

Class 3 Curriculum Plan - Year 1 of rolling programme 2023-2024
Pupils in the Foundation Stage follow the EYFS Development Matters

	Autumn		Spring		Summer	
Topic/Theme	Fairytales		Around the World		Where I Live	
Enrichment	Anti Bullying Week Harvest Festival Remembrance Day - Community Parliament Week Nov Whole School Show at Langstone Cliff Christmas Carol Service PE Impact Day Designing pumpkins and carving		Safer Internet Day Easter Service - Community Event Mental Health Week Growing Potatoes World Book Day Mother's Day activities - Community Event PE impact day Valentine's baking Dance		Village Green Fieldwork Sports Day Coastguard / PCSO visits ; people who help in our community Class Assembly	
English (Literacy texts) CLL, Reading & Writing	Charles Causley - poetry 2-3 weeks (SLN) Nursery rhymes and songs Goldilocks	Fairytales - Jack and the Beanstalk Instructions	Stories from other cultures (Handa's Surprise) Explanation	Information Texts Letter/ Diary writing	Letters & Invites Reports (The Lighthouse Keepers Lunch) (It Starts with a Seed; science links)	Local Stories Local Poets
Wider Reading / Class Books	Cinderella Little Red Riding Hood Goldilocks Jack and the Beanstalk Billy Goat's Gruff Hansel and Gretel 3 Little Pigs and alternative versions		Handa's Surprise We're Going on a Lion Hunt Rumble in the Jungle Handa's Hen Catch That Goat What a Wonderful World Here We Are - Oliver Jeffers			
Ongoing - Reading (Word level and comprehension) Writing (transcription, handwriting, composition, vocabulary, grammar and punctuation) Spoken Language						
Mathematics	Number and place value		Number and Place value		Number and place value	

Number, Shape, Space & Measure	Addition and subtraction Multiplication and division Shapes Position and direction Measurement		Addition and subtraction Multiplication and division Measurement Position and direction Shapes Fractions		Addition and subtraction Multiplication and division Measurement Fractions Position and direction	
	Ongoing - Number and Place Value					
Science Understanding of the World	Everyday materials (Year 1)		Animals including humans (The human body) (Year 1) Health & Hygiene (Aut revisit PSHE)		Animals including humans (Year 1) habitats Food chains/ food sources Plants (Year 1)	
Computing Understanding of the World	Computing Systems and Networks - Technology Around Us (Y1, L1) Online safety (underpinning)	Creating Media - Digital Painting (Y1, L2) Online safety (underpinning)	Creating Media- Digital Writing (Y1, L3) Online safety (underpinning)	Data and Information - Grouping Data (Y1, L4) Online safety (underpinning)	Programming A- Moving A Robot (Y1, L5) Online safety (underpinning)	Programming B- Introduction to Animation (Y1, L6) Online safety (underpinning)
History Understanding of the World	How have Louis Braille's actions helped people today?		How has transport changed? Timelines		How were Mary Seacole and Florence Nightingales' lives different?	
Geography Understanding of the World		What is it like in our country? (And how is it different to others?) Seasonal changes		How does the weather affect our lives? Seasonal changes		Why do tourists visit Dawlish Warren?
RE	KS1.2	F2	KS1.9	F3	KS1.10	

Understanding of the World	Who do Christians say made the world?	Why is Christmas special to Christians?	How should we care for others and the world and why does it matter?	Why is Easter special to Christians?	What does it mean to belong to a faith community?	
Art Expressive Art and Design Drawing and sketchbooks Print, colour, collage Working in 3D Paint, surface and texture Collaboration and community	<u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.		Drawing and sketching fruit	<u>Exploring the World Through Mono Print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.		<u>Music & Art</u> Explore how we can make art inspired by the sounds we hear.
DT Expressive Art and Design		Moving pictures- Jack and the Beanstalk/design a parachute for Jack to get down from the beanstalk	Food Tech- fruit and vegetables (to include FairTrade learning)		<u>Be An Architect</u> Exploring architecture and creating architectural models.	
Music	Percussion/ Charanga Singing	Percussion/ Charanga Christmas	<u>Exploring Sounds Glockenspiel Focus - Stage 1 Charanga</u>	<u>Learning to Listen Glocks</u>	<u>Whole Class Ensemble Teaching Focus (Recorders)</u>	<u>Whole Class Ensemble Teaching Focus (Recorders)</u>

Expressive Art and Design	<p><u>My Musical Heartbeat</u></p> <p>Pulse, rhythm, melody using percussion, body percussion.</p> <p>Chair drumming and early notation</p> <p>Singing for Harvest</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><u>Key Questions:</u> What is beat? What is the pulse? How do we sing well? What is percussion?</p>	<p><u>Dance, Sing and Play!</u></p> <p>Pulse, rhythm, melody using percussion, body percussion.</p> <p>Creating mood with music - story telling/ Tell me a Dragon composing</p> <p>Learning new songs to sing to an audience (Christmas Show/ Carol service)</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><u>Key Questions:</u> What is rhythm? What is pitch? How do we perform to an audience? How can I change the way I play my instrument?</p>	<p>Composing space music for space travel / space adventures</p> <p>Space songs - Storybots</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><u>Key Questions:</u> What is tempo? What is dynamics? How do we play a glock? What is a graphic score?</p>	<p>Composition (Stage 1- Charanga)</p> <p>Composing using graphic scores</p> <p>Singing for Easter Service</p> <p>Planet songs to reinforce 'Space' learning</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><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?</p>	<p>Playing Recorders, learning to play notes</p> <p>Notation focus- using beats and rests, and reading music on graphic scores</p> <p>Singing for our Class assembly</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><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?</p>	<p>Learning notes on recorders and making our own songs using learnt notes</p> <p>Simple composition using learnt notes and graphic scores and early letter notation</p> <p>Singing for our Class assembly</p> <p>Music log added to weekly/ history and understanding of music over time</p> <p><u>Key Questions:</u> How can I show what I want to play using letters?</p>
PSHE	1Decision;	1 Decision;	1Decision; Relationships	1Decision; Being Responsible	1Decision; Feelings & Emotions	1Decision; Computer Safety

PSED	Keeping / Staying Safe Road Safety	Keeping / Staying Healthy (links with science) Washing Hands	Online Safety	Caring for Pets	People Who Help Us	
PE	Multiskills; Netball	Multi Skills; Hockey	Gymnastics Y2 Swimming Step up and Dance with Kate Murray	Ball Skills and Team Building	Bat and Ball; Striking and Fielding Step up and Dance with Kate Murray	Athletics
PD	Gross Motor Skills, Leap into Life		Expressive Movement, Leap into Life		Multiskills, Fundamentals of Sport, Leap into Life	
MFL	Numbers, colours, greetings. All about me	Christmas	Numbers, colours, greetings. All about me	Pets	Numbers, colours, greetings. All about me	The Body
Outdoor Learning				Forest Schools (links to PSHE; care and responsibility for our environment)		Forest Schools (links to science; animals and their habitats)

Curriculum Overview of skills
Class 3 Year 1 of rolling programme (2023-2024)

Autumn; Fairytales	Spring; Around the World	Summer; Where I Live
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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.

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.

Y1 Science

Working Scientifically

During Years 1 and 2, 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>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<p style="text-align: center;">Materials and their Properties</p> <p>Year 1</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <p>Sticky Knowledge</p>	<p style="text-align: center;">The Human Body / Health and Hygiene</p> <p>Year 1</p> <ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each senses • <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • name body parts including ankle, wrist, hips, thigh, etc • name the 5 senses, know which body part is linked to that sense • know that before exercise we need to warm up the muscles inside these parts 	<p style="text-align: center;">Animals and their Habitats / Food Chains and Food Sources</p> <p>Year 1</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Sticky Knowledge</p> <ul style="list-style-type: none"> • animals can be grouped by their

<ul style="list-style-type: none"> • 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 	<p>sort food into different groups, know which are healthy food choices and which should be eaten in moderation</p> <ul style="list-style-type: none"> • know that all animals including humans, need water, food (energy) and oxygen to grow and stay healthy • know that baby animals need different food to adults • be able to match baby animal names to their adults 	<p>similarities</p> <ul style="list-style-type: none"> • 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
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EYFS Understanding of 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

<p align="center"><u>Computing</u> <u>Autumn Term</u></p> <p align="center">Online safety taught throughout, and also through PSHE</p> <p>Autumn 1:</p>	<p align="center"><u>Computing</u> <u>Spring Term</u></p> <p align="center">Online safety taught throughout, and also through PSHE</p> <p>Spring 1:</p>	<p align="center"><u>Computing</u> <u>Summer Term</u></p> <p align="center">Online safety taught throughout, and also through PSHE</p> <p>Summer 1:</p>
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Learners will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.

- Recognise common uses of information technology beyond school
- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Health, well-being and lifestyle

- I can identify rules that help keep us safe and healthy in and beyond the home when using technology
- I can give some simple examples

Copyright and ownership

- I know that the work I create belongs to me
- I can name my work so that others know it belongs to me

Computing Systems and Networks - Technology Around Us

Year 1:

Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. Learners will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully, keeping personal information private

Privacy and security

- I can give reasons why I should only share information with people I choose to and can trust.

Creating Media- Digital Writing

Year 1:

Target Tracker:

Use technology purposefully to create digital content

Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Learners are also introduced to the early stages of program design through the introduction of algorithms

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Recognise common uses of information technology beyond school

Programming A- Moving A Robot

Year 1:

Target Tracker:

Predict the behaviour of simple programs

Understand what algorithms are and how they are implemented on digital devices

Target Tracker:

Recognise common uses of information technology in the home and school environment

Teach Computing:

- 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

Autumn 2:

Learners develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.

- Use technology purposefully to create, organise, store, manipulate, and retrieve digital content

Creating Media - Digital Painting

Year 1:

Teach Computing:

- 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

Spring 2:

Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Use technology safely and respectfully

Copyright and ownership

- I know that work I create belongs to me

Teach Computing:

- 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

Summer 2:

Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs

Programming B- Introduction to Animation

Year 1:

Target Tracker:

Predict the behaviour of simple programs

Target Tracker:

Use technology purposefully to create digital content

Teach Computing:

To describe what different freehand tools do

To use the shape tool and the line tools

To make careful choices when painting a digital picture

To explain why I chose the tools I used

To use a computer on my own to paint a picture

To compare painting a picture on a computer and on paper

KS1 Art and Design

Pupils should be taught:

- 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

- I can name my work so that others know it belongs to me

Data and Information - Grouping Data

Year 1:

Teach Computing:

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

Understand what algorithms are and how they are implemented on digital devices

Teach Computing:

To choose a command for a given purpose

To show that a series of commands can be joined together To identify the effect of changing a value

To explain that each sprite has its own instructions

To design the parts of a project

To use my algorithm to create a program

Computational Thinking Skills to be Honed Throughout the Year:

- 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

EYFS Understanding the World (Past and Present)

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.

History - Autumn Term	History - Spring Term	History - Summer Term
<p data-bbox="212 619 772 694">How have Louis Braille's actions helped people today?</p> <ul data-bbox="235 742 672 813" style="list-style-type: none"> • Events beyond living memory/ Significant Individuals <p data-bbox="280 853 672 885"><i>Ongoing knowledge and skills:</i></p> <ul data-bbox="235 893 795 1220" style="list-style-type: none"> • <i>Develop an awareness of time passing, using some common words and phrases relating to the passing of time.</i> • <i>Begin to use timelines and show an understanding of how lives change with the passing of time</i> • <i>Develop an understanding of the different ways you can find out about the past</i> <p data-bbox="190 1268 392 1300">Key Questions:</p> <ul data-bbox="235 1308 784 1340" style="list-style-type: none"> • Why do you think we still remember 	<p data-bbox="907 619 1332 654">How has transport changed?</p> <p data-bbox="907 702 1299 734"><i>Ongoing knowledge and skills:</i></p> <ul data-bbox="862 742 1422 1141" style="list-style-type: none"> • <i>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.</i> • <i>Start to make own timelines, and use these with support to show changes over time.</i> • <i>Use simple primary sources to find out about the past, gathering simple forms of research</i> <p data-bbox="817 1189 1019 1220">Key Questions:</p> <ul data-bbox="862 1228 1388 1340" style="list-style-type: none"> • How did the Vikings travel? • How have cars changed since they were first invented? 	<p data-bbox="1478 619 2027 662">How were Mary Seacole and Florence Nightingales' lives different?</p> <p data-bbox="1534 702 1926 734"><i>Ongoing knowledge and skills:</i></p> <ul data-bbox="1489 742 2049 1149" style="list-style-type: none"> • <i>Talk about events from the past with confidence, using the language of time accurately and within different contexts</i> • <i>Use and make timelines confidently and accurately to make comparisons between time periods</i> • <i>Use different ways to find out about the past, and actively research about our local area using a variety of different sources</i> <p data-bbox="1444 1189 1646 1220">Key Questions:</p> <ul data-bbox="1489 1228 2027 1340" style="list-style-type: none"> • Why are Florence Nightingale and Mary Seacole remembered today and what did she do in her life?

Louis Braille today?

- What were the most important moments and people in Louis' life?
- Why did Louis decide to invent a system of reading for the blind?
- What changes to people's lives did Louis make?
- What made Louis so special?
- What shall we put in our Louis Braille museum?

Substantive concepts:

- **Society**

Key vocab:

After, Before, Cause, Change, Different time, Effect, Long ago, Modern, Next, Nowadays, Old, Past, Present, Today, Tomorrow, Version, Yesterday, blind, visually impaired, reading, inventor, French, educator, code, braille

- Who was George Stephenson? How did trains change people's lives?
- How has flight changed the world?
- How has transport changed?

Substantive concepts:

- **Society**
- **Civilisation**

Key vocab:

Carriage, travel. Transport, steam engine, electric cars, petrol, railway, motor, longship, penny farthing, sedan chair, petrol, passenger plane, Wright flyer, horse and cart

- Why do you think Florence took the brave steps to go to the Crimea and who influenced her?
- How important was Mary's work in the Crimean war? and how do we know?
- What did Florence do to help the soldiers and did everyone have the same opinion of her?
- What were the most important achievements of Florence's life?
- What were the most important moments in Mary's life?
- How did life change for Mary after the Crimean war?
- Why have we learnt so much about Florence and so little about Mary Seacole?
- How should we remember Florence Nightingale and Mary Seacole?

Substantive Concepts:

- **Conflict**
- **Society**
- **Monarchy**

Key vocab:

Nurse, Mary Seacole, Florence Nightingale, hospital, cleaning, charity, Crimean War, Red Cross, soldier, injured, Lady of the Lamp, battlefield, patients

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.

Geography - Autumn Term

What is it like in our country? (And how is it different to others?)

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 and locate the 4 countries of the UK

Key Questions:

What is a town?
What is the countryside?
What countries make up the UK?
Can I find the UK on a map?
What is an aerial photo?
What are the key features of the countries in the UK?
What are the capital cities of the UK?
Where London and what is it like?
Where is Brasilia?
How is it different to London? How is it

Geography - Spring Term

How does the weather affect our lives?

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

Key Questions:

What is weather?
How does the weather affect us?
How can we forecast the weather?
Can the weather be dangerous?
What are hot countries like?
What are cold countries like?
What is it like in the Arctic?
Can I use a map to find hot and cold countries?

Geography - Summer Term

Why do tourists visit Dawlish Warren?

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

Key Questions:

Where are our seashores?
Can I find them on a map?
What is it like at the seaside?
What can I find out about the seaside

<p>the same as London?</p> <p>Geographical skills and fieldwork (Ongoing)</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom <p>Key vocab: town, countryside, pro, con, country, United Kingdom, island, capital city, landmark, population</p>	<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>Key vocab: seasons, observations, record, temperature, thermometer, United Kingdom, affects, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate</p>	<p>using aerial photos? What is it like at Dawlish Warren? Why do people come to Dawlish Warren on holiday? How can I get to Dawlish Warren? Can I plan a route? Where else can people go to the seaside? Is it hot or cold there?</p> <p>Key vocab: local area, national, resort, tourist, feature, physical feature, human feature, pier, promenade, United Kingdom, attractions, bay, harbour, climate</p>
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EYFS Understanding of the World; People and Communities

Early Learning Goal: Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

<p align="center">RE</p> <p>KS1.2 Who do Christians say made the world?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> Retell the story of creation from <i>Genesis</i> 1:1-2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world 	<p align="center">RE</p> <p>KS1.9 How should we care for others and the world and why does it matter?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) 	<p align="center">RE</p> <p>KS1.10 What does it mean to belong to a faith community?</p> <p>Make Sense of Belief</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the Impact</p>
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Understand the Impact

- Give at least one example of what Christians do to say 'thank you' to God for Creation

Make Connections

- Think, talk and ask questions about living in an amazing world
- Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.

F2

Why is Christmas special to Christians?

What special stories about Jesus are in the Bible?

Why do Christians perform Nativity plays at Christmas?

Why do Christians celebrate Jesus' birthday?

What special things do Christians do at Christmas to share God's love?

What makes every single person unique and precious?

How does the Christmas story tell Christians they are precious to God?

- Give a clear, simple account of what *Genesis 1* tells Christians and Jews about the natural world

Understand the Impact

- Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories
- Give examples of how Christians and Jews can show care for the natural earth
- Say why Christians and Jews might look after the natural world

Make Connections

- Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world
- Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

F3

Why is Easter special to Christians?

What happens at the end of winter and the beginning of spring?

How do 'dead' plants and trees come alive again?

What do Christians believe happened to Jesus?

Why do Christians think this is such an important story?

What do Christians do at Easter?

Why do we have Easter eggs?

- Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean

- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)

Make Connections

- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

EYFS Expressive Art and Design

Exploring and Using Media and Materials

Early Learning Goal: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative

Early Learning Goal: Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

Year 1 Access Art - Autumn Term

Theme: Explore & Draw

Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.

- Discuss how some artists explore the world around them to help them find inspiration.
- Explore my local environment (school, home, etc) and collect things which catch my eye.
- Explore composition by arranging the items I have collected, and talk about this
- Take photographs of my artwork and I can think about focus and light.
- Practice observational drawing with focus
- Make a drawing of an object, thinking about the way the object feels.
- Combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings.
- Work small in my sketchbook and on large sheets of paper, exploring how to use line, shape and colour.

Year 1 Access Art - Spring Term

Theme: Exploring the World Through Mono Print

Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership.

- Make drawings using photos from films as a source material.
- Look closely and work in a sketchbook to make drawings using soft pencil or handwriting pen.
- Look closely at small objects and make drawings with soft pencil or handwriting pen at the same scale or size.
- Share sketchbook work with other and talk about it. Listen to others talking about their work, and add my thoughts.
- Know what a mono print is and explore the work of an artist who uses mono print.
- Use carbon paper to make mono prints. Experiment with the kinds of marks

Year 1 Access Art - Summer Term

Theme: Music & Art

Explore how we can make art inspired by the sounds we hear.

- Learn how some artists are inspired by other art forms such as music, and share responses to their work, and listen to others
- Listen to sounds, and use my mark making skills to make marks in response.
- Draw from observation whilst listening to a piece of music, and let the music inspire my drawing.
- Use imagination and work on a larger scale to make drawings of imaginative instruments, or use hands to invent musical instruments made from construction materials.
- Share and reflect upon own work Listen to others' responses and consider this

- *Cut out and collage to explore composition.*
- *Talk about the work I have made with my classmates, sharing the things I thought were successful and thinking about things I would like to try again.*

- that can be made to make drawings interesting.*
- *Base drawings on careful observational looking.*
 - *Explore a theme and make mono prints using imagination*

- *Take photos of my artwork.*

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DT - Autumn Term

Moving pictures- Jack and the Beanstalk/design a parachute for Jack to get down from the beanstalk

- 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)

DT - Spring Term

Food Tech- fruit and vegetables (to include FairTrade learning)

- *use the basic principles of a healthy varied diet to prepare dishes*
 - *understand where food comes from*
- Year 1*
- *cut food safely*

DT - Summer Term (Forest School sessions)

Access Art - Exploring Architecture and Creating Architectural Models

- *Explore the work of some architects*
- *Understand that architects design buildings, and that architecture can be large incredible buildings or smaller places near where I live*
- *Express interest in and preferences for architecture and share how it makes us feel*

- 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

- *Use a sketchbook to make drawings and notes, and explore lines and shapes in architecture*
- *Discuss how architects use their imagination to try and design buildings*
- *Use my own imagination when thinking about architecture I might design*
- *Make an architectural model of a building around the theme of form, structure and balance*
- *Explore a variety of materials and how they can be reshaped and joined to make a model*
- *reflect upon my own piece and the models of my classmates.*
- *Use digital media to document my work, including taking photographs and short videos*

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Year 1 Music - Autumn Term

Playing, Singing and Composition -Chair
Drumming/ Percussion

Appraising:

Year 1 Music - Spring Term

Exploring Sound/ Playing - Glockenspiels

Appraising:

Year 1 Music - Summer Term

Composition
WCET- Recorders

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:

- 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

Composition:

- Make a sequence of sounds
- Make different sounds with their voice
- Make different sounds with instruments
- Change the sound
- Improvise and experiment with sound

Performing and Singing:

- 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

Performance:

- 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:

- 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

Composition:

- Show sounds by using pictures
- Identify changes in sounds
- Clap and repeat short rhythmic patterns
- Copy sounds including vocal pitch
- Improvise and experiment

Performing and Singing:

- 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.

Performance:

- Singing for Easter Service, planet songs to reinforce 'Space' learning

- 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
- Develop recorder playing skill, creating a good sound, playing a range of notes with accurate technique

Composition:

- 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

Performing and Singing:

- Sing collectively and at the same pitch
- Look at their audience when they are performing
- Know that the chorus keeps repeating

Performance:

- Practise, rehearse and present a performance to an audience
- Learning and practising songs and words for Class Assembly- singing with

- 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.

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

EYFS Personal, Social, Emotional Development

Making Relationships

Early Learning Goal: Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Self-Confidence and Self-Awareness

Early Learning Goal: Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing Feelings and Behaviour

Early Learning Goal: Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

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

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,

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

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

Health and Prevention (H)

About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

Healthy Eating (H) 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)

kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.

Being Responsible

Year 1

Living in the Wider World (L) 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.

Being safe (R) How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. How to recognise and report feelings of being unsafe or feeling bad about any adult.

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

Internet safety and harms (H) 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.

Money Matters (Y2)

Living in the Wider World (L) About where money comes from, keeping it safe and the importance of managing it effectively The part that money plays in people's lives A basic understanding of enterprise

EYFS Physical Development

Early Learning Goal: Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

PE (KS1)

The 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

PE - Autumn Term	PE - Spring Term	PE - Summer Term
<ul style="list-style-type: none"> ● 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 ● Step Up and Dance with Kate Murray: aerobic fitness, coordination, gross motor skills <p>Netball Hockey</p>	<ul style="list-style-type: none"> ● 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 ● Step Up and Dance with Kate Murray: linking movements together to create a dance sequence that flows and can be performed <p>Gymnastics Ball Skills Swimming Y2 only</p>	<ul style="list-style-type: none"> ● 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 <p>Striking and Fielding Athletics</p>