+ phonemes
- Blend sounds in unfamiliar words
- Read common exception words
- Read word endings -s, -es, -ing, -ed, -er and -est
- Read words with more than one syllable
- Read words with contractions
- Read and re-read books aloud to build fluency and confidence
- Listen to and discuss a wide range of poems, stories and non-fiction
- Retell familiar stories and recite poems by heart
- Begin to make inferences
- Ask and answer questions, make predictions

Writing

- Spelling - words containing the 40+ phonemes, common exception words, days of the week
- Name letters of alphabet in order
- Use letter names to distinguish between alternative spellings of same sound
- Add prefixes and suffixes
- Apply simple spelling rules and guidelines
- Write from memory dictated simple sentences

- Begin to form lower case letters in the correct direction, starting and finishing in the correct place
- Form capital letters
- Form digits 0-9
- Write sentences by saying out loud what they are going to write
- Sequence sentences to form short narrative
- Re-read own writing

Grammar

- Leave spaces between words
- Join words and sentences using *and*
- Begin to punctuate sentences using a capital letter, full stop, question mark or exclamation mark
- Use capital letters for names of people, places, days of the week, and the personal pronoun 'I'

EYFS - Mathematics

Number (Mathematics ELG)

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts

Numerical Patterns (Mathematics ELG)

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Year 1 - Mathematics

Number/Calculations

- Count to and across 100, forwards and backwards
- Count, read and write numbers to 100; count in multiples of 2's, 5's and 10's
- Identify one more and one less
- Represent numbers using objects and pictures; use language of = to, more than, less than, most, least
- Read and write numbers from 1 to 20 in numerals and words

- Read, write and interpret mathematical language involving +, - and =
- Use number bonds to 20
- Add and subtract 1 digit and 2 digit numbers to 20
- Solve one step problems that involve addition, subtraction, multiplication and division (using concrete objects and arrays); complete missing number problems

Geometry and Measure

- Compare, describe and solve practical problems for lengths, heights, mass or weight, capacity and volume, time
- Measure and record standard measures
- Recognise different coins and know their value
- Sequence events in chronological order
- Use language relating to dates, days of the week, months and years
- Tell time to the hour and half past the hour
- Describe position using whole, half, quarter and three quarter turns
- Recognise and name 2D and 3D shapes

Fractions

- Recognise, find and name a $\frac{1}{2}$ as one of two equal parts
- Recognise, find and name a $\frac{1}{4}$ as one of four equal parts

EYFS Understanding the World (The Natural World)

The Natural World ELG:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year 1 Science

Working Scientifically

During Year 1 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- *asking simple questions and recognising that they can be answered in different ways*
- *observing closely, using simple equipment*
- *performing simple tests*

- *identifying and classifying*
- *using their observations and ideas to suggest answers to questions*
- *gathering and recording data to help in answering questions*

Year 1 Sticky Skills

- Ask questions such as : Why do some animals eat meat and others do not?
- Set up a test to see which materials keeps things warmest, know if the test has been successful and say what has been learned
- Explain to someone what has been learned from an investigation they have been involved with and draw conclusions from the answers to the questions asked
- Measure (within Y1 mathematical limits) to help find out more about investigations undertaken

<u>Year 1 - Autumn Term</u>	<u>Year 1 - Summer Term</u>	<u>Year 1 - Spring Term</u>
<p><u>Seasons & Weather (ongoing daily)</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • name the seasons • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • know there are 4 seasons, Spring, Summer, Autumn and Winter • know the typical weather of each season • know that days (daylight) are shorter in winter and longer in summer 	<p><u>Seasons & Weather (ongoing daily)</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • name the seasons • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • know there are 4 seasons, Spring, Summer, Autumn and Winter • know the typical weather of each season • know that days (daylight) are shorter in winter and longer in summer 	<p><u>Seasons & Weather (ongoing daily)</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • name the seasons • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • know there are 4 seasons, Spring, Summer, Autumn and Winter • know the typical weather of each season • know that days (daylight) are shorter in winter and longer in summer
<p><u>Materials</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made. • name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of everyday materials 	<p><u>Plants and Lifecycles</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify, describe and name the petals, leaves, stem and roots of plants • identify, describe and name the trunk, roots, branches and leaves of trees 	<p><u>Animals & Habitats / Food Chains & Sources</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including amphibians, reptiles, mammals, fish and birds • describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals , including pets)

- compare and group everyday materials by their simple physical properties

Sticky Knowledge

- natural materials can be found in nature, eg wood, stone, wool,
- man-made materials are made in factories, eg plastic
- materials can be grouped by their similarities and differences
- properties are 'how' we describe materials
- be able to use vocab such as flexible, stretchy, smooth, soft correctly to describe materials
- transparent means light can pass through (see through), translucent means some light can pass through

Sticky Knowledge

- recognise and name common plants such as daisy, buttercup, rose, etc
- know that some trees keep their leaves all year (evergreens) whilst others lose their leaves in autumn (oak, sycamore, chestnut) and name some of these
- name roots, leaves, flowers and stems in different plants including vegetables and flowers, and also the parts of trees
- know that some plants live for one year, whilst others live for hundreds

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Sticky Knowledge

- animals can be grouped by their similarities
- birds have wings, but not all can fly, eg ostrich
- fish can only breathe in water, they breathe with gills not lungs
- amphibians lay their eggs in water, but adults live on land and in water
- reptiles lay their eggs on land
- mammals give birth to live babies and feed them milk
- humans are mammals
- carnivores eat other animals (meat), herbivores eat plants and plant produce (nuts, berries etc)
- omnivores eat plants and animals

EYFS Understanding the World (Technology)

There is no statutory requirement to use and learn about technology in EYFS. However, we recognise the importance of building the foundations of computing skills in EYFS, so children will have opportunities to develop their skills through play based, unplugged (no computer) activities that focus on building their listening skills, curiosity, creativity and problem solving and developing their use of vocabulary that will support their learning in Computing in KS1. Technology in EYFS includes

- taking photographs or videos with a camera or tablet
- searching for information on the internet
- playing games on the interactive whiteboard
- using a Beebot

- listening to music or watching a video

<u>Year 1 Computing - Autumn</u>	<u>Year 1 Computing - Spring Term</u>	<u>Year 1 Computing - Summer Term</u>
<p><u>Computing Systems and Networks - Technology Around Us</u> <u>Year 1:</u></p> <p><u>Target Tracker:</u> Recognise common uses of information technology in the home and school environment</p> <p><u>Teach Computing:</u> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type To use the keyboard to edit text To create rules for using technology responsibly</p>	<p><u>Creating Media- Digital Writing</u> <u>Year 1:</u></p> <p><u>Target Tracker:</u> Use technology purposefully to create digital content</p> <p><u>Teach Computing:</u> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare writing on a computer with writing on paper</p>	<p><u>Programming A- Moving A Robot</u> <u>Year 1:</u></p> <p><u>Target Tracker:</u> Predict the behaviour of simple programs Understand what algorithms are and how they are implemented on digital devices</p> <p><u>Teach Computing:</u> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem</p>
<p><u>Creating Media - Digital Painting</u> <u>Year 1:</u></p> <p><u>Target Tracker:</u> Use technology purposefully to create digital content</p> <p><u>Teach Computing:</u> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a</p>	<p><u>Data and Information - Grouping Data</u> <u>Year 1:</u></p> <p><u>Teach Computing:</u> To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects</p>	<p><u>Programming B- Introduction to Animation</u> <u>Year 1:</u></p> <p><u>Target Tracker:</u> Predict the behaviour of simple programs Understand what algorithms are and how</p>

<p>digital picture</p> <p>To explain why I chose the tools I used</p> <p>To use a computer on my own to paint a picture</p> <p>To compare painting a picture on a computer and on paper</p>		<p>they are implemented on digital devices</p> <p><u>Teach Computing:</u></p> <p>To choose a command for a given purpose</p> <p>To show that a series of commands can be joined together</p> <p>To identify the effect of changing a value</p> <p>To explain that each sprite has its own instructions</p> <p>To design the parts of a project</p> <p>To use my algorithm to create a program</p>
<p><u>Computational Thinking Skills to be Honed Throughout the Year:</u></p> <ul style="list-style-type: none"> • I understand what algorithms are • I can write simple algorithms • I understand the sequence of algorithms is important • I can debug simple algorithms • I understand that algorithms are implemented as programs on digital devices 		
<p style="text-align: center;"><u>EYFS Understanding the World (People, Culture and Communities)</u></p> <p><u>People, Culture and Communities ELG:</u></p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <p><u>Past and Present ELG:</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
<p><u>Year 1 History - Autumn Term</u></p>	<p><u>Year 1 History - Spring Term</u></p>	<p><u>Year 1 History - Summer Term</u></p>

What does it take to be a hero?

Key questions:

1. Who was Grace Darling?
2. Why did Grace Darling act in the way she did?
3. Did Grace Darling really carry out the brave rescue on her own?
4. How do we know about Grace Darling's actions which happened so long ago?
5. How did sea rescue improve as a result of Grace Darling's story?
6. How should we remember Grace Darling?

Events beyond living memory
(Grace Darling)

Ongoing knowledge and skills:

- *Develop an awareness of time passing, using some common words and phrases relating to the passing of time.*
- *Begin to use timelines and show an understanding of how lives change with the passing of time*
- *Develop an understanding of the different ways you can find out about the past*

Topic Specific Knowledge

- Recall changes within living memory. Where appropriate, these should be used to reveal aspects of change in

Explorers - significant individuals in the past, events beyond living memory

Key questions:

- Have humans ever been to the moon and how can we know for sure?
- Why did the astronauts risk their lives going to the moon?
- How were they able to get to the moon and back safely?
- What did they do on the moon?
- How did Neil Armstrong change history?
- Was Neil Armstrong a great explorer?

Ongoing knowledge and skills:

- *Show an awareness and growing understanding of the past, using both common and topic specific words and phrases relating to the passing of time with growing confidence.*
- *Start to make own timelines, and use these with support to show changes over time.*
- *Use simple primary sources to find out about the past, gathering simple forms of research*

Topic Specific Knowledge

- Recall facts about the lives of significant individuals in the past who have contributed to national and international achievements. (Astronauts over time and pioneers of space travel)

Local history within and beyond memory

Key Questions:

1. When was Cockwood School built?
2. Where does that fit into history? (timeline)
3. Who was the monarch when Cockwood School was built? Who is the monarch now?
4. What jobs did people do in Cockwood when the school was built? What jobs do people do now?
5. What was family life like when Cockwood School was built? How does that compare to my family?

Ongoing knowledge and skills:

- *Talk about events from the past with confidence, using the language of time accurately and within different contexts*
- *Use and make timelines confidently and accurately to make comparisons between time periods*
- *Use different ways to find out about the past, and actively research about our local area using a variety of different sources*

Topic Specific Knowledge

<p>national life- how have technologies changed?</p> <ul style="list-style-type: none"> • Organise and sequence Grace Darling's life events onto a timeline, and develop an understanding of how time passes • Identify the impact of Grace Darling on life today- why is he significant? • Compare life in Victorian times to that of today (school, homes, rich/poor). • Know key facts about Queen Victoria and her reign- why was she significant? • Develop an understanding of where the Victorian time period sits on a timeline in comparison to today • Use different sources to find out about the past. • How is this work still significant today? (link with RNLI) 	<ul style="list-style-type: none"> • Compare space travel today (rockets, aeroplanes, NASA) to the first forms of space travel. • Place different explorers on a timeline and comment and explain how space travel has changed between each stage. • Recall key exploration discoveries and events beyond living memory that are significant nationally or globally- why are they significant? How did they change the world? (First space travel and its findings) • Explain how astronauts are significant people, and recall the main facts and events in their lives. • Ask own questions to further knowledge and interests 	<ul style="list-style-type: none"> • Learn about significant historical events, people and places in their own locality. • Cockwood school in the past - how has the school changed? Why has it changed? Be able to explain this and make comparisons to the school today • Ask questions to further own knowledge and interests • Use a variety of sources to find out about the past and deduce why/how things have changed - photos, books, diaries, interviews. • Use maps to compare Cockwood today to Cockwood in the past. • Identify changes in local buildings, how has the hall/ the Anchor changed over time, and how have their purposes changed? Why? • Place events in Cockwood's history on a timeline • Local historical events- tbc • Visit to Dawlish museum • Talk to Gwynneth in the community; how has Cockwood changed since you have been living here?
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EYFS Understanding the World (Past and Present)

People, Culture and Communities ELG:

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

Past and Present ELG:

- Talk about the lives of the people around them and their roles in society.

- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.
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Year 1 Geography - Autumn Term

Seasonal Changes (Science, ongoing daily)
I can name the 4 seasons and some features of these.

Key Locational Knowledge ongoing:

- I can name the world's seven continents and five oceans
- I can name and locate the 4 countries of the UK

Human and Physical Geography:

- Observe and describe weather associated with the seasons and how day length varies (daily)
- Use basic geographical vocabulary to refer to physical and human features of the locations the superhero flies to
- Devise a simple map for a superhero world
- Use and construct basic symbols on our map
- Create a route for a superhero to follow around the world, using compass directions

Geographical skills and fieldwork (Ongoing)

- Use world maps, atlases and globes to identify the United Kingdom

Year 1 Geography - Spring Term

Seasonal Changes (Ongoing daily)
I can name and identify the 4 seasons and their features, and when they occur in the year.

Key Locational Knowledge ongoing:

- I can name and locate the world's seven continents and five oceans with growing speed and confidence
- I can name and locate 4 countries and their capital cities of the UK

Geographical Skills and Fieldwork:

- Use world maps, atlases and globes to identify Cockwood both on maps from today and maps from the past, along with the 4 countries in the UK, the continents and oceans
- Comparing human and physical features of Cockwood to that of an African village
- Use aerial photographs and plan perspectives to recognise local landmarks in Cockwood and an African village, and basic human and physical features of the local area.
- Find the key features of an African village and make comparisons to Cockwood.
- Make comments and comparisons about culture, food, homes etc.

Year 1 Geography - Summer Term

Seasonal Changes (Ongoing daily)
I can name and identify the 4 seasons and their features, noting when they occur in the year and the impact that these seasons have on everyday life. I can also predict the weather based on the season and observational evidence.

Key Locational Knowledge ongoing:

- I can confidently name and locate the world's seven continents and five oceans, noting some countries within these continents, and their climate
- I can confidently name and locate the 4 countries and capital cities of the UK, and the neighbouring seas and oceans

Geographical skills and fieldwork

- Trip to Dawlish Warren ; what are the features? What is a world heritage site? Why are these important
- Map skills to compare Dawlish Warren over time
- Use simple compass directions and simple fieldwork and observational skills to study the geography of their school, its grounds and the local surrounding area, finding human and physical features of these places.

	<ul style="list-style-type: none"> • Generate own avenues of interest and research and ask questions <p>Geographical skills and fieldwork (Ongoing)</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and the seven continents of the world 	<p>Human/Physical Geography;</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country- comparing Cockwood. • How are they the same/ different? How do they compare with food, culture, human/physical features • Looking at the features of Dawlish Warren.
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EYFS Understanding of the World (People, Culture and Communities)

People, Culture and Communities ELG;

- Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

<u>Year 1 RE - Autumn Term</u>	<u>Year 1 RE - Spring Term</u>	<u>Year 1 RE - Summer Term</u>
<p>Beliefs and Stories Christianity</p> <p>What do Christians believe God is like? (introduction to Christianity and the Bible)</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian 	<p>Teachings and Stories Christianity</p> <p>What makes some places sacred to believers?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there 	<p>Community Judaism and Christianity</p> <p>Who is Jewish and how do they live?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish

idea of God as a forgiving Father

- Give clear, simple accounts of what the story means to Christians

Understand the Impact

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)
- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)

Make Connections

- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas
- Give a reason for the ideas they have and the connections they make.

Why does Christmas matter to Christians?

Make Sense of Belief

- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

Understand the Impact

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

Make Connections

- Think, talk and ask questions about Christmas

- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean

- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

Understand the Impact

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

Make Connections

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places

Why do Christians put a cross in an Easter garden? Easter Story

Make Sense of Belief

- Recognise and retell stories connected with celebration of Easter
- Say why Easter is a special time for

celebrations (e.g. Chanukah)

- Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like

Understand the Impact

Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)

- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)

Make Connections

- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

<p>for people who are Christians and for people who are not</p> <ul style="list-style-type: none"> • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>Christians</p> <p>Understand the Impact</p> <ul style="list-style-type: none"> • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. • Talk about some ways Christians remember these stories at Easter. <p>Make Connections</p> <ul style="list-style-type: none"> • Talk about ideas of new life in nature • make connections with signs of new life in nature and Christian symbols 	
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EYFS Expressive Arts and Design (Creating With Materials)

Creating With Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

<u>Year 1 Art - Autumn Term</u>	<u>Year 1 Art - Spring Term</u>	<u>Year 1 Art - Summer Term</u>
<p>Theme; Spirals</p> <p>Autumn 1 Access Art</p> <p>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.</p> <ul style="list-style-type: none"> • make a drawing using a continuous line for a minute or two 	<p>Theme; Simple Print Making</p> <p>Autumn 2 Access Art</p> <p>Explore simple ways to make a print. Use line, shape, colour and texture to explore pattern, sequencing and symmetry.</p>	<p>Theme; Exploring Watercolour</p> <p>Spring 2 Access Art</p> <p>Exploring watercolour and discovering we can use accidental marks to help us make art.</p> <ul style="list-style-type: none"> • explore watercolour and the different effects that can be created

- draw from observation
- make different marks using different drawing tools, including pen, soft pencil and graphite
- explore how water and brush strokes affect graphite and pen lines
- make choices about colour in drawings
- discuss and express feelings about the work of artists' work and their own
- record and collect artwork in different ways within a sketchbook, eg using photos

- create simple prints from hands, feet and objects on paper and in soft mediums such as playdough
- explore environmental textures through rubbings
- create a simple 'plate' by cutting out and sticking foam shapes onto board
- know that there is a relationship between plate and print, negative and positive
- use colours and shapes to create repeating patterns and symmetrical or sequenced prints

- work without an end goal in mind, letting the painting process lead
- reflect on what can be seen in a painting and add lines and shapes to develop it
- name primary colours, and understand how these mix to create secondary colours
- explore and express viewpoints of the watercolour works of other artists
- Understand that everyone sees different things in artworks, and respond with different feelings

**Theme: Inspired by Flora & Fauna
Summer 2 Access Art**

Explore how artists make art inspired by flora and fauna. Make collages of MiniBeasts and display them as a shared artwork.

- look at different types of artwork made by other artists, including sculptures, that is inspired by flora and fauna
- make careful observations of insects and plants, and make pen drawings of these
- experiment using the mediums of graphite and oil pastel
- create insects or bugs using shapes and colours to represent different body parts
- Work collaboratively to create a shared drawing
- share views of other children's artwork and own, reflecting on what

has worked well and what could be changed / improved

EYFS Expressive Arts and Design (Creating With Materials)

Creating With Materials ELG

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Year 1 DT - Autumn Term

Theme - Story Characters

Design, Make, Evaluate

- Design a purposeful product (boat / parachute) for a character
- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

Food Technology~

- *use the basic principles of a healthy varied diet to prepare dishes*
- *understand where food comes from*
- *cut food safely*

Year 1 DT - Spring Term

Playful Making, Spring 1 Access Art

Exploring materials and intention through a playful approach.

Theme - Moonscapes and Moon Buggies

- Design a purposeful product (moon buggy) for themselves
- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

Year 1 DT - Summer Term (Forest School)

Theme - Minibeasts

Design, Make, Evaluate

- Design a purposeful product (moving book) for themselves
- Communicate and develop their ideas through talk and drawing
- Select from and use a range of tools and equipment to perform practical tasks (cutting, joining, finishing)
- Select from a range of materials and components
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

Forest Schools: outdoor 3D structures

Playful Making - Spr 1 Access Art contd

Exploring materials and intention through a playful approach.

- Design a functional den using forest materials

- Communicate and develop their ideas through ICT & mock-ups
- Select from and use a range of tools and equipment to perform practical tasks (handsaw, saw horse, etc)
- Select from a range of materials and components (natural materials)
- Explore and evaluate existing products, and their own
- Use a range of materials creatively to design and make products

EYFS Expressive Arts and Design (Being Imaginative and Expressive)

Being Imaginative and Expressive ELG

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Year 1 Music - Autumn Term

Playing, Singing and Composition -Chair
Drumming/ Percussion

Appraising:

- Say how a piece of music makes them feel
- Say whether they like or dislike a piece of music
- Respond to different moods in music

Playing an Instrument:

Year 1 Music - Spring Term

Exploring Sound/ Playing - Glockenspiels

Appraising:

- Tell the difference between a fast and slow tempo, and use this term
- Tell the difference between loud and quiet, and use the term 'dynamics'
- Tell the difference between high and low sounds and use the term 'pitch'

Playing an Instrument:

Year 1 Music - Summer Term

Composition
WCET- Recorders

Appraising:

- Listen to music with sustained concentration
- Find a pulse while listening
- Recognise repeated patterns

Playing an Instrument:

- Recognise different instruments
- Begin to play tuned instruments by following simple letter notation

<ul style="list-style-type: none"> - Choose sounds to represent different things - Use instruments (percussion) to perform maintaining pulse - Chair drumming to improve understanding of pulse/beat, rhythm, rests and early beater skills for glockenspiels next term <p>Composition:</p> <ul style="list-style-type: none"> - Make a sequence of sounds - Make different sounds with their voice - Make different sounds with instruments - Change the sound - Improvise and experiment with sound <p>Performing and Singing:</p> <ul style="list-style-type: none"> - Use their voices to learn and speak/sing /chant known songs - Use instruments to perform - Respond to simple visual directions (e.g. stop, start, loud, quiet) and counting in. - Make loud and quiet sounds <p>Performance:</p> <ul style="list-style-type: none"> • Singing technique- standing position, how to project and not shout etc. • Performing a song to an audience- learning a song to a high level and performing at our Christmas Show. 	<ul style="list-style-type: none"> - Follow a band leader/conductor: respond to directions of tempo/dynamic changes - Copy short phrases - Hold a beater in each hand to play effectively, using alternate hands <p>Composition:</p> <ul style="list-style-type: none"> - Show sounds by using pictures - Identify changes in sounds - Clap and repeat short rhythmic patterns - Copy sounds including vocal pitch - Improvise and experiment <p>Performing and Singing:</p> <ul style="list-style-type: none"> - To clap or walk a steady beat and respond to tempo changes. - To identify sounds in the local environment. - To follow pictures and symbols to guide singing or playing. <p>Performance:</p> <ul style="list-style-type: none"> - Singing for Easter Service, planet songs to reinforce 'Space' learning 	<ul style="list-style-type: none"> - Develop recorder playing skill, creating a good sound, playing a range of notes with accurate technique <p>Composition:</p> <ul style="list-style-type: none"> - Repeat (short rhythmic and melodic) patterns - Show the difference between long and short sounds in graphic scores - Show the difference between high and low sounds in graphic scores - Create graphic scores that can be explained, re-read and played <p>Performing and Singing:</p> <ul style="list-style-type: none"> - Sing collectively and at the same pitch - Look at their audience when they are performing - Know that the chorus keeps repeating <p>Performance:</p> <ul style="list-style-type: none"> • Practise, rehearse and present a performance to an audience • Learning and practising songs and words for Class Assembly- singing with confidence and flair to an audience with an awareness of the people watching. • Refine musical taste by beginning to group musical experiences by genre (Music log) and how these pieces make us feel
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EYFS Personal, Social, Emotional Development

Self Regulation ELG

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships ELG

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Year 1 PSHE - Autumn Term

H- Health and Wellbeing, R- Relationships,
L- Living in the Wider World

1 Decision Units

Keeping Safe (Year 1)

Mental Wellbeing (H)

- The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Respectful relationships (R)

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.

Keeping Healthy (Year 1)

Year 1 PSHE - Spring Term

H- Health and Wellbeing, R- Relationships,
L- Living in the Wider World

1 Decision Units

Relationships (Year 1)

Respectful Relationships (R)

- Practical steps they can take in a range of different contexts to improve or support respectful relationships

Caring Friendships (R)

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Being Responsible (Year 1)

Living in the Wider World (L)

Year 1 PSHE - Summer Term

H- Health and Wellbeing, R- Relationships,
L- Living in the Wider World

1 Decision Units

Feelings and Emotions (Year 1)

Mental Wellbeing (R)

- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings

Computer Safety (Year 1)

<p>Health and Prevention (H)</p> <ul style="list-style-type: none"> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing <p>Healthy Eating (H)</p> <ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content) The principles of planning and preparing a range of healthy meals The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health) 	<ul style="list-style-type: none"> About respect for self and others and the importance of responsible behaviours and actions. About rights and responsibilities as members of families, other groups and ultimately as citizens. 	<p>Internet safety and harms (H)</p> <ul style="list-style-type: none"> How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private Where and how to report concerns and get support with issues online That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
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EYFS Physical Development (Gross Motor Skills)

Gross Motor Skills ELG

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

PE (Year 1)

KS1 National Curriculum

- master basic movements, e.g. running, throwing, jumping, catching, balance, agility and coordination
- participate in team games and apply basic principles of attacking and defending
- perform dances using simple movement patterns

Our planning and assessment of PE skills follows the programme outlined by Primary Sports in Education which breaks the national curriculum learning objectives into smaller steps from Levels 1 to 5, allowing more accurate assessment of pupil's attainment, progress and next steps. Most pupils will be working within the levels detailed here, but some pupils may be working at a higher level and accessing skills outlined in the Class 2 Curriculum Map

Year 1 PE - Autumn Term	Year 1 PE - Spring Term	Year 1 PE - Summer Term
<p style="text-align: center;"><u>Football</u></p> <p>Ball Control and Dribbling: L1 - I can move with the ball with control L2 - I can dribble the ball with control using different parts of my feet</p> <p>Passing and Shooting: L1 - I can pass the ball with control L2 - I can use the inside and outside of my foot to pass the ball to someone else with accuracy</p> <p>Attacking and Defending: L1 - I can find a space on the pitch L2 - I can begin to make informed decisions about which passing, dribbling and shooting technique to choose</p>	<p style="text-align: center;"><u>Gymnastics</u></p> <p>Balance: L1 - i can show control and coordination when standing still L2 - i can describe and perform basic balances with control</p> <p>Travelling: L1 - i can show basic control when travelling L2 - I can change directions with control, avoiding others and obstacles in my way</p> <p>Technique and Sequence: L1 - I can perform simple learnt techniques L2 - I know how to start and finish a movement. I can remember and repeat simple movements with control</p>	<p style="text-align: center;"><u>Bat and Ball Games</u></p> <p>Striking and Throwing: L1 - I can hit a static ball and complete an underarm throw L2 - I can hit a moving ball and throw underarm with increasing accuracy</p> <p>Catching / Fielding: L1 - I can catch a ball using the learnt technique L2 - I can catch a ball with increased frequency</p> <p>Game Play: L1 - I can take part in small games L2 - I am beginning to understand the simple game rules</p>
<p style="text-align: center;"><u>Touch Rugby</u></p> <p>Passing: L1 - I can catch a ball with basic control, I can run with the ball in two hands L2 - I can pass the ball to someone else with accuracy, and catch the ball by creating a target with my hands</p> <p>Tagging: L1 - I can take an opponent's tag L2 - I can evade an opponent's attempt to take my tag</p> <p>Game Play and Rules: L1 - I can take part in a tagging game L2 - I can attack and defend, and know how to make a tag</p>	<p style="text-align: center;"><u>Handball</u></p> <p>Catching and Dribbling: L1 - I can catch and dribble a ball L2 - I can catch and dribble a ball with increasing control into a space</p> <p>Passing and Shooting: L1 - I can pass the ball L2 - I can use a correct pass to send a ball to someone else</p> <p>Attacking and Defending / Rules: L1 - I can find a space on a court L2 - I can begin to make informed decisions about which passing, dribbling and shooting technique to choose</p>	<p style="text-align: center;"><u>Athletics / Multi Skills</u></p> <p>Running: L1 - I can run at different speeds L2 - I can change speed and direction, running at a slow, medium and fast pace</p> <p>Jumping: L1 - I can jump from a standing position and land on 2 feet L2 - I can run and then jump from 2 feet with an understanding of the correct landing technique</p> <p>Throwing: L1 - I can throw an object with one hand</p>

<p style="text-align: center;"><u>Dance</u></p> <p><u>Acquiring and Developing Skills:</u></p> <ul style="list-style-type: none"> • To explore movement ideas and respond imaginatively to a range of stimuli. • To develop ideas of storytelling stimuli, think about character actions/motifs. • To move freely and confidently, safely within their own and general space, using changes of speed, level and direction. <p><u>Evaluating and Improving:</u></p> <ul style="list-style-type: none"> • Talk about dance ideas inspired by different stimuli how can we as a group reflect this within our piece? • To copy, watch, and describe dance • movement how does it make you feel? 	<p style="text-align: center;"><u>Dance</u></p> <p><u>Select and Apply Skills / Create Compositions:</u></p> <ul style="list-style-type: none"> • To create and link movement phrases to make simple dances with clear beginnings, middles and ends. • To listen and understand the core beat of the music. • To perform movement sequences using a range of body actions and body parts, to identify simple body isolations e.g., head, shoulders throw the dice <p><u>Evaluating and Improving:</u></p> <ul style="list-style-type: none"> • Talk about dance ideas inspired by different stimuli how can we as a group reflect this within our piece? • To copy, watch, and describe dance • movement how does it make you feel? 	<p>L2 - I can throw a javelin, shot put or discus with accuracy</p>
<p style="text-align: center;"><u>PSHE links in PE</u></p> <p>L1 - I can recognise changes in my body during exercise</p> <p>L2 - I can recognise a change in temperature and heart rate during and after exercise</p>		