Warton St Paul's
Church of England Primary Academy
A member of CTDARI

YEAR ONE CURRICULUM AND COVERAGE

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	WE ARE SUPERHEROES	KINGS AND QUEENS	ANIMAL KINGDOM	HOT AND COLD	WHAT GOES UP MUST COME DOWN	HOW DOES YOUR GARDEN GROW?
GENERAL THEMES	My new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? What am I good at? How do I make others feel? Being kind / staying safe	King Charles III's coronation Queen Elizabeth's coronation and death Timelines Seasonal changes to Autumn Castle design and building	Pirates Maps Directions Explorers e.g. Christopher Columbus Animals on land, in the sky and underwater Wanted posters Instructions Postcards Sea shanty - poetry	Traditional tales - Three Little Pigs Twisted Tales - Three horrid pigs or Three Little Wolves and the Big Bad Pig Everyday materials and properties Investigating structures Design and build a house	Recounts Moving pictures Weather and weather patterns First aeroplane flight/local link to BAE Countries in the UK/Capital Cities of the UK	Plants Growth Non-chronological reports Changing season Fruit salad Monet's garden Den making Poetry

Possible Texts	Supertato Traction Man is here -*Narrative* Human Body and senses - *Non-fiction*	The King's Hats - *Rhyming narrative* Queen Elizabeth II - *Non-fiction* King Charles III His majesty's coronation and reign - *Non-Fiction*	The night pirates The pirates next door - *Narrative* Explorers/pirates - *Non-Fiction*	Three little pigs Three horrid pigs Three little wolves and the big bad pig -*Traditional Tales* - *Wombat Goes Walkabout* Let's build a house - *Non-Fiction*	How to catch a star - Oliver Jeffers and other titles by the same author - *Narrative* Look up! Man on the moon Amelia Earhart (little people, big dreams) - *Non-Fiction*	Grandpa's garden Oliver's vegetables - *Narrative (repetitive structure)* *The Queens Hat* Plant traps - Bug Club - *Non-Fiction* Flowers and plants -Kew Garden - *Non-Fiction*
Theme Days and Enrichment Weeks	Remembrance Day Harvest Time Roald Dahl Day Maths Week	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Valentine's Day Internet Safety Day Pirate Day World Book Day Reading Week	Easter time Mother's Day Queen's Birthday Science Week Easter Egg Hunt	Start of Ramadan Eid D-Day	Father's Day Sport/Healthy Eating Week World Environment Day Anniversary of the NHS School Trip Forest School Outdoor day

Assessment opportunities	Formative assessment Baseline opportunities in Phonics, Maths and Writing Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths	Half termly assessments in Phonics, English and Maths Mock Phonics Screening Assessment	Half termly assessments in Phonics, English and Maths Phonics Screening Statutory Assessment	End of year summative assessments in English and Maths
Parental Involvement	Friday Open Afternoon Meet the Teacher Phonics workshop	Friday Open Afternoon Nativity Maths workshop Parents Evening Book at Bedtime	Friday Open Afternoon Writing workshop Share a story Stay and Read morning	Friday Open Afternoon Parents Evening Art workshop / Gallery Share a story	Friday Open Afternoon Share a story Maths Morning – Look how far we have come!	Friday Open Afternoon Share a story Parents Evening Parent's Picnic

British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
PSHE	**Keeping Safe** How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	**Valuing differences** Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	**Being my best** Growth Mindset Healthy eating Hygiene and health Cooperation	**Rights and respect** Taking care of things: Myself My money My environment	**Me and my relationships** Feelings Getting help Classroom rules Special people Being a good friend	**Growing and changing** Getting help Becoming independent My body parts Taking care of self and others
	Relationships Children can name some feelings (for example through interpreting facial expressions) and express some of their positive qualities. **Health and well-being** Children can explain ways of keeping clean and they can name the main parts of the body. They can explain that people grow from young to old. **Living in the wider world** Children can explain different ways that family and friends should care for one another.					

ENGLISH **WORD READING, COMPREHENSION, DEVELOPING A PASSION FOR READING** **Children will visit the library weekly**	**Phonics** **Letters and Sounds** **Begin Phase 5a**	**Phonics** **Letters and Sounds** **Begin Phase 5b**	**Phonics** **Letters and Sounds** **Begin Phase 5c**	**Phonics** **Letters and Sounds** **Continue 5c**	**Phonics** **Letters and Sounds** **Continue 5c**	**Phonics** **Letters and Sounds** **Consolidate Phase 5**
	Colour LAPS Reading Planning for Pro… See LAP 1 Year 1		Colour LAPS Reading Planning for Prog… See LAP 2 Year 1		Colour LAPS Reading Planning for Progr… See LAP 3 Year 1	
WRITING **TEXTS MAY CHANGE DUE TO CHILDREN'S**	**Narrative - short narrative based on text with small changes** **Non-Fiction - all about me information leaflet/poster** **Poetry - Senses poetry** **WAC - *Warton Information Poster***	**Narrative - Rhyming narrative based on the King's hats.** **Non-Fiction - A letter to King Charles.** **Poetry - Recite and perform a poem** **WAC - *Historical Recount of the Coronation, simple biography of Queen***	**Narrative - postcards/message in a bottle from pirate** **Non-Fiction - Wanted Poster for a famous pirate** **Poetry - Sea Shanty** **WAC - *Historical Recount Diary from Christopher Columbus , Writing***	**Narrative - Traditional Tales with a twist based on Three Little Pigs** **Non-Fiction - Instruction writing How to build a House** **WAC - *Poster warning homeowners about the Wolf/informing***	**Narrative - Stories by the same author, write a similar short narrative** **Non-Fiction - Recount of first flight/Amelia Earhart's journey** **Poetry - weather descriptive poetry** **WAC - *Historical recount for Amelia***	**Narrative - Retell and change the story using days of the week** **Non-Fiction - Non-Chron report about plants/growing** **WAC - *Instructions for how to plant a seed and care for it.***

INTERESTS		***Elizabeth II or King Charles III***	***a letter to discuss Jesus' teachings.***	***them of appropriate materials to build with***	***Earhart***	
	Mono LAPS Writing Planning for Progr… See LAP 1 Year 1		Mono LAPS Writing Planning for Progre… See LAP 2 Year 1		Mono LAPS Writing Planning for Progre… See LAP 3 Year 1	

MATHS

GUIDED REASONING WILL BE PLANNED FOR EVERY FRIDAY RELATED TO THE OBJECTIVES LEARNT DURING THE WEEK WITH A FOCUS ON USING MATHEMATICAL LANGUAGE, PROBLEM SOLVING AND REASONING.

Place Value -Read and write numbers from 1 to 20 in numerals and words. -Given a number, identify 1 more and 1 less **Addition and Subtraction** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20	**Fractions** -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. **Measurement** -Measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) **Properties of shapes** -Recognise and name common 2-D and 3-D shapes	**Place Value** -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. **Addition and Subtraction** -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and	**Fractions** -Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity. **Multiplication and Division** -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Place Value** -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s **Addition and Subtraction** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20 -Add and subtract	**Fractions** -Recognise, find and name a quarter as 1 of 4 equal parts of an object, shape or quantity. **Measurement** -Recognise and use language relating to dates, including days of the week, weeks, months and years. -Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. -Sequence events

	-Add and subtract one-digit and two-digit numbers to 20, including 0 **Multiplication and Division** -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.		missing number problems such as 7 = ? - 9. **Position and Direction** -Describe position, directions and movements, including whole, half, quarter and three-quarter turns.	**Measurement** -Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] mass / weight capacity and volume time -Recognise and know the value of different denominations of coins and notes	one-digit and two-digit numbers to 20, including 0 -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? - 9. **Properties of shapes** -Recognise and name common 2-D and 3-D shapes	in chronological order using language **Problem Solving** -All objectives covered.

Science	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.

	Animals including Humans Pupils should be taught to: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **In this unit children will:** **1.Be able to name and label head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.** **2.Name the five senses and the body part they are associated with.** **3.Use their senses to compare different textures, sounds and smells.**	**Seasonal Changes** Pupils should be taught to: -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. **In this unit children will:** **1.Be able to identify the change of season from summer to autumn e.g. change in colour of leaves.** **2.Be able to describe to talk about the length of each day.** **3.Be able to recall the weather in Summer and Autumn.**	**Animals including Humans** Pupils should be taught to: -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify and name a variety of common animals that are carnivores, herbivores and omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). **In this unit children will:** **1.Be able to name some common fish, amphibians, reptiles, birds and mammals, including those**	**Everyday Materials** Pupils should be taught to: -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. **In this unit children will:** **1.Be able to name and identify a variety of everyday materials. wood, plastic, glass, metal, water, and rock, brick, paper, fabrics, elastic, foil.** **2.Be able to use these words to identify properties such as: hard/soft; stretchy/stiff; shiny/dull;**	**Seasonal Changes** Pupils should be taught to: -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies. **In this unit children will:** **1.Be able to identify the change of season from Winter to Spring e.g. changes in animal behaviours.** **2.Be able to describe to talk about the length of each day.** **3.Be able to recall the weather in Winter and Spring.**	**Plants** Pupils should be taught to: -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. **In this unit children will:** **1.Be able to name common flowers and examples of deciduous and evergreen trees.** **2.Be able to label plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem) and draw diagrams**

			that are kept as pets. **2Be able to sort some common animals into carnivores, herbivores and omnivores.** **3.Be able to sort common animals into groups depending on their structure e.g. wings, legs**	**rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.** **3.Be able to group and sort materials by name or property.** **4.Be able to perform simple tests to explore questions such as 'what is the best material for an umbrella?'**		**showing the parts of different plants including trees.** **3.Be able to observe closely comparing and contrasting familiar plants** **4.Be able to describe how they were able to identify and group plants.**

Geography and History	Geography - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. History - Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented

	Geography - Human and Physical Geography Pupils should be taught: -Basic geographical vocabulary to refer to: -Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - *The place where we live (Warton).* **Geography: Geographical enquiry** - teacher led enquiries to ask and respond to simple closed questions. Use information books/ pictures as sources of information. Investigate their surroundings. Make observations about where things are. E.g within school or local area.	**History** Pupils should be taught about: -Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally - *Queen Elizabeth II's death and coronation of King Charles* **History: Chronological understanding** - sequence events in their life. Sequence 3 or 4 artefacts from distinct periods of time. Match objects to people of different ages. **In this unit, pupils will be taught:** **1 - Where do these events fit on our**	**History** Pupils should be taught about: -The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods - *Recent space explorers - Tim Peake compared to Neil Armstrong* **History: Range and depth of historical knowledge** - recognise the difference between past and present in their own and other's lives. Know and recount events from stories about the past. **History: Interpretation of**	**History** Pupils should be taught about: -Significant historical events, people and places in their own locality - *The first flight and BAE History* **History: Interpretation of history** - Compare adults talking about the past - how reliable are their memories? Historical enquiry - find answers about the past from sources of information. E.g artefacts. **Geography: Drawing maps** - draw picture maps of imaginary places and from stories. Create maps using objects (messy maps) **Representation** - use own symbols on an imaginary map. **In this unit, pupils will be taught:** **1 - When the first aeroplane flight took**	**Geography - Locational Knowledge** Pupils should be taught to: -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. **Geography: Direction/ Location** - follow directions (up/down, left/right, forwards/backwards) Start to learn the four compass points. **Map knowledge** - Begin to identify points on maps A,B and C. Recognise and find places previously learnt. **In this unit, pupils will learn:** **1 - How do we use maps to locate the four**	**Geography - Human and Physical Geography** Pupils should be taught to: -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - *Plants and growth in different places in the world and seasonal changes* **Geography: Style of maps** - use large scale OS maps. Begin to use map sites on the internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.

	Using maps - Use a simple picture map to move around the school. Recognise that is it about a place. Look at street maps of known places. **Drawing maps** - attempt simple maps of school with support. **Scale/Distance** - use relative vocabulary (e.g bigger/smaller) **In this unit, pupils will be taught:** **1 - To know the difference between a village, town and city.** **2 - Locate their local area on a map of the UK.** **3 - To use a variety of sources, including maps, to explore the local area.** **4 - To draw a map of places they visit in Warton.**	**timeline?** **2 - Why were these events significant?** **3 - How can we find out about them?** **4 - Why was the coronation such a long time after the death of Queen Elizabeth II?** **5 -Who was involved? Where did it take place?** **6 - Did things change as a result of these events?**	**history** - Use stories to encourage children to distinguish between fact and fiction. **In this unit, pupils will be taught:** **1 - Where does this event fit on our timeline?** **2- How do we know these events really happened? How can we find out about it? Who was involved? Where did it take place?** **3 - Why was this event significant? Did things change as a result of this event?** **4 - What differences can you identify between Neil Armstrong and Tim Peake's space exploration?** **5 - How have Neil Armstrong and**	**place (key dates).** **2- How it fit in with what was going on in the World at that point in history.** **3 - Who were the Wright brothers?** **4 - Why was it a huge achievement to succeed in creating the first flight?** **5 - How the Wright brothers changed flight and how this impacts on what we do today** **6 - Why is Warton such an important place in history for flight?**	**countries of the UK, their capital cities and the main seas that surround the UK?** **2 - What is an address and postcode and why are they important?** **3 - How do we use a local map to find the streets around the school?** **4 - What do the road signs tell us?** **5 - What do I know about the nearest town or city to where I live?**	**In this unit, pupils will learn:** **1 - Where there are hot and cold places in the world.** **2 - Countries are hotter closer to the equator and cold places are closer to the North and South Pole.** **3- Weather in the UK changes due to the seasons.** **4 - The weather at the poles and the equator is different to our country.** **5 - Different animals and plants live in hot and cold countries because of their climate.** **6 - Hot and cold places have different physical and human features.**

			Tim Peake influenced life today?			

Music	Key stage 1 Pupils should be taught to: use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music experiment with create, select and combine sounds using the inter-related dimensions of music.
	Hullabaloo Scheme of work **WHOLE-SCHOOL-SATELLITE-VIEW-1.pdf**

# Art and Design Technology ***Children to produce a piece of artwork each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others.***	**Art and Design** Drawing Pupils should be taught: -About the work of a range of artists -To use drawing to develop and share ideas, experience and imagination. -To develop a wide range of art and design techniques in using line, shape and space *Abstract self portraits in the style of Picasso* **Drawing - Explore tone using different grades of pencil, chalk and pastel.** **Observe and draw shapes.** **Evaluating - Identify how their own/others work makes them feel.** **In this unit children will:** **1.Explore the work of Picasso and identify artistic styles used e.g. drawing lines and shapes.** **2. Use the work of Picasso to experiment with different artistic styles.** **3.Create a self portrait inspired by the work of**	**Design and Technology** Castle Building Design -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make -Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Select from and use a wide range of materials and components, including construction materials according to their characteristics Technical knowledge -Build structures, exploring how they can be made stronger, stiffer and more stable *Designs of castles and buildings.* ***Developing ideas -*** **Draw on their own experience to help generate ideas.**	**Art and Design** Sculpture Pupils should be taught: -About the range of designers, describing the difference and similarities between different practices and disciplines, and making lines to their own work. *Explore the work of Michelle Reader and create an animal sculpture.* **3D work - Compares and recreates form and shape using basic materials.** **Evaluating - Identify how their own/others work makes them feel.** **In this unit children will:** **1.Explore the artwork of Michelle Reader and say what they like about it.** **2.Use the work of Michelle Reader to plan and design a sculpture.** **3.Create an animal sculpture using clay and recycled materials.**	**Design and Technology** Food and Nutrition Pupils should be taught to: -Use the basic principles of a healthy and varied diet to prepare dishes -Understand where food comes from. *Create a simple fruit salad or kebab.* **Working with tools - Select and use appropriate fruit and vegetables, processes and tools** **Use basic food handling, hygienic practices and personal hygiene** **Developing ideas - Develop their design ideas applying findings from their earlier research.** **In this unit children will:** **1.Explore where food comes from to select fruit for kebab or salad.** **2.Be able to explain basic food hygiene practices.** **3.Design and make a fruit kebab or salad.**	**Design and Technology** Moving Pictures Technical knowledge -Explore and use mechanisms, for example, levers, sliders, in their products. *Create a moving picture to represent the first flight.* ***Working with tools -*** **Make their design using appropriate technique.** **With help measure, mark out, cut and shape a range of materials.** **Use tools e.g. scissors and a hole punch safely** **Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape** **Use simple finishing techniques to improve the appearance of their product** **In this unit children will:** **1.Explore levers and sliders in moving picture books and discuss how they work.** **2.Create prototypes of**	**Art and Design** Collage, painting and textures Pupils should be taught: -To use painting to develop and share their ideas, experiences and imagination. -To develop a wide range of art and design techniques in using colour, pattern and texture. *Building a layered landscape using collage, painting and textures.* **Painting - Creates patterns using different tools and colours. Can mix colours to create new ones.** **Colour - Identify primary colours by name. Begin to mix Primary shades and tones.** **Collage - Develops skills of overlapping and overlaying.** **Textiles - Stitches and cuts, threads and fibres.** **In this unit children will:** **1.Explore mixing colours to create different shades.**

	Picasso.	**Suggest ideas and explain what they are going to do.** **Identify a target group for what they intend to design and make.** **Model their ideas in card and paper.** ***Evaluating* - Evaluate their product by discussing how well it works in relation to the purpose.** **Evaluate their products as they are developed, identifying strengths and possible changes they might make.** **Evaluate their product by asking questions about what they have made and how they have gone about it** **In this unit children will:** **1.Research different styles of castles and label the key parts.** **2.Design a castle using their research and exploring the materials that will be needed to make the structure stable.** **3.Build a castle following the plan they have made.**			**different levers and sliders and decide which one is the most effective.** **3.Design and create a moving picture using a lever or a slider.**	**2.Practice using overlapping and overlaying in collage.** **3. Explore using textiles to create texture.** **4. Create a layered landscape picture using colour mixing, collage and textures.**

Computing

Key stage 1 Pupils should be taught to: 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 use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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.

Purple Mash **Unit 1:1 Online Safety** *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.* **Digital Literacy** To understand the importance of keeping information, such as their usernames and passwords, private and actively demonstrate this in lessons. Children take ownership of their work and save this in their own private space. **Unit 1:2 Grouping and Sorting** *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Information Technology**	***Purple Mash*** **Unit 1:7 Coding** *Create and debug simple programs.* **Computer Science** They know that a computer program turns an algorithm into code that the computer can understand. To work out what is wrong with a simple algorithm when the steps are out of order. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code. To read code one line at a time and make good attempts to envision the bigger picture of the overall effect of the program.	***Purple Mash*** **Unit 1:3 Pictograms** *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school. **Unit 1:8 Spreadsheets** *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school.	***Purple Mash*** **Unit 1:4 Lego Builders** *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* **Computer Science** To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.	***Purple Mash*** **Unit 1:6 Animated stories** *Use technology purposefully to create, organise, store, manipulate and retrieve digital content.* **Digital Literacy** To understand what is meant by technology and can identify a variety of examples both in and out of school. They can make a distinction between objects that use modern technology and those that do not.	***Purple Mash*** **Unit 1:5 Maze Explorers** *Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.* **Computer Science** To understand that an algorithm is a set of instructions used to solve a problem or achieve an objective. To know that an unexpected outcome is due to the code they have created and can make logical attempts to fix the code.

	To sort, collate, edit and store simple digital content.					

Physical Education	Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns.					
	Year 1 FMS Baseline Unit - Lost and Found **Games** Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills. **In this unit children will:** **Be assessed against the Fundamental Movement skills baseline document.**	**Year 1 Dance - Toy Story** **Dance** Perform fundamental movement skills at a developing level. Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. **In this unit children will:** **1.Perform basic body movements.** **2.Choose appropriate movements for different dance ideas.** **3.Remember and repeat short dance phrases and simple dances.** **4.Move with control.**	**Year 1 Gymnastics activities 1** **Gymnastics** Perform fundamental movement skills at a developing level in: Travelling skills. Perform body actions with some control and coordination. **In this unit children will:** **1.Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities** **2.Perform dances using simple movement patterns**	**Year 1 FMS Bouncing and Catching** **Games** Perform fundamental movement skills at a developing level in: Travelling skills. Sending skills. Receiving skills. **In this unit children will:** **1.Track balls and other equipment sent to them, moving in line with the ball to collect it.** **2.Bounce a ball in a variety of ways, depending on the needs of the game.**	**Year 1 FMS Overarm Throwing** **Games** Perform fundamental movement skills at a developing level. **In this unit children will:** **1. Use overarm skills when throwing.** **2.Track balls and other equipment sent to them, moving in line with the ball to collect it.**	**Year 1 FMS Athletics** **Athletics** Perform fundamental movement skills at a developing level. **In this unit children will:** **1.Run at fast and slow speeds, changing direction.** **2.Link running and jumping activities with some fluency, control and consistency.** **3.Make up and repeat a short sequence of linked jumps.** **4.Take part in a relay activity.** **5.Throw a variety of objects, changing their action for distance.** **6.Recognise when their heart rate and temperature have**

						changed.

RELIGIOUS EDUCATION

TAKEN FROM RE SYLLABUS FOR CHURCH SCHOOLS WRITTEN BY BLACKBURN DIOCESE.

Harvest	**Christmas**	**Jesus**	**Easter**	**My World, Jesus' World**	**Baptism**
How can we help those who do not have a good harvest? *How do people of Jewish faith celebrate the harvest?* Judaism	*Why do we give and receive gifts?* Hinduism, Islam	*What made Jesus special?*	*What do you think is the most important part of the Easter story?*	*How is the place where Jesus lived different from how we live now?* Judaism	Why is baptism special? *How do people of world faiths welcome new babies?* Hinduism, Islam, Sikhism, Humanism
Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day	**Which people are special and why?** Diwali Hannukah Christmas	**What places are special and why?** Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri	**What times are special and why?** Holi Palm Sunday Passover Easter Start of Ramadan	**Being special: where do we belong?** Eid Shavuot	**What is special about our world?** Summer Solstice