



Curriculum Overview – YEAR 1

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<u>Living and Growing in Christ</u>					
<u>Inclusion</u>					
Kindness	Resilience	Respect	Self-belief	Diversity	Honesty
<u>Curriculum Title</u> Toys old and new	<u>Curriculum Title</u> Marvellous Materials	<u>Curriculum Title</u> Our wonderful World	<u>Curriculum Title</u> Treasure Maps	<u>Curriculum Title</u> Castle capers	<u>Curriculum Title</u> Animal Magic
<u>Curriculum Question</u> How have toys changed?	<u>Curriculum Question</u> What is it made of?	<u>Curriculum Question</u> What do plants need to grow?	<u>Curriculum Question</u> Where is the UK?	<u>Curriculum Question</u> Who is William the Conqueror?	<u>Curriculum Question</u> Can you classify animals?
<u>Real life experience/ trips</u> <u>Victorian toy workshop</u>	Making Jelly Making Forky from Toy story Nativity	Sensory exploration of the school environment. Planting seeds	<u>London Landmarks Bus Tour</u> Making 'Big Ben' paper models. Making crispy cakes	Castle cooking & Castle building. Visit from 'Timmy the tortoise'.	<u>Local area walk/park</u> Making 'disgusting' Sandwiches.
Events, Celebrations & Fundraising: Saints Assembly, Black History Month, Remembrance Day Christmas Carol Service Take over day, Harvest Festival, Diwali, Wear in Pink, McMillan bake sale, Earth day. Anti-bullying Week/ Online safety, Children in Need, Roald Dahl Day, Advent & Christmas, Christmas Jumper/Hat Day, Halloween, Bonfire Night, NATIVITY		World Book Day, Mental Health Awareness, Internet Safety Day. Wear Green for Macmillan, Chinese New Year, Road Safety Week, World Maths Day, EASTER.		Sports Celebrations Race for Life Art/DT day Sun safety awareness Refugee week	
History Focus: Toys old and new <ul style="list-style-type: none"> Toys Today. Explain how we can find out about the past. Toys in the past. Sources to help ask and answer questions about toys from the past. I can compare similar toys from different times. I can explain how and why these toys 	History Focus: Toys old and new <ul style="list-style-type: none"> I can recognise how toys have changed over time. I can use words relating to the passing of time. I can place my teachers' favourite toys on a time line. I can compare barbies through time. 			History Focus: Castles: <ul style="list-style-type: none"> I understand the ranking of a knight. I can label a knight. I can compare a knight to a police officer. I know the features of a castle. To compare different structures of castles. I can put different types of castles on a timeline. 	History Focus: <ul style="list-style-type: none"> I know the events that lead up to the battle of Hastings. I can compare who will be the best king of England. I know who William the conqueror is and why he is significant. I know about the battle of Hastings.

<p>have changed over time.</p> <ul style="list-style-type: none"> I can compare Victorian toys with modern toys 	<ul style="list-style-type: none"> I can explain how teddy bears have changes. I can compare old and new board games. 			<ul style="list-style-type: none"> Who was Queen Elizabeth? Family tree. Who is our Monarch now? Why did Queen Elizabeth's Reign have a huge impact on our country? How long did she serve and reign over the UK? 	
		<p>Geography Focus: Uk and London</p> <ul style="list-style-type: none"> I can name and locate the 7 continents on a world map. I can understand the differences between a 'town' and the 'countryside'. I can use key words about the town and countryside. I can name the countries of the UK. I can locate the UK using a map. I can observe aerial view photographs I can understand a journey line. I can understand what an 'aerial view'. Compare the human and physical geographical features of the four countries saying how they 	<p>Geography Focus:</p> <ul style="list-style-type: none"> I can identify key features of the countries of the UK. I can observe aerial view photographs. I can name capital cities of the UK. I can explain what London is like using key words. I can compare two capital cities - Brasília and London. I can compare two capital cities – Edinburgh and London. I can compare two capital cities - Madrid and London. 		<p><i>GEROGRAPHICAL SKILLS</i> <i>DIRECTIONAL LANGUAGE</i> <i>Map skills</i> <i>Compass directions</i> <i>Routes and features of maps</i></p>

		<p>are similar and different. shows.</p> <ul style="list-style-type: none"> Seasonal changes and how they affect us. What effect does the Equator have on our World's weather? 			
<p>Art Focus: Colour</p> <ul style="list-style-type: none"> Name different primary & secondary colours. Mix primary to make secondary colours. Describe my work. 	<p>Art Focus: Line & Tone</p> <ul style="list-style-type: none"> Colour in neatly & follow lines. Use pencils, pastels & charcoal. Make a variety of lines with different size & thickness. 	<p>Art Focus: Pattern & Shape</p> <ul style="list-style-type: none"> Print on paper & fabric. Print by rolling, pressing, rubbing & stamping. 	<p>Art Focus: Texture, Form & shape</p> <ul style="list-style-type: none"> Cut, roll & coil materials. Make an object with clay. Add lines, shape & texture to my work. 	<p>Art Focus: Texture, Form & Shape</p> <ul style="list-style-type: none"> Cut, roll & coil materials. Make an object with clay. Add lines, shape & texture to my work. 	<p>Art Focus: Weave, Sew & Collage</p> <ul style="list-style-type: none"> Create with thread or textiles eg: patchwork. Use a running stitch to join fabrics.
<p>Join materials so they are strong, use art skills to add design or detail.</p> <p>Measure, mark & cut out fabric, know how textiles are used to make a product.</p>	<p>Technology Focus: Explore Mechanisms and Describe & use textiles. <i>Sewing patchwork.</i> <i>Making pea dolls.</i></p>	<p>Use utensils safely, Describe the properties of food ingredients, Weigh & measure.</p>	<p>Technology Focus: Prepare & Make a food product. <i>Easter cards, crispy cakes,</i> <i>Easter baskets.</i></p>	<p>Explore folding, joining or rolling to make my structure stronger, plan my ideas on what I know about materials.</p>	<p>Technology Focus: Complete a strong structure and Prepare & Make a food product. <i>Constructing castles from junk material.</i> Cooking 'castle food'. Making sandwiches</p>
<p>Science Focus: Materials & Seasonal changes.</p> <ul style="list-style-type: none"> Observe weather changes Everyday objects are made from materials Sort and recognise materials Properties of materials Summer to Autumn 	<p>Science Focus: Materials & Seasonal changes.</p> <ul style="list-style-type: none"> Investigate waterproof materials Observe weather changes Describe physical properties of materials and how they can change Know which materials are/are not magnetic Autumn to Winter Properties of materials. 	<p>Science Focus: Plants and the Seasons.</p> <ul style="list-style-type: none"> Understand different flowers and plants Different plants in our environment Know all plants have leaves, stems and roots Know what plants need to grow healthily Know different plants live in different conditions End of Winter/start of Spring 	<p>Science Focus: Plants and the Seasons.</p> <ul style="list-style-type: none"> Recognise conditions needed for Germination Observe & record germination, growth and change in seeds and plants Know the difference between deciduous & evergreen Know which plants are living and non-living (artificial) 	<p>Science Focus: Animals & Seasons.</p> <ul style="list-style-type: none"> Know humans have bodies and name their parts Understand the 5 senses of humans Spring to Summer Recognise different animal groups and species Know animal includes human Recognise us as mammals and how all 	<p>Science Focus: Animals & Seasons.</p> <ul style="list-style-type: none"> Understand differences between Carnivore, Herbivore & Omnivore Identify sea creatures and their habitats <p>Summer Season</p> <ul style="list-style-type: none"> Which animals are pets and what does a pet need? Look at bird habitats, different birdsong, recognise bird species.

	<ul style="list-style-type: none"> Grouping & classifying Floating & sinking 	<p>Know plants provide food and notice plant changes/growth</p>	<ul style="list-style-type: none"> Know some plants are edible and recognise safety <p>Spring to early Summer</p>	<p>mammals change and grow</p> <ul style="list-style-type: none"> Match young to adults Asking Qs about growing and getting older & recognise differences <p>Know the terms baby/infant, toddler, teenager, young adult, OAP</p>	
<p>English Focus: link- Toys</p> <p>Text Focus:</p> <p>This is me</p> <p>The Teddy Bear Robber</p> <p>Full stops</p> <p>Capital letters</p> <p>Finger spaces</p> <p>Using and in a sentence</p> <p>Retell</p> <p>List</p> <p>Writing in role</p> <p>letter</p> <p>Harry and the Bucketful of Dinosaurs</p> <p>Adjectives</p> <p>Full stops and capital letters</p> <p>Question marks</p> <p>Say a sentence, write a sentence</p> <p>Use because and in a sentence</p> <p>Toy story</p> <p>Sequencing instructions</p> <p>Following instructions</p> <p>Writing instructions</p> <p>Writing in role</p> <p>Rehearse sentences by saying them before I write them.</p> <p>Full stops and capital letters</p> <p>Diary</p> <p>Post card</p> <p>Persuasive sentences</p> <p>Spelling lists:</p> <p>Wk.1:</p> <p>feel, food, sort, down, right, hard, took, hear.</p> <p>Tricky words:</p> <p>Go, my, into, out.</p> <p>Wk.2:</p> <p>Chain, queen, march, sharp, hair, year, chair, shark.</p> <p>Tricky words:</p>	<p>English Focus:</p> <p>The Sea Saw- link- Toys</p> <p>Verbs in a sentence</p> <p>Description</p> <p>Adjectives</p> <p>Letter</p> <p>Use because to give reasons</p> <p>Question mark.</p> <p>A little bit Brave- link resilience and seasonal changes</p> <p>Listen and respond to a book</p> <p>Retell and sequence</p> <p>Respond to a book</p> <p>Describe- adjectives</p> <p>Characters and setting</p> <p>Christmas</p> <p>The Empty Stocking –</p> <p>Description</p> <p>Letter in role</p> <p>Staring sentences differently</p> <p>Use an !</p> <p>Spelling lists:</p> <p>Wk.1:</p> <p>Bird, pie, blue, human, girl, tried, true, unit.</p> <p>Tricky words:</p> <p>Their, people, oh, your.</p> <p>Wk.2:</p> <p>Both, child, basic, fever, go, kind, acorn, me.</p> <p>Tricky words:</p> <p>Mr, Mrs, Ms, ask.</p> <p>Wk. 3:</p> <p>Take, time, home, rude, same, like, woke, cute.</p>	<p>English Focus:</p> <p>Growing/ plants –</p> <p>The Jelly bean stalk</p> <p>Retell</p> <p>Write my own story</p> <p>Simile / describe</p> <p>Narrative- jelly bean stalk in St. Aidan’s</p> <p>Exciting adjectives.</p> <p>Supertato/</p> <p>The day the banana went bad</p> <p>Character profile hero compared to villain.</p> <p>Adjectives to describe heroes/villains</p> <p>Wanted poster</p> <p>Persuasive sentences</p> <p>Exclamation mark</p> <p>Question marks</p> <p>Sequence a story</p> <p>Plan and write a narrative.</p> <p>The snail and the Whale – The world- continents</p> <p>Write in role</p> <p>Diary</p> <p>Time openers</p> <p>Adjectives</p> <p>Setting description</p> <p>Spelling lists:</p> <p>Wk. 1:</p> <p>Happy, head, wheel, toe, funny, bread, white, shoulder.</p> <p>Tricky words:</p> <p>Water, any, many, again.</p>	<p>English Focus:</p> <p>Link- maps- Pirates</p> <p>The pirates next door</p> <p>Wanted poster</p> <p>Character description</p> <p>Planning</p> <p>Adjectives</p> <p>Because</p> <p>Letter of persuasion</p> <p>!</p> <p>Setting comparison</p> <p>Tricky word come</p> <p>Letter</p> <p>Message in a bottle</p> <p>Argument- for and against</p> <p>Letter in role</p> <p>Captain Pepper’s Pets</p> <p>Tricky words in sentences- house</p> <p>Persuasive letter</p> <p>Tricky word – want</p> <p>!</p> <p>Writing in role</p> <p>Review</p> <p>Persuade</p> <p>Ask questions</p> <p>Newspaper</p> <p>Spelling lists:</p> <p>Wk.1:</p> <p>Word, awful, share, floor, world, playful, square, door.</p> <p>Tricky words:</p> <p>Once, our, laugh, their.</p> <p>Wk.2:</p> <p>Catch, picture, calf, father, itchy, nature, half, nasty.</p> <p>Tricky words:</p> <p>Because, eye, once, our.</p>	<p>English Focus:</p> <p>Link - Castles</p> <p>The king who banned the dark</p> <p>write about a real-life experience</p> <p>explore fear</p> <p>different openers</p> <p>recount</p> <p>persuasive sentences</p> <p>description – onomatopoeia</p> <p>simile</p> <p>Zog</p> <p>Inference and deduction</p> <p>Persuasive sentences</p> <p>Instructions</p> <p>The Egg</p> <p>Plan and write a narrative</p> <p>Infer and deduct</p> <p>Instructions</p> <p>Adjectives – imaginative story</p> <p>Paper Bag Princess</p> <p>Use contractions in a letter of persuasion – can’t shouldn’t</p> <p>Spelling lists:</p> <p>Wk.1:</p> <p>Play, made, sea, fever, tray, game, treat, secret.</p> <p>Tricky words:</p> <p>They, sure, pure, said.</p> <p>Wk.2:</p> <p>Lie, time, both, home, cried, like, over, note.</p> <p>Tricky words.</p> <p>Were, one, says, here.</p>	<p>English Focus:</p> <p>Link - Animals</p> <p>AHH spider</p> <p>! ?</p> <p>Sentences in role as the spider</p> <p>Reasons spiders make a good pet</p> <p>Emotive language</p> <p>Letter</p> <p>Argument for and against</p> <p>Zoo</p> <p>Sentences in role</p> <p>Was some they come were there in a sentence.</p> <p>Letter of persuasion</p> <p>Adjectives</p> <p>Comparison writing</p> <p>Persuasive sentences</p> <p>Because in a sentence</p> <p>?</p> <p>Similes</p> <p>Information text- animal facts</p> <p>Sub headings</p> <p>The disgusting Sandwich</p> <p>link – sandwich making and animals</p> <p>instruction writing- making tea</p> <p>instruction writing- making hot chocolate.</p> <p>instruction writing- sandwich making a disgusting sandwich</p> <p>describing the sentence.</p> <p>Writing to the kitchen persuading them not to put it on the menu.</p> <p>Love letter</p> <p>Noun phrases to describe</p> <p>Menu</p> <p>Design school menu</p> <p>Writing to persuade.</p> <p>Spelling lists:</p> <p>Wk.1:</p> <p>Eight, know, thumb, cheer, great, sign, crumb, steer.</p> <p>Tricky words:</p>

<p>what, she, me, love.</p> <p><u>Wk.3:</u> Green, brown, train, thinks, drum, splat, paint, frog. <u>Tricky words:</u> They, some, were, sure.</p> <p><u>Wk.4:</u> day, cloud, boy, read, play, sound, joy, treat. <u>Tricky words:</u> Said, you, like, push.</p> <p><u>Wk.5:</u> Magnet, cartoon, rabbit, spray, popcorn, proud, toy, say. <u>Tricky words:</u> All, of, one, here.</p>	<p><u>Tricky words:</u> Could, would, should, our.</p> <p><u>Wk.4:</u> These, new, shriek, claw, even, chew, field, draw. <u>Tricky words:</u> House, mouse, water, want.</p> <p><u>Wk.5:</u> time, spray, open, being, fried, game, float, eating. <u>Tricky words:</u> Sure, some, little, what.</p>	<p><u>Wk. 2:</u> fly, grow, huge, phone, dry, yellow, magic, photo. <u>Tricky words:</u> who, whole, where, two.</p> <p><u>Wk.3:</u> Bubble, total, face, give, gentle, petal, mice, leave. <u>Tricky words:</u> School, call, different, ask.</p> <p><u>Wk.4:</u> Touch, cheese, dance, key, won, noise, horse, monkey. <u>Tricky words:</u> Thought, through, friend, work.</p> <p><u>Wk.5:</u> Fruit, happy, fizzy, follow, group, secret, visit, groan. <u>Tricky words:</u> Water, want, could, people.</p>	<p><u>Wk.3:</u> Always, difficult, swap, bear, small, animal, watch, tear. <u>Tricky words:</u> Who, whole, people, thought.</p> <p><u>Wk.4:</u> Learn, write, scent, colour, Early, wrong, listen, actor. <u>Tricky words:</u> Any, many, two, friend.</p> <p><u>Wk.5:</u> School, freeze, ball, gigantic, echo, squeeze, salt, difficult. <u>Tricky words:</u> Laugh, eye, once, because.</p>	<p><u>Wk.3:</u> Blue, new, use, saw, true, flew, rule, straw. <u>Tricky words:</u> Today, their, people, your.</p> <p><u>Wk.4:</u> Bread, bird, sound, joy, thread, girl, out, annoy. <u>Tricky words:</u> Any, many, who, whole.</p> <p><u>Wk.5:</u> Mind, later, show, music, child, baking, grow, unit. <u>Tricky words:</u> Two, eye, thought, through.</p> <p><u>Wk.6:</u> Phone, when, field, gem, dolphin, white, shriek, magic. <u>Tricky words:</u> Friend, once, our, because.</p>	<p>Busy, beautiful, pretty, hour.</p> <p><u>Wk.2:</u> Usual, bridge, crystal, large, treasure, dodge, myth, change. <u>Tricky words:</u> Move, improve, parents, shoe.</p> <p><u>Wk.3:</u> Station, mission, special, precious, action, mansion, social. <u>Tricky words:</u> Friend, hour, many, through.</p> <p><u>Wk.4:</u> Naughty, choice, climbing, large, before, final, climbed, badge. <u>Tricky words:</u> Shoe, parents, whole, move.</p> <p><u>Wk.5:</u> Science, special, sweeping, colour, where, magician, searched, animal. <u>Tricky words:</u> Busy, because, improve, beautiful.</p>
<p><u>Maths Focus:</u></p> <p>Place value within 10 (weeks 1 – 5) Addition & Subtraction within 10 (Weeks 6 – 10) Geometry – properties of shape (Week 11 &12)</p>		<p><u>Maths Focus:</u></p> <p>Number & place value within 20 (Weeks 1 – 3) Addition & subtraction within 20 (Weeks 4 – 6) Number & place value within 50 (Weeks 7 & 8) Length & Height (Weeks 9 & 10) Mass & Volume (Weeks 11 & 12)</p>		<p><u>Maths Focus:</u></p> <p>Multiplication & Division (Weeks 1 – 3) Fractions (Week 4 & 5) Geometry – position & direction (Week 6) Number & place value within 100 (Week 7 & 8) Money (Week 9) Time (Week 10 & 11) Consolidating through problem solving (Week 12)</p>	

<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>	<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>	<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>	<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>	<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>	<p>PSHE Focus:</p> <p>Live life to the Full Plus Ten:Ten</p>
<p>RE Focus:</p> <p>Year 1 - FAMILIES - God's love and care for every family Judaism Year 1 - Abraham and Moses</p>	<p>RE Focus:</p> <p>Year 1 - BELONGING - Baptism: an invitation to belong to God's family Year 1 - WAITING - Advent: a time to look forward to Christmas</p>	<p>RE Focus:</p> <p>Year 1 - SPECIAL PEOPLE - People in the parish family</p>	<p>RE Focus:</p> <p>Year 1 - MEALS - Mass, Jesus' special meal Year 1 - CHANGE - Lent: a time for change</p>	<p>RE Focus:</p> <p>Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit ISLAM Year 1 - Muhammad</p>	<p>RE Focus:</p> <p>Year 1 - NEIGHBOURS - Neighbours share God's world</p>
<p>PE Focus:</p> <p>Dance – Val Sabin</p> <ul style="list-style-type: none"> Improve strength Improve flexibility Change their body shape in different ways Perform simple dance moves Perform routines using different exercises in sequence showing a beginning ,middle and end. Show some rhythm and movement in dance. <p>Multi skills:</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space 	<p>PE Focus:</p> <p>Dance – Val Sabin</p> <ul style="list-style-type: none"> Sequence from stories/festivals Improve strength Improve flexibility Change their body shape in different ways Perform simple dance moves Perform routines using different exercises in sequence showing a beginning ,middle and end. Show some rhythm and movement in dance. <p>Multi skills:</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space 	<p>PE Focus:</p> <p>Gymnastics – Val Sabin</p> <p>Rolling, balancing and presentation</p> <ul style="list-style-type: none"> Improve strength Improve flexibility Develop basic strength and flexibility Show awareness of space Change body shape in a range of ways Perform routines using different exercises in sequence with a beginning middle and end Watch and comment on other's work. <p>Multi skills:</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space 	<p>PE Focus:</p> <p>Gymnastics – Val Sabin</p> <ul style="list-style-type: none"> Rolling, balancing and presentation Improve strength Improve flexibility Develop basic strength and flexibility Show awareness of space Change body shape in a range of ways Perform routines using different exercises in sequence with a beginning middle and end Watch and comment on other's work. <p>Multi skills</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space 	<p>PE Focus:</p> <p>Summer games – sports day Athletics</p> <ul style="list-style-type: none"> Running and Walking Running over obstacles Throwing for distance Throwing for accuracy Jumping for height and distance Combination Jumping Personal target setting <p>Multi Skills</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space Running 	<p>PE Focus:</p> <p>Summer games – sports day Athletics</p> <ul style="list-style-type: none"> Running and Walking Running over obstacles Throwing for distance Throwing for accuracy Jumping for height and distance Combination Jumping Personal target setting <p>Multi Skills</p> <ul style="list-style-type: none"> Throwing/catching techniques Balance Coordination Jumping Agility Show an awareness of space Running Improve running for longer distances

<ul style="list-style-type: none"> • Running • Improve running for longer distances • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements 	<ul style="list-style-type: none"> • Running • Improve running for longer distances • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements 	<ul style="list-style-type: none"> • Running • Improve running for longer distances • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements 	<ul style="list-style-type: none"> • Running • Improve running for longer distances • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Improve running for longer distances • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements <p>Attacking and defending games</p> <ul style="list-style-type: none"> • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games 	<ul style="list-style-type: none"> • Change speed and direction • Team games using key fundamental movements • Describe some basic rules • Suggest simple improvements • Attacking and defending games • Simple games of attacking • Introduce defending into games • Work on basic fundamentals during the games
<p>Computing Focus: I can identify technology -I can identify a computer and its main parts -I can use a mouse in different ways -I can use a keyboard to type on a computer -I can use the keyboard to edit text -I can create rules for using technology responsibly</p>	<p>Computing Focus: -I can describe what different freehand tools do -I can use the shape tool and the line tools -I can make careful choices when painting a digital picture -I can explain why I chose the tools I used -I can use a computer on my own to paint a picture -I can compare painting a picture on a computer and on paper</p>	<p>Computing Focus: <u>Beebots:</u> -I can explain what a given command will do -I can act out a given word -I can combine forwards and backwards commands to make a sequence -I can combine four direction commands to make sequences -I can plan a simple program -I can find more than one solution to a problem</p>	<p>Computing Focus: -I can use a computer to write -I can add and remove text on a computer -I can identify that the look of text can be changed on a computer -I can make careful choices when changing text -I can explain why I used the tools that I chose -I can compare typing on a computer to writing on paper</p>	<p>Computing Focus: -I can choose a command for a given purpose -I can show that a series of commands can be joined together -I can identify the effect of changing a value -I can explain that each sprite has its own instructions -I can design the parts of a project -I can use my algorithm to create a program</p>	<p>Computing Focus: I can label objects -I can identify that objects can be counted -I can describe objects in different ways -I can count objects with the same properties -I can compare groups of objects -I can answer questions about groups of objects</p>

Music Focus:	Music Focus:	Music Focus:	Music Focus:	Music Focus:	Music Focus:
PULSE	TIMBRE	RHYTHM	PITCH	CONTRASTS	MUSICAL DEVICES
To understand pulse	Different ways to use your voice	Rhythm vs. pulse	What is pitch?	Rhythm	Conjunct melodies
Creating simple patterns	Different ways to use your body	Rhythms	High Sounds	Pitch	Disjunct melodies
Understanding how sound is represented by symbols	Different ways to use instruments	Rhythm symbols and patterns	Low sounds	Dynamics	Imitation Sequence
Physicalising pulse in different ways	High and low sounds	Rhythm notation	Following the pitch	Articulation Melody	Riffs
Maintaining pulse and identifying strong beats	Loud and quiet sounds	Reading and writing rhythmic notation	Changing the pitch	Timbre	Drone
Identifying tempo	Instruments of the orchestra	Improvising rhythms	Creating high and low sounds		