

# Year 1

Subject		Autumn 1		Autumn 2		Spring 1		Spring 2			Summer 1			Summer 2			
RE		<u>Creation and Covenant</u>		<u>Prophecy and Promise</u>		Galilee to Jerusalem		Desert to Garden			To the Ends of the Earth			Dialogue and Encounter			
Maths		Place value	Addition and subtraction	Shape	Consolidation	Place value	Addition and subtraction	Place value	Length & height	Mass & volume	Multiplication & division	Fractions	Position & direction	Place value	Money	Time	Consolidation
Topic		The Colourful World Around Us How does nature add colour to our lives?				Into the Unknown! How did brave explorers travel into the unknown?					All Creatures Great and Small How do animals survive in our world today?						
Driver Words		Belonging, Colour, Wonder				Explore, Discover, Inspire					Grow, Care, Environment						
Key Texts		Books from Percy the Park Keeper series <i>Nick Butterworth</i>		Mr Fawkes, The King and the Gunpowder Plot <i>Tom &amp; Tony Bradman</i>		The Great Explorer <i>Chris Judge</i>		Emma Jane’s Aeroplane <i>Katie Haworth</i>			Croc & Bird <i>Alexis Deacon</i>			The Most Important Animal of All <i>Penny Worms</i>			
History/ Geography		Our Local Area <i>Geography - Mapping skills</i>		The Gunpowder Plot <i>History - Significant events in history</i>		Explorers Through Time <i>History – Changes within living memory; lives of significant people</i> <i>Geography - Countries and capital cities of the UK</i>					The World of Animals <i>Geography - Continents and oceans</i>						
Seasonal Changes		Autumn				Winter					Spring			Summer			
Science		Ready, Steady, Grow! <i>Plants; Senses</i>				Exploring Materials <i>Everyday materials</i>					Animals and Us <i>Animals, including Humans</i>						
Art		Natural Beauty <i>Printing</i>				Faces of the Brave <i>Painting</i>					Colourful Animals <i>Collage</i>						
Design		Seasonal Soup <i>Cooking and nutrition</i>				Wheels, Wings and Rockets! <i>Mechanics: moving Vehicles</i>					Animal Shelters <i>Structures</i>						
PE		FSM Baseline		FMS Catching & Bouncing a Ball		FMS Rolling a Ball		FMS Overarm Throw			FMS Tri Throlf			FMS Underarm Throw			
		Gymnastics Activities Core Task 1		Gymnastics Activities Core Task 2		Dance		Dance			Dance			Athletics			
Music		Instrumentation ‘Whatever the Weather’		Timbre ‘Sound Stories’		Singing A ‘Inside My Igloo’		Duration ‘Musical Timelines’			Singing B ‘Pirate Patterns’			Dynamics & Texture ‘Give Me a Sign’			
Computing		Technology Around Us		Digital Painting		Moving a Robot		Grouping Data			Digital Writing			Programming Animations			
PSHE	RHE	Created and Loved by God				Created to Love Others					Created to Live in Community						
	Project Evolve	Online Relationships		Online Bullying Online Reputation		Health, Well-being and Lifestyle		Self-image and Identity Copyright and Ownership			Privacy and Security			Managing Online Information			
	Additional	First Aid		Friendship Week		Safer Internet Week								Economic Wellbeing			

# Year 1 - Autumn Term Curriculum

The Colourful World Around Us	
Big Question: How does nature add colour to our lives?	
Curriculum Driver Words:	Belonging, Colour, Wonder
Key Texts:	Books from the Percy the Park Keeper series <i>by Nick Butterworth</i> Mr Fawkes, The King and the Gunpowder Plot <i>by Tom &amp; Tony Bradman</i>
Genres of Writing:	Non-chronological report, Recount
Enrichment Opportunity:	Imagining History Workshop

Topic Related Subjects
<b>Geography</b> Topic: Our Local Area Area of Study: Mapping skills Enquiry Question: <i>Where do we live?</i>
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>• My home address is...</li> <li>• My school is in Fulwood which is part of Preston. Preston is located in the North and West of England.</li> <li>• A simple map can be used to find or follow something.</li> <li>• A map can represent my journey.</li> <li>• Preston has many man-made and natural landmarks.</li> <li>• The weather in Preston changes.</li> </ul>
<u>Human and Physical Geography</u> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, season and weather; key human features, including: city, town, farm, house and shop</li> <li>• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, season and weather; key human features, including: city, town, village, house, port, harbour and shop</li> </ul>
<u>Map Knowledge and Skills</u> <ul style="list-style-type: none"> <li>• Use a simple picture map to move around the school</li> <li>• Use relative vocabulary such as bigger, smaller, like, dislike</li> <li>• Use directional language such as near and far, up and down, left and right, forwards and backwards</li> <li>• Draw basic maps, including appropriate symbols and pictures to represent places or features</li> <li>• Use photographs and maps to identify features (both human and physical) of our local area.</li> </ul>
<u>Fieldwork</u> <ul style="list-style-type: none"> <li>• Use observational skills to describe and investigate a familiar locality</li> <li>• Sketch a simple fieldwork map or plan</li> </ul>
<u>Communication</u> <ul style="list-style-type: none"> <li>• Communicate geographical understanding such as what they can see around them and a simple familiar journey in a range of ways. E.g. Speaking, writing, drawing or on a digital device</li> <li>• Give and follow simple instructions to get from one place to another using positional and directional language e.g. near, far, left and right</li> </ul>
<b>History</b> Topic: The Gunpowder Plot Area of Study: Events beyond living memory that are significant nationally or globally – <i>The Gunpowder Plot</i> Enquiry Question: <i>Why do we celebrate Bonfire Night?</i>
<u>Key Knowledge</u>

- Life was different in the past.
- People wore different clothes in the past.
- In the past, the monarchy ruled the country and King James I ruled the country in 1605.
- The Gunpowder Plot was a failed assassination attempt against King James I.
- The plotters were all Catholics and they thought King James I was being unfair to Catholics.
- Guy Fawkes and his friends got caught and were imprisoned on 5th November 1605.
- **King James I ordered that people should celebrate his survival on 5th November. To this day, people still light bonfires to celebrate.**

#### Chronological Understanding

- Distinguish between past and present.
- Recognise that a story that has been read to them may have happened a long time ago.
- Order a few events or objects in order using common phrases to show passing of time.
- Use words and phrases such as: before, after, now, yesterday, last week, when I was little, a long time ago, before I was born, when my parents/grandparents were young

#### Events, People and Changes

- Recall some facts about people and events before living memory.
- Say why people may have acted the way they did.
- Recognise that we celebrate certain events such as Bonfire Night because of what happened many years ago.
- Know that Britain has had a king or queen for many years and give detail currently.

#### Historical Enquiry

- Identify ways in which the past is represented.
- Explore events; look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

#### Historical Interpretation

- Look at books, videos, photographs pictures and artefacts to find out about the past.

#### Communication

- Tell stories about the past using historical vocabulary.
- Present information about things from the past by writing, drawing and using ICT.

### **Science**

Topic: Ready, Steady, Grow

Area of Study: Plants; Senses

*Enquiry Question: How are plants similar and different from each other?*

#### Key Knowledge

- Find and name the stem, roots, flower and leaves on flowering plants
- Find and name the trunk, branches, leaves and roots on deciduous and evergreen trees
- Some trees keep their leaves all year while other trees drop their leaves during autumn and grow them again during spring
- Recognise and name some common wild and garden plants

#### Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

#### Asking Questions

- Think of some simple questions to ask.

#### Observing and Measuring

- Talk about what they see, hear, touch, feel and taste
- Perform a simple test

#### Recording and Presenting

- Put some information in a simple table or chart
- Record their findings using words, pictures and labels; digital recordings

#### Concluding

- Identify and sort plants into groups

### **Science/Geography – Ongoing throughout the year**

Topic: Change Outside My Window - Autumn

Area of Study: Seasonal Changes

*Enquiry Question: How does the change in season affect what I can see outside my window?*

#### Key Knowledge:

- The Weather changes with the seasons
- In the UK, it is usually colder and rainier in the winter and hotter and drier in the summer
- We can use (these) symbols to represent the weather

- The change in weather affects things such as: number of minibeasts outside, plant and seed growth, the leaves on the trees, the clothes we wear
- The number of hours of daylight changes in each season
- The days feel longer in summer as we have the most hours of daylight
- The days feel shorter in winter as we have the least hours of daylight

### **Science – Seasonal Changes**

- Observe changes **across** the four seasons
- Observe and describe weather associated with the seasons and how day length varies

### **Geography – Human and Physical Geography**

- Identify seasonal and daily weather patterns in the United Kingdom

### **Art**

Topic: Natural Beauty

Area of Study: Printing

Artist: Eric Carle

*Enquiry Question: How can I capture the beauty of nature through art?*

#### **Key Knowledge**

- There are different types of art including painting, collage and sculpture.
- We can use different objects, such as leaves, to print shapes and patterns.
- Images can be created by creating impressions on blocks and printing onto surfaces.
- Eric Carle is an author and illustrator who wrote many books including The Hungry Caterpillar and The Tiny Seed.
- Eric Carle is known for his unique and colourful collage illustrations.
- The primary colours are red, blue and yellow. The secondary colours are orange, purple and green.
- Know which primary colours mix together to make the secondary colours.

#### **Exploring and Developing Ideas**

- Develop their ideas, try things out and change their minds
- Build up resilience and be confident to try again
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

#### **Evaluating and Developing Work**

- Review what they and others have done and say what they think and feel about it
- Describe the differences and similarities between different practices and make links to their own work

#### **Drawing**

- Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Investigate textures by describing, naming, rubbing and copying.

#### **Printing**

- Explore printing simple pictures with a range of hard and soft materials e.g. cork, sponge and natural objects e.g. leaves, bark.
- Design their own printing block.
- Explore printing in relief, using string and card.
- Explore impressed printing; drawing into ink, printing from objects.
- Create a simple repeating pattern and recognise pattern in the environment.
- Use equipment and media correctly and start to produce a clean printed image.

### **DT**

Topic: Seasonal Soup

Area of Study: Cooking and nutrition

*Enquiry Question: What vegetables can I use to make my soup?*

#### **Key Knowledge**

- The food we eat comes from different sources. For example, fruit and vegetables come from plants and meat comes from animals.
- There are 5 main food groups; fruit and vegetables, carbohydrates, proteins, dairy, fats and oils
- We need to eat a variety of different types of food to have a healthy diet.
- Some food can be eaten raw (without cooking) and some food needs to be cooked before we eat it.
- When we prepare food, we should wash our hands and keep surfaces clean.

#### **Technical Knowledge and Skills**

- Start to use technical vocabulary

#### **Cooking and Nutrition**

- Group familiar food products e.g. fruit and vegetables

- Cut and chop a range of ingredients
- Work safely and hygienically
- Know about the need for a variety of foods in a diet.

#### Design

- Select pictures to help develop ideas

#### Make

- Select materials from a limited range
- Explain what they are making
- Name the tools they are using

#### Evaluate

- Explore existing products and investigate how they have been made (including teacher-made examples)
- Talk about their design as they develop and identify good and bad points
- Say what they like and do not like about items they have made and attempt to say why

## Discrete Subjects

### RE

#### Creation and Covenant

- Be introduced to the story of creation in Genesis 1, as a prayerful and poetic reflection on God's world... (C&C 1.1)
- Recognise in an age-appropriate way that the Church teaches that all that is comes from God, Our Father, who made heaven and earth. (C&C 1.2)
- Know [recognise] that psalms are prayed/sung to praise God. (C&C 1.3)
- Know the Noah story, focusing on Noah and God's promise to all living creatures in the sign of the rainbow. (C&C 1.4)

#### Prophecy and Promise

##### Year C – The Gospel of Luke

- Know that St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church (P&P Ph1.1 C)
- Can find Luke's Gospel in the Bible and explain, simply, what the term 'gospel' means. (P&P Ph1.2 C)
- Can name Luke's two volumes and talk about what each volume records. (P&P Ph1.3 C)
- Creatively depict (and explain) Luke's symbol of the calf. (P&P Ph1.4 C)
- Sequence St Luke's account of the infancy of Jesus (as age appropriate) and recognise the significance of an angelic presence. (P&P Ph1.5 C)
- Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. (P&P Ph1.6 C)
- Match the first words of the Hail Mary with the words of the Angel Gabriel (P&P Ph1.7 C)
- Recognise that angels bring God's message and are a sign the Jesus is the Son of God (P&P Ph1.8 C)
- Retell, with increasing detail, one of the religious accounts from the annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke. (P&P Ph1.9 C)
- Complete an illustrative/annotated analysis of the birth of Jesus (Lk 2:1-20) (P&P Ph1.10 C)
- Discuss and describe ways in which the birth of Jesus is celebrated today. (P&P Ph1.11 C)

### PE

#### FMS – Baseline

##### Health & Fitness

- Explain what they need to do to keep safe and to keep healthy

##### Games

- Throw in different ways e.g. underarm and overarm
- Catch with both hands
- Roll a ball

#### Gymnastics Activities – Core Task 1

##### Acquiring & Developing Skills

- Copy and remember actions

##### Evaluating & Improving

- Say how they could improve

##### Health & Fitness

- Describe how their body feels before, during and after different physical activity
- Explain what they need to do to keep safe and to keep healthy

##### Gymnastics

- Travel in different ways e.g. caterpillar, bunny, hop, monkey
- Roll in different ways e.g. pencil, egg, dish, teddy

Autumn 1

		<ul style="list-style-type: none"> <li>• Jump in different ways e.g. straight, star, tuck</li> <li>• Perform a sequence with a jump, roll, travel and balance</li> </ul>
Autumn 2	<b>FMS – Catching &amp; Bouncing a Ball</b>	<b>Gymnastics Activities – Core Task 2</b>
	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• Say how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u> <ul style="list-style-type: none"> <li>• Catch with both hands</li> </ul>	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Describe how their body feels before, during and after different physical activity</li> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Gymnastics</u> <ul style="list-style-type: none"> <li>• Stand and sit with body tension and extension</li> <li>• Balance in different ways e.g. front, back, side, bottom</li> <li>• Travel in different ways e.g. caterpillar, bunny, hop, monkey</li> <li>• Roll in different ways e.g. pencil, egg, dish, teddy</li> <li>• Jump in different ways e.g. straight, star, tuck</li> <li>• Perform a sequence with a jump, roll, travel and balance</li> </ul>
<b>Music</b>		
<b>Instrumentation 'Whatever the Weather'</b>		<b>Timbre 'Sound Stories'</b>
<ul style="list-style-type: none"> <li>• To name and know how to play a range of musical instruments</li> <li>• To know how to group instruments according to the materials they are made of</li> <li>• To know what beat is</li> <li>• To know the meaning of the word 'tempo'</li> <li>• To understand the role of a conductor</li> </ul>		<ul style="list-style-type: none"> <li>• To learn the meaning of the word 'timbre'</li> <li>• To know that dynamics relates to volume (loud and quiet)</li> <li>• To know what sound effects are and how they are used</li> <li>• To know how to create and follow a graphic score</li> <li>• To know what a conductor is, in the context of music</li> </ul>
<b>Computing</b>		
<b>Technology Around Us</b>		<b>Digital Painting</b>
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>• Technology is something that has been made by people to help us and make our lives easier.</li> <li>• Technology is man-made and not natural.</li> <li>• Technology includes things like computers, traffic lights and I-pads.</li> <li>• Some parts of a computer are: a mouse, a monitor, a keyboard.</li> <li>• Digital technology is the name for electronic items that create and store information.</li> </ul>		<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>• We can use digital devices to help us draw and paint pictures.</li> <li>• A program that we can use to paint a picture is 'Paint Z'.</li> <li>• There are different tools that we can use in paint apps to create different effects.</li> <li>• We can draw in different ways, including using freehand, lines and shapes.</li> <li>• We can change the sizes and colours for effect.</li> </ul>

<ul style="list-style-type: none"> <li>• The screen displays what the computer is doing.</li> <li>• The keyboard lets you type.</li> <li>• The mouse lets you select and move objects.</li> <li>• Laptops use a trackpad rather than a mouse.</li> </ul>	
<p><u>Computing Skills</u></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• Recognise common uses of information technology beyond school</li> <li>• 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.</li> </ul> <p><u>Computer Systems &amp; Networks</u></p> <ul style="list-style-type: none"> <li>• Identify technology</li> <li>• Identify a computer and its main parts</li> <li>• Use a mouse in different ways</li> <li>• Use a keyboard to type on a computer</li> <li>• Use the keyboard to edit text</li> <li>• Create rules for using technology responsibly</li> </ul>	<p><u>Computing Skills</u></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><u>Digital Printing</u></p> <ul style="list-style-type: none"> <li>• Describe what different freehand tools do</li> <li>• Use the shape and line tool</li> <li>• Make careful choices when painting a digital picture</li> <li>• Explain why I chose the tools I used</li> <li>• Use a computer on my own to paint a picture</li> <li>• Compare painting a picture on a computer and on paper</li> </ul>
<b>PSHE</b>	
<b>RHE – Created and Loved by God</b>	<b>Project Evolve</b>
<p><u>Unit 1 - Let the Children Come</u></p> <ul style="list-style-type: none"> <li>• We are created individually by God</li> <li>• God wants us to talk to Him often through the day and treat Him as our best friend</li> <li>• God has created us, His children, to know, love and serve Him</li> <li>• We are created as a unity of body, mind and spirit: who we are matters and what we do matters</li> <li>• We can give thanks to God in different ways</li> </ul> <p><u>Unit 2 – I am Unique (Me)</u></p> <ul style="list-style-type: none"> <li>• We are unique, with individual gifts, talents and skills</li> </ul> <p><u>Unit 3 – Feelings and Dislikes</u></p> <ul style="list-style-type: none"> <li>• It is natural for us to relate to and trust one another</li> <li>• We all have different ‘tastes’ (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li> <li>• Language to describe our feelings</li> </ul> <p><u>Unit 3 – Super Susie Gets Angry</u></p> <ul style="list-style-type: none"> <li>• Simple strategies for managing feelings and maintaining good behaviour</li> <li>• Choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</li> <li>• Jesus died on the cross so that we would be forgiven</li> </ul> <p><u>Unit 4 – The Cycle of Life</u></p> <ul style="list-style-type: none"> <li>• Learn and appreciate that there are natural life stages from birth to death, and what these are</li> </ul>	<p><u>Online Relationships</u></p> <ul style="list-style-type: none"> <li>• Use the internet with adult support to communicate with people I know</li> <li>• Explain why it is important to be considerate and kind to people online</li> </ul> <p><u>Online Bullying</u></p> <ul style="list-style-type: none"> <li>• Describe how to behave online in ways that do not upset other and can give examples</li> </ul> <p><u>Online Reputation</u></p> <ul style="list-style-type: none"> <li>• Recognise that information can stay online and could be copied</li> <li>• Describe what information I should not put online without asking a trusted adult first</li> </ul>

# Year 1 - Spring Term Curriculum

## Into the Unknown!

Big Question: How did brave explorers travel into the unknown?

Curriculum Driver Words: Explore, Discover, Inspire

Key Texts: The Great Explorer *by Chris Judge*  
Emma Jane's Aeroplane *by Katie Haworth*

Genres of Writing:

Enrichment Opportunity: British Commercial Vehicle Museum

## Topic Related Subjects

### History

Topic: Explorers through Time

Area of Study: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life; The lives of significant individuals in the past who have contributed to national and international achievements.

*Enquiry Question: How have explorers changed the way we see the world?*

#### Key Knowledge

- An explorer is someone who travels to new places to find out more about the world. They are sometimes the first person to go somewhere or do something.
- Christopher Columbus lived over 500 years ago. He sailed across the ocean and found land that was new to Europeans.
- Amelia Earhart was the first woman to fly alone across the Atlantic Ocean. She was a record breaking pilot who inspired people around the world with her bravery.
- Neil Armstrong was the first person to walk on the Moon in 1969. He travelled to space in a rocket called Apollo 11.
- A long time ago, people travelled by walking, on animals, or by sailing boats.
- Over time, new vehicles were invented like trains, cars, planes and rockets.
- Transport has changed a lot now we can travel faster and even into space!
- **Explorers from the past helped us learn more about our world. Because of them, we can travel to new places, find out about different countries, and even explore space today.**

### Chronological Understanding

- Distinguish between past and present.
- Describe things that happened to themselves and other people in the past.
- Identify some similarities and differences between their own present and aspects of the past beyond living memory.
- Order a few events or objects in order using common phrases to show passing of time.
- Use words and phrases such as: before, after, now, yesterday, last week, when I was little, a long time ago, before I was born, when my parents/grandparents were young.

### Events, People and Changes

- Recall some facts about people and events before living memory.
- Say why people may have acted the way they did.
- Know that some famous people have helped our lives be better.
- Know that Britain has had a king or queen for many years and give detail currently.

### Historical Enquiry

- Identify ways in which the past is represented
- Ask and answer questions about old and new objects.
- Explore events; look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

### Historical Interpretation

- Look at books, videos, photographs, pictures and artefacts to find out about the past.
- Give a plausible explanation about what an object was used for in the past.

### Communication

- Tell stories about the past using historical vocabulary
- Present information about things from the past by writing, drawing and using ICT.
- Show an understanding of historical terms in particular: past, present, explorer

## **Geography**

Topic: Explorers through Time

Area of Study: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

*Enquiry Question: Where would an explorer start their journey in the UK?*

### Key Knowledge

- The United Kingdom is made up of four countries: England, Scotland, Northern Ireland and Wales
- Each of the four countries has a capital city: England's capital is London, Scotland's capital is Edinburgh, Northern Ireland's capital is Belfast and Wales' capital is Cardiff
- The United Kingdom is surrounded by sea, including the North Sea, Irish Sea and English Channel
- Maps and globes help us find places, including the UK and locations within it

### Locational Knowledge

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Map Knowledge and Skills

- Use maps to locate the four countries and capital cities of the UK and its surrounding seas

## **Science**

Topic: Exploring Materials

Area of Study: Everyday materials

*Enquiry Question: What are the properties of different materials?*

### Key Knowledge

- All objects are made of one or more material
- Some objects can be made from different materials e.g. a spoon
- Materials can be described by their properties e.g. how they look, feel or move
- Some materials, such as plastic, can have different properties when it is used to make different objects

### Everyday Materials

- 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.
- 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.

### Asking Questions

- Think of some simple questions to ask

### Observing and Measuring

- Use simple equipment to help them make observations
- Talk about what they see, hear, touch, feel and taste
- Perform a simple test

### Recording and Presenting

- Put some information in a simple table or chart

### Concluding

- Identify and sort materials into groups
- Explain in simple terms what they have found out including digital recordings

## **Science/Geography – Ongoing throughout the year**

Topic: Change Outside My Window - Summer

Area of Study: Seasonal Changes

*Enquiry Question: How does the change in season affect what I can see outside my window?*

### Key Knowledge:

- The Weather changes with the seasons
- In the UK, it is usually colder and rainier in the winter and hotter and drier in the summer
- We can use (these) symbols to represent the weather
- The change in weather affects things such as: number of minibeasts outside, plant and seed growth, the leaves on the trees, the clothes we wear
- The number of hours of daylight changes in each season
- The days feel longer in summer as we have the most hours of daylight
- The days feel shorter in winter as we have the least hours of daylight

### Science – Seasonal Changes

- Observe changes **across** the four seasons
- Observe and describe weather associated with the seasons and how day length varies

### Geography – Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom

## **Art**

Topic: Faces of the Brave

Area of Study: Painting

*Enquiry Question: How can a portrait tell a story?*

### Key Knowledge

- A portrait is an image of a person. It can show just their head and shoulders or their whole body. Sometimes, a portrait can include more than one person.
- Portraits are usually drawn or painted, but they can also be made using clay, fabric, collage, photography or digital tools.
- In the past, portraits were often created to help people remember someone important or to tell a story about their life, achievements or character.
- Explorer portraits might show the person wearing clothing or items linked to their adventures, like flight goggles, a compass, a helmet or a map. These items help tell the story of who they were and what made them brave.
- Artists can use paintbrushes of different thickness or pencils, pastels and other tools to create different lines, textures and effects in a portrait.
- Creating a face template, when drawing a portrait, can be a helpful tool to help create consistent drawings and ensure that the facial features are appropriately spaced.

### Exploring and Developing Ideas

- Record and explore ideas from first-hand observations
- Ask and answer questions about starting points for their work
- Build up resilience and be confident to try again
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

### Evaluating and Developing Work

- Review what they and others have done and say what they think and feel about it
- Identify what they might change in their current work or develop in future work

### Drawing

- Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Begin to control the types of marks made with the range of media.
- Develop a range of tone using a pencil and use a variety of drawing techniques.
- Draw lines of different shapes and thickness, using 2 different grades of pencil.
- Communicate something about themselves.

### Painting

- Explore with a variety of media; different brush sizes and tools.
- Choose to use thick and thin brushes as appropriate.
- Begin to control the types of marks made with a range of media.
- Start to mix a range of secondary colours, moving towards predicting resulting colours.
- Name the primary and secondary colours.
- Explore lightening and darkening paint without the use of black or white.

## **Design and Technology**

Topic: Wheels, Wings and Rockets

Area of Study: Mechanics: moving vehicles

*Enquiry Question: How can we design a vehicle to explore land, sky or space?*

### Key Knowledge

- Wheels help vehicles move. They make it easier for cars, carts and rockets with wheels to roll along the ground.
- An axle is a stick or rod that goes through the middle of the wheels to help them turn.
- Wheels and axles work together as a simple mechanism to help things move.
- Lots of vehicles, like toy cars or buggies, use wheels and axles so they can roll smoothly.
- Sometimes the wheels spins on the axle, and sometimes the wheel and axle spin together.

### Technical Knowledge and Skills

- Cut out shapes which have been created by drawing round a template
- Join materials in a variety of ways
- Decorate using a variety of techniques
- Attach wheels to a chassis using an axle

### Design

- Use pictures and words to convey what they want to design/make
- Explore ideas by rearranging materials
- Select pictures to help develop ideas
- Use mock-ups e.g. recycled material trial models to try out their ideas.

### Make

- Select materials from a limited range
- Explain what they are making
- Name the tools they are using

### Evaluate

- Explore existing products and investigate how they have been made (including teacher-made examples)
- Talk about their design as they develop and identify good and bad points
- Say what they like and do not like about items they have made and attempt to say why

## Discrete Subjects

### RE

Galilee to Jerusalem

Desert to Garden

#### Year C – The Gospel of Luke

- Recognise a set of Rosary Beads (G2J Ph1.1 C)
- Be able to recite the 'response' to the Hail Mary/the whole Hail Mary (G2J Ph1.2 C)
- Experience praying the Rosary (G2J Ph1.3 C)
- Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the good news of Jesus in the gospels (G2J Ph1.4 C)
- Plot passages in Jesus' journey from Galilee to Jerusalem (G2J Ph1.5C)
- Retell, in any form one of the stories and accounts they have heard recognising these are religious texts from the Gospel of Luke (G2J Ph1.6 C)
- Say what the story of the Good Samaritan teaches about how Christians should live (G2J Ph1.7 C)

#### Year C – The Gospel of Luke

- Recognise the Stations of the Cross as a prayerful reflection on Christ's journey to the cross (D2G Ph1.1 C)
- Correctly sequence the narrative of the last week of Jesus' life from the Gospel of St Luke (D2G Ph1.2 C)
- Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us. (D2G Ph1.3 C)
- Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important. (D2G Ph1.4 C)
- Correctly use religious words and phrases when describing in an age-appropriate way the Sacrament of Reconciliation, making simple connections between the sacrament and a belief in God's forgiveness. (D2G Ph1.5C)

### PE

	FMS – Rolling a Ball	Dance
Spring 1	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• Say how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u> <ul style="list-style-type: none"> <li>• Roll a ball</li> </ul> <u>Athletics</u> <ul style="list-style-type: none"> <li>• Send' in different ways e.g. throw, roll</li> </ul>	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Describe how their body feels before, during and after different physical activity</li> </ul> <u>Dance</u> <ul style="list-style-type: none"> <li>• Copy actions and moves e.g. travels, turns, twists, stretches, jumps</li> <li>• Vary actions and moves e.g. high, low, forwards, backwards, sideways</li> <li>• Interact with a partner e.g. hold hands, swap places, meeting and parting</li> </ul>
	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• Say how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u>	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Describe how their body feels before, during and after different physical activity</li> </ul> <u>Dance</u> <ul style="list-style-type: none"> <li>• Copy actions and moves e.g. travels, turns, twists, stretches, jumps</li> </ul>
Spring 2	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• Say how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u>	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Describe how their body feels before, during and after different physical activity</li> </ul> <u>Dance</u> <ul style="list-style-type: none"> <li>• Copy actions and moves e.g. travels, turns, twists, stretches, jumps</li> </ul>
	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> </ul> <u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>• Talk about what is different between what they did and what somebody else did</li> <li>• Say how they could improve</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u>	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>• Copy and remember actions</li> <li>• Repeat and explore actions with some control and coordination</li> </ul> <u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>• Describe how their body feels before, during and after different physical activity</li> </ul> <u>Dance</u> <ul style="list-style-type: none"> <li>• Copy actions and moves e.g. travels, turns, twists, stretches, jumps</li> </ul>

	<ul style="list-style-type: none"> <li>Throw in different ways e.g. underarm and overarm</li> <li>Catch with both hands</li> </ul> <u>Athletics</u> <ul style="list-style-type: none"> <li>Send' in different ways e.g. throw, roll</li> </ul>	<ul style="list-style-type: none"> <li>Vary actions and moves e.g. high, low, forwards, backwards, sideways</li> <li>Change movement speeds to fit the mood of the music</li> <li>Sequence and remember a simple dance routine</li> </ul>
<b>Music</b>		
Singing A 'Inside My Igloo'		Duration 'Musical Timelines'
<ul style="list-style-type: none"> <li>To know the difference between high and low-pitched sounds</li> <li>To understand what beat is</li> <li>To know what lyrics are in a song</li> <li>To know that a tune is a sequence of notes of different pitches</li> <li>To know the importance of posture and vocal</li> <li>warm-ups when singing</li> <li>To know what Inuit throat singing is, its history and purpose</li> </ul>		<ul style="list-style-type: none"> <li>To know the meaning of the word 'duration'</li> <li>To recall the meaning of the word 'timbre'</li> <li>To name and know how to play a range of percussion instruments</li> <li>To know how to create and read a graphic score representing duration of sounds</li> <li>To recognise and name a range of orchestral instruments</li> <li>To know that music is organised sound</li> </ul>
<b>Computing</b>		
Moving a Robot		Grouping Data
<u>Key Knowledge</u>		<u>Key Knowledge</u>
<ul style="list-style-type: none"> <li></li> </ul>		
<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Recognise common uses of information technology beyond school</li> </ul>		<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>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.</li> </ul>
<u>Programming</u> <ul style="list-style-type: none"> <li>Explain what a given command will do</li> <li>Act out a given word</li> <li>Combine forwards and backwards commands to make a sequence</li> <li>Combine four direction commands to make sequences</li> <li>Plan a simple program</li> <li>Find more than one solution to a problem</li> </ul>		<u>Data and Information</u> <ul style="list-style-type: none"> <li>Label object</li> <li>Identify that objects can be counted</li> <li>Describe objects in different ways</li> <li>Count objects with the same properties</li> <li>Compare groups of objects</li> <li>Answer questions about groups of objects</li> </ul>
<b>PSHE</b>		
RHE – Created to Love God		Project Evolve
<u>Unit 1 – God Loves You</u> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships</li> <li>Jesus cared for others and had expectations of them and how they should act</li> <li>We should love other people in the same way God loves us</li> </ul> <u>Unit 2 – Special People</u> <ul style="list-style-type: none"> <li>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>The importance of nuclear and wider family</li> </ul>		<u>Health, Wellbeing and Lifestyle</u> <ul style="list-style-type: none"> <li>Explain rules to keep us safe when we are using technology both in and beyond the home</li> <li>Give examples of some of these rules</li> </ul> <u>Self-Image and Identity</u> <ul style="list-style-type: none"> <li>Recognise that there may be people online who could make me feel sad, embarrassed or upset</li> <li>If something happens that makes me feel sad, worried, uncomfortable or frightened, I can give examples of when and how to speak to an adult I can trust</li> </ul>

<ul style="list-style-type: none"> <li>• The importance of being close to and trusting special people and telling them if something is troubling them</li> </ul> <p><u>Unit 2 - ...and Say Sorry</u></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry</li> <li>• To recognise when people are being unkind to them and others and how to respond</li> <li>• That when we are unkind to others, we hurt God also and should say sorry to Him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul> <p><u>Unit 4 – Can You Help Me? Part 1</u></p> <ul style="list-style-type: none"> <li>• About what is and isn't an emergency</li> <li>• That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade</li> </ul> <p><u>Unit 4 – Good Secrets and Bad Secrets</u></p> <ul style="list-style-type: none"> <li>• To recognise when they have been unkind and say sorry</li> <li>• To recognise when people are being unkind to them and others and how to respond</li> <li>• That when we are unkind to others, we hurt God also and should say sorry to Him as well</li> <li>• That we should forgive like Jesus forgives</li> </ul>	<p><u>Copyright and Ownership</u></p> <ul style="list-style-type: none"> <li>• Explain why work I create using technology belongs to me</li> <li>• Say why it belongs to me (e.g. 'it is my idea' or 'I designed it')</li> <li>• Save my work so that others know it belongs to me (e.g. filename, name on content)</li> </ul>
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# Year 1 - Summer Term Curriculum

All Creatures Great and Small	
Big Question: How do animals survive in our world today?	
Curriculum Driver Words:	Grow, Care, Environment
Key Texts:	Croc and Bird by Alexis Deacon The Most Important Animal of All by Penny Worms
Genres of Writing:	Narrative, Non-chronological Report
Enrichment Opportunity:	Blackpool Zoo

Topic Related Subjects
<b>Geography</b> Topic: The World of Animals Area of Study: Name and locate the world's seven continents and five oceans <i>What animals live in hot and cold places around the world?</i>
<u>Key Knowledge</u> <ul style="list-style-type: none"> <li>The Earth is split up into continents and seas</li> <li>The equator runs across the middle of the earth and places nearest to the equator are the hottest</li> <li>Maps, globes and atlases can be used to locate different places across the world</li> <li>The UK's location means that in winter the climate is cool and wet and in summer it is warm and wet</li> <li>The North and South poles are located at the top and bottom of the Earth and these are cold places</li> <li>Some parts of the world are hot and some are cold. These places have different physical features.</li> <li>Different animals are adapted to live in different parts of our world due to the climate</li> </ul>
<u>Locational Knowledge</u> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> </ul>
<u>Human and Physical Geography</u> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: sea, ocean, river, season and weather; key human features, including: city, town, farm, house and shop</li> </ul>
<u>Map Knowledge and Skills</u> <ul style="list-style-type: none"> <li>Use world maps to identify the UK in its position in the world</li> <li>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</li> <li>Use photographs and maps to identify features (both human and physical) of our local area, a hot country and a cold country</li> </ul>
<u>Communication</u> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to describe specific local geographical features: <b>North, South, East, West, season, weather, human, physical, country.</b></li> </ul>
<u>Enquiry</u> <ul style="list-style-type: none"> <li>Ask what and where questions to find out more about locality studied</li> <li>Find out about a locality using different sources of evidence e.g. a local walk, simple maps, photos, data, interview, library or internet search</li> <li>Explore geographical change and difference e.g. seasonal weather and buildings/land use in own and contrasting locality</li> </ul>
<b>Science</b> Topic: Animals and Us Area of Study: Animals, including humans <i>What are the characteristics of an animal?</i>
<u>Key Knowledge</u>

- Name common animals including some fish, birds, mammals, reptiles and amphibians
- Animals are different in many ways
- Animals have different body structures e.g. tails, wings, ears
- Animals have different skin coverings e.g. scales, feathers, hair
- Animals eat different things:
  - Some eat other animals
  - Some eat plants
  - Some eat both plants and animals

#### Animals, including humans

- 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, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

#### Asking Questions

- Think of some simple questions to ask

#### Concluding

- Identify and sort animals into groups
- Explain in simple terms what they have found out including digital recordings

### **Science/Geography – Ongoing throughout the year**

Topic: Change Outside My Window – Winter & Spring

Area of Study: Seasonal Changes

*Enquiry Question: How does the change in season affect what I can see outside my window?*

#### Key Knowledge:

- The Weather changes with the seasons
- In the UK, it is usually colder and rainier in the winter and hotter and drier in the summer
- We can use (these) symbols to represent the weather
- The change in weather affects things such as: number of minibeasts outside, plant and seed growth, the leaves on the trees, the clothes we wear
- The number of hours of daylight changes in each season
- The days feel longer in summer as we have the most hours of daylight
- The days feel shorter in winter as we have the least hours of daylight

#### Science – Seasonal Changes

- Observe changes **across** the four seasons
- Observe and describe weather associated with the seasons and how day length varies

#### Geography – Human and Physical Geography

- Identify seasonal and daily weather patterns in the United Kingdom

### **Art**

Topic: Colourful Animals

Area of Study: Collage

Artist: Henri Matisse

*Enquiry Question: What are hot and cold colours?*

#### Key Knowledge

- Artists create art in different styles.
- Pictures can be created by cutting out or tearing and arranging shapes and colour.
- Henri Matisse is a French artist. He was known for using lots of different and bright colours, which was unusual at the time.
- When Matisse got older, ill-health prevented him from painting. He began to work with brightly coloured paper to create collages. He called the technique 'drawing with scissors'
- The Snail is one of Matisse's most famous works. He created this art using collage.
- We can group colours into two main categories: warm colours and cold colours.
  - Warm colours: colours like red, orange and yellow are considered warm colours. They remind us of things like the sun, fire and heat. Warm colours can make us feel cosy and full of energy.
  - Cold colours: colours like blue, green and purple are known as cold colours. They remind us of things like water, ice and the sky. Cold colours can make us feel calm and peaceful.

#### Exploring and Developing Ideas

- Develop their ideas, try things out and change their minds
- Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities

#### Evaluating and Developing Work

- Identify what they might change in their current work or develop in future work
- Describe the differences and similarities between different practices and make links to their own work

#### Drawing

- Experiment with a variety of media e.g. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.
- Begin to control the types of marks made with the range of media.

#### Collage

- Create images from a variety of media e.g. tissue paper, crepe paper etc.
- Collect and sort colours appropriate for an image.
- Arrange and glue materials to different backgrounds.
- Fold, crumple, tear and overlap papers.
- Create and arrange shapes appropriately by cutting or tearing.

### **DT**

Topic: Animal Shelters

Area of Study: Structures

*Enquiry Question: How can we design a shelter to keep an animal safe and comfortable?*

#### Key Knowledge

- A shelter is a place that keeps an animal safe, dry and warm or cool depending on where it lives.
- A structure is something that has been built and can stand on its own.
- Different animals need different kinds of shelters, depending on whether they live in a hot or cold place.
- A strong structure needs a good base to help it stand up (wider bottoms help stop it falling over).
- We can make a structure stronger by using stiff materials or folding, bending or joining pieces carefully.
- Joining materials carefully helps keep a structure together.
- Properties can help us decide what is the best material for a certain object.

#### Technical Knowledge and Skills

- Start to use technical vocabulary
- Join materials in a variety of ways
- Know some ways of making structures stronger
- Explore how to stiffen some materials
- Explore how to make a simple structure more stable

#### Design

- Use pictures and words to convey what they want to design/make
- Explore ideas by rearranging materials
- Select pictures to help develop ideas
- Use mock-ups e.g. recycled material trial models to try out their ideas.

#### Make

- Select materials from a limited range
- Explain what they are making
- Name the tools they are using

#### Evaluate

- Talk about their design as they develop and identify good and bad points
- Say what they like and do not like about items they have made and attempt to say why

## Discrete Subjects

### RE

#### To the Ends of the Earth

##### Key Knowledge

- Forty days after the resurrection, Jesus ascended into heaven.
- The story of Pentecost is written by Luke in the Acts of the Apostles.
- 50 days after Passover, the Holy Spirit came to the disciples-this is known as Pentecost.
- Pentecost and the Ascension are holydays.
- The disciples job was to spread the Good News and to carry on with Jesus' work.
- We are the body of Christ and we are called to share the Good News.
- There are seven Sacraments.
- Baptism welcomes us into God's family.
- Prayer helps us to grow closer to God.

#### Dialogue and Encounter

##### Key Knowledge

- To understand that the church is a community of believers in Jesus.
- To know that the cross is a symbol of Christianity.
- To know what the cross meant in the life of Jesus.
- To know that making the sign of the cross is a prayer and to know its meaning.
- To know our parish church and what it does in the community-CAFOD, Churches Together, Food Bank.
- To know the connections between Jesus' life and how Christians live (Ash Wednesday)
- To know that the Christian family is worldwide and we are brothers and sisters in Christ.
- To know that Jewish people believe in one God.
- To know how the Torah is used in the daily lives of Jewish people.

- Sequence the events from the resurrection of Jesus to the coming of the Holy Spirit at Pentecost (EoE 1.1)
- Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Luke 4:16-19) (EoE 1.2)
- Make simple connections between Jesus' announcement of his mission (Luke 4:16-19) and how Christians are called to tell people about God's love today. (EoE 1.3)
- Correctly use religious words and phrases to talk about the sacraments of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. (EoE 1.4)
- Recognise that prayer is a way of growing closer to God, become familiar with the Sign of the Cross and Our Father. (EoE 1.5)

- Understand that the Church is the community of all those who belong to Christ
- Know that the cross is a symbol of Christianity
- Understand that the sign of the cross is a summary of the Catholic faith
- Recognise the sign of the cross as a special prayer
- learn about our local parish community
- understand the role of the local parish church
- experience art, music or religious objects that reflect Christian communities outside their local area
- know that the Christian family extends worldwide
- learn about the Jewish belief in one God
- know that the Torah is a sacred text for Jews
- explore how the Torah guides Jewish life
- understand that the Torah contains stories of the Jewish people's history

### PE

Summer 1

#### FMS – Tri Throlf

##### Acquiring & Developing Skills

- Copy and remember actions

##### Evaluating & Improving

- Talk about what is different between what they did and what somebody else did
- Say how they could improve

##### Health & Fitness

- Explain what they need to do to keep safe and to keep healthy

##### Games

#### Dance

##### Acquiring & Developing Skills

- Copy and remember actions
- Repeat and explore actions with some control and coordination

##### Evaluating & Improving

- Say how they could improve

##### Health & Fitness

- Describe how their body feels before, during and after different physical activity

##### Dance

	<ul style="list-style-type: none"> <li>Throw in different ways e.g. underarm and overarm</li> <li>Catch with both hands</li> <li>Roll a ball</li> </ul> <u>Athletics</u> <ul style="list-style-type: none"> <li>'Send' in different ways e.g. throw, roll</li> </ul>	<ul style="list-style-type: none"> <li>Copy actions and moves e.g. travels, turns, twists, stretches, jumps</li> <li>Vary actions and moves e.g. high, low, forwards, backwards, sideways</li> <li>Change movement speeds to fit the mood of the music</li> <li>Sequence and remember a simple dance routine</li> <li>Co-ordinate arm and leg actions with the music e.g. march and clap in time</li> </ul>
Summer 2	<b>FMS – Underarm Throw</b>	<b>Athletics</b>
	<u>Acquiring &amp; Developing Skills</u> <ul style="list-style-type: none"> <li>Copy and remember actions</li> </ul>	<u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>Say how they could improve</li> </ul>
	<u>Evaluating &amp; Improving</u> <ul style="list-style-type: none"> <li>Talk about what is different between what they did and what somebody else did</li> <li>Say how they could improve</li> </ul>	<u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>Describe how their body feels before, during and after different physical activity</li> <li>Explain what they need to do to keep safe and to keep healthy</li> </ul>
	<u>Health &amp; Fitness</u> <ul style="list-style-type: none"> <li>Explain what they need to do to keep safe and to keep healthy</li> </ul> <u>Games</u> <ul style="list-style-type: none"> <li>Throw in different ways e.g. underarm and overarm</li> </ul> <u>Athletics</u> <ul style="list-style-type: none"> <li>'Send' in different ways e.g. throw, roll</li> </ul>	<u>Athletics</u> <ul style="list-style-type: none"> <li>Travel on feet in different ways e.g. run, skip, gallop</li> <li>Jump in different ways e.g. 2-2, 2-1, 1-2, hop, leap</li> <li>'Send' in different ways e.g. throw, roll</li> </ul>
<b>Music</b>		
<b>Singing B 'Pirate Patterns'</b>		<b>Dynamics &amp; Texture 'Give Me a Sign'</b>
<ul style="list-style-type: none"> <li>To know what lyrics are in a song</li> <li>To name and know how to play a range of musical instruments</li> <li>To know what beat is and the importance of keeping the beat</li> <li>To know the meaning of the word 'rhythm'</li> <li>To know what a pitch line is</li> <li>To know the difference between pitch and rhythm</li> <li>To know what syllables are</li> <li>To know and understand what the word 'echo' means</li> <li>To recall the meaning of the word 'dynamics'</li> <li>To understand and identify the difference between loud and quiet sounds</li> <li>To recall the mean</li> </ul>		<ul style="list-style-type: none"> <li>To recall the definition of music i.e. organised sound</li> <li>To know how symbols are used in compositions</li> <li>To know that the dynamic symbol 'f' means loud and 'p' means quiet</li> <li>To know that matching sounds to symbols is the first step in reading notation</li> <li>To know the meaning of the word 'texture'</li> <li>To know the difference between quiet and soft</li> <li>To know the difference between beat and rhythm</li> </ul>
<b>Computing</b>		
<b>Digital Writing</b>		<b>Programming and Animations</b>
<u>Key Knowledge</u>		<u>Key Knowledge</u>
<ul style="list-style-type: none"> <li></li> </ul>		
<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>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.</li> </ul>		<u>Computing Skills</u> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>
<u>Creating Media</u>		<u>Programming</u> <ul style="list-style-type: none"> <li>Choose a command for a given purpose</li> </ul>

<ul style="list-style-type: none"> <li>• Use a computer to write.</li> <li>• Add and remove text on a computer.</li> <li>• Identify that the look of text can be changed on a computer.</li> <li>• Make careful choices when changing text.</li> <li>• Explain why I used the tools that I chose.</li> <li>• Compare typing on a computer to writing on paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Show that a series of commands can be joined together</li> <li>• Identify the effect of changing a value</li> <li>• Explain that each sprite has its own instructions</li> <li>• Design parts of a project</li> <li>• Use an algorithm to create a program</li> </ul>
<b>PSHE</b>	
<b>RHE – Created to Live in Community</b>	<b>Project Evolve</b>
<u>Unit 1 – Three in One</u> <ul style="list-style-type: none"> <li>• God is love: Father, Son and Holy Spirit</li> <li>• Being made in His image means being called to be loved and to love others</li> </ul> <u>Unit 1 – Who is My Neighbour?</u> <ul style="list-style-type: none"> <li>• To know what a community is, and that God calls us to live in community with one another</li> <li>• A scripture illustrating the importance of living in community as a consequence of this</li> <li>• Jesus' teaching on neighbours</li> </ul> <u>Unit 2 – The Communities We Live In</u> <ul style="list-style-type: none"> <li>• That they belong to various communities such as home, school, parish, the wider local community, the global community</li> <li>• That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</li> <li>• That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</li> <li>• About what harms and what improves the world in which we live</li> </ul>	<u>Privacy and Security</u> <ul style="list-style-type: none"> <li>• Recognise more detailed examples of information that is personal to me (e.g. where I live, my family's names, where I go to school)</li> <li>• Explain why I should always ask a trusted adult before I share any information about myself online</li> <li>• Explain how passwords can be used to protect information and devices</li> </ul> <u>Managing Online Information</u> <ul style="list-style-type: none"> <li>• Use the internet to find things out</li> <li>• Use simple keywords in search engines</li> <li>• Describe and demonstrate how to get help from a trusted adult or helpline if I find content that makes me feel sad, uncomfortable, worried or frightened</li> </ul>