

Year 1 2020-21		A1	A2	Sp1	SP2	Su1	Su2
English	<b>Focus Texts (F)Fiction (NF)Non Fiction</b>	Dear Zoo Lost and found Monkey Puzzle Elmer the Elephant What the Ladybird heard The Very Hungry Caterpillar Variety of fiction texts on animals	Kipper's birthday Mog's christmas calamity Rama and Sita Dipals Dwell Room on the Broom Stick man Scarecrow's wedding	Room on the Broom Zog Smartest Giant in town Highway rat Supernorm The paper dolls Jack and the flum flum tree	Owl babies Farmer Duck, Can't you sleep little bear? The super swoop dinosaur Park in the Dark Once there were Giants Salter Bear Tom Rabbit	Percy the park keeper Jaspers beanstalk Go Poolee 5 After the storm Jake, the good, bad dog	Seaside poems collection Lost and found Winnie at the seaside The fish who could walk fotsam Summer's shadow
	<b>Focus Poem</b>	Five little monkeys Tidy Tim Old McDonald What's for lunch? The Bug Chant	The night before Christmas Firework night Scousewell 5 little pumpkins I'm a little pumpkin	Fantasy poems - on the magic box monster school	Rhyming poems - on the ring nang nong revolving rhymes dr Suess	outdoor poems acrostic poems linked to topic/name	We're going to the seaside Seaside poem collection
	<b>Writing Genres</b> usually dictated by topic/focus texts [1]	Books by same authors Non Fiction texts Stories labels, lists and captions	letters/invitations (formal) recounts non-fiction texts stories books by the same author	stories about fantasy worlds recounts letters/invitations (formal) non-fiction texts	reports instructional texts non-fiction texts	character/ settings dictionary work non-fiction texts poems - acrostics	poems - calligrams acrostics continued shape poems riddles non-fiction texts
<b>Focus</b>	<b>Animals including humans Working Scientifically</b>			<b>Materials Working Scientifically</b>		<b>Plants Working Scientifically</b>	
<b>Revision sheets</b>	<a href="https://drive.google.com/open?id=1xNDbAqObZnyR1Ox3XoX0o8BDjCH">https://drive.google.com/open?id=1xNDbAqObZnyR1Ox3XoX0o8BDjCH</a>			<a href="https://drive.google.com/open?id=17P9D6s1p-nURaG-GOQMS26oCzauu6">https://drive.google.com/open?id=17P9D6s1p-nURaG-GOQMS26oCzauu6</a>		<a href="https://drive.google.com/open?id=13YwbxPV7m-sBFHmF4wfsq_NtGyKv9s5">https://drive.google.com/open?id=13YwbxPV7m-sBFHmF4wfsq_NtGyKv9s5</a>	
<b>Assessment</b>	<a href="https://drive.google.com/open?id=1S3tedY4W4enUfo1WytLk4NtdPpgoQAEq">https://drive.google.com/open?id=1S3tedY4W4enUfo1WytLk4NtdPpgoQAEq</a>			<a href="https://drive.google.com/open?id=1MIHxTyQ-QICGqH-LxnpSak3y6f9Cj7V">https://drive.google.com/open?id=1MIHxTyQ-QICGqH-LxnpSak3y6f9Cj7V</a>		<a href="https://drive.google.com/open?id=1ZUJwH791NT7UYo0XoFc2hM2W0Uo1">https://drive.google.com/open?id=1ZUJwH791NT7UYo0XoFc2hM2W0Uo1</a>	
<b>Knowledge</b>	I know that the difference between a fish, amphibian, bird, reptile and mammal. I know difference between a herbivore, carnivore and omnivore and can identify these to common animals and the type of food they eat. I know how to use a classification key to identify animals. I can name basic parts of the human body.			I know what raw material different objects come from. I know and can identify different materials used on an object. I know why we use specific materials for a purpose, eg. glass windows to let in light and to see outside. I know words used to describe an object.		I know and understand the vocabulary for this topic. (See Vocabulary box) I know the names of and can identify common wild and garden plants and trees. I know and can describe the basic structure of flowers and trees. I know when leaves fall off deciduous trees. I know which leaves come from common trees by identifying their shape.	
<b>Skills</b>	I know and understand the vocabulary for this topic. (See Vocabulary box) I know that the difference between a fish, amphibian, bird, reptile and mammal. I know difference between a herbivore, carnivore and omnivore and can identify these to common animals and the type of food they eat. I know how to use a classification key to identify animals. I know the structure of different common animals. These should include fish, amphibians, reptiles, birds and mammals. I know the human senses and can identify on a face. I can name basic parts of the human body and have an understanding of why we have them. (eg. skull to protect brain, ribcage to protect organs) Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.			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.		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.	
<b>Working Scientifically Objectives To be taught alongside each focus.</b>	<ul style="list-style-type: none"> <li>ask their own questions about what they notice</li> <li>use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions: <ul style="list-style-type: none"> <li>observing changes over time</li> <li>noticing patterns</li> <li>grouping and classifying things</li> <li>carrying out simple comparative tests</li> <li>finding things out using secondary sources of information</li> </ul> </li> <li>communicate their ideas, what they do and what they find out in a variety of ways.</li> </ul>						
<b>Working Scientifically Ideas</b>	Using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.			Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?'		Observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.	
<b>Key Vocabulary</b>	Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Wings, Beak, fur, scales, feathers, gills, warm-blooded, cold-blooded, fins, tusks, webbed-feet, Leg, Arm, Elbow, Head, Ear, Nose, Back, brain, skull, ribcage, knee, spine (backbone)			Wood, Plastic, Glass, Paper, Water, Metal, Rock, rubber, fabric, wool, sand, oil, tree, animals, Hard, Soft, stiff, stretchy, Bendy, Rough, absorbent, Smooth, shiny		Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, leaves, flower, bark, crown, Trunk, Branches, Stem, spring, summer, autumn, winter, daffodil, daisy, sunflower, dandelion, holly tree, oak tree, (roots ) anchor.	
History	<b>Topic</b>	<b>Past and Present</b>	<b>Toys past and present</b>	<b>David Attenborough</b>	<b>Florence Nightingale</b>	<b>Windmills</b>	<b>Blackpool Tower</b>
	<b>Knowledge</b>	I know that 'history' is what has happened, so it is the past. I know that the present is what is happening now. I know that things that have already happened to me (e.g. I was born, I started school, I went on holiday) are in the past. I know that some things happened a longer time ago (dinosaurs, castles built, old cars). I know that the way we communicate has changed. I know that Alexander Graham Bell invented the telephone in 1876. I know that we have not always had access to electricity. I know that transport has changed since the past.	I know some toys and games are thousands of years old. I know that toys are made of many different materials and the materials toys are made from helps us to know how old the toy is. I know teddy bears were invented over 100 years ago. I know when my parents and grandparents were young, children played outside a lot of the time. I know they made up games climbed trees, played sport and ran about. I know that very few homes had television 50 years ago, even then, children's television lasted for one hour per day. I know some toys have hardly changed in hundreds of years. (e.g. Marbles, spinning tops, toys on wheels, hoops and balls). I know dolls are one of the earliest forms of toy to exist. I know the most famous and successful doll in the world is the Barbie doll. It was invented in 1959. I know the battery, followed by the computer micro-chip have revolutionised children's toys, from the early battery operated train sets to the modern day consoles and tablet apps.	I know that David Attenborough is a famous natural history presenter. I know that David Attenborough was knighted in 1985 for his contribution to conservation. Sir David Attenborough was born on 8 May, 1926, in Lisieworth, West London. I know that he is 94 years old. I know that very few homes had television 50 years ago, even then, children's television lasted for one hour per day.	I know that Florence Nightingale was a famous nurse. I know she is best known for the work she did to care for the wounded soldiers during the Crimean War. I know she made a big contribution to changing the way in which hospitals were run. I know that she helped to ensure that hospitals were clean places and helped to reduce infections in hospitals. She was a celebrity in Victorian times and she has continued to be spoken and written about to this day. I know that Florence Nightingale was known as 'the lady with the lamp'. I know that Florence Nightingale was born in Florence (Italy) on 12th May 1820. I know Florence Nightingale died in 1910, aged 90.	I know that I live in Blackpool which is on the Fylde Coast. I know that there are only 3 remaining windmills still standing in the Fylde Coast area. I know these windmills are Lytham Windmill, Little Marton Windmill and Marlin Mill in Thornton. I know that Lytham Windmill was built over 200 years ago in 1805. I know that Little Marton Windmill was built in 1838. I know Marlin Mill was built in 1794.	I know Blackpool Tower is located on the promenade in Blackpool, Lancashire, England. I know it was designed and built in such a way that if it collapsed, it would fall into the sea. I know the tower is 518 feet tall. I know the tower was opened on May 14th 1894. I know the illuminations first happened in 1879 with just eight lamps. I know today, the lights are six miles long and use over a million lightbulbs.
	<b>Skills</b>	Place objects in chronological order. Use words and phrases linked to time: new, old, a long time ago, once upon a time. Tell others about things that happened when they were little. Recognise that a story that is read to them might have happened in the past. Understand that some objects belong to the past. Read a familiar story set in the past. Explain how they have changed since they were born.	Appreciate that some famous people have helped our lives be better today. Recount the life of someone famous who lived in the past, giving attention to what they did before and after. Begin to identify the differences between old and new objects, such as toys. Give examples of things that are different in their lives compared to their grandparents. Recognise that we celebrate certain events because of events that happened many years ago.	Ask and answer questions about new and old objects. Spot old and new things in a picture. Answer questions using a picture/reference. Give a plausible explanation about what an object was used for in the past. Find out something about the past by talking to an older person. Find out about a historical place or event in the locality - e.g Blackpool Tower			
<b>Vocabulary</b>	past, retail, changed, since, question, old, new, history, present, example, born, younger, older, before, after, then, now, compare, chronological order, artifacts, electricity, communication, verbal, writer, letters, postal service, newspapers, cards, type and typewriting, telegrams, landline telephones, emails, car phones/ mobile phones, text messages, social media.	past, present, old, new, history, historical, compare, similarities, artifacts, jacks, theatres, zebras, skipping rope, marbles, rocking horse, revolutionaries, changed, technology, prehistoric, battery, consoles, materials, ancient, parent, grandparent, modern.	famous, past, present, significant, contribution, celebrate, event, recount, attention, conservation, Natural History, presenter, university, achievement, knighthood, Earth, wildlife, fossils, geology, zoology, animals, camouflage, behaviour, habitats, environment, pollution, BBC (British Broadcasting Corporation)	famous, past, present, significant, compare, celebrate, event, recount, attention, conditions, Soldier, Crimean War, infection, hospital, Turkey, occupation, nurse, soldier, doctor	past, present, landmark, exhibit, storeys, farmland, grain, grind, flour, miller, mill, milling, sails, listed, Fylde Coast, derelict, repair, restoration, preservation, technology, machinery,	past, present, history, landmark, purpose, events, purpose.	

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Geography	<b>Focus</b> <b>Map Making/Following Directions</b>	<b>Map Making/Following Directions</b>	<b>Enquiry and Investigation</b>	<b>Enquiry and Investigation</b>	<b>Locational Knowledge</b>	<b>Seasonal Changes</b>	
	<b>Strand</b> <b>Following directions</b>	<b>Following directions</b>	<b>aerial photographs - identifying features.</b>	<b>aerial photographs - identifying features.</b>	<b>U.K and Europe</b>	<b>Human and physical features.</b>	
	<b>Skills</b> I can draw around objects to make a plan. I can follow directions: up, down, left, right, forwards and backwards. I can use a simple plan to follow a route. e.g. A route around the school or local area or my route from home to school.	I can draw around objects to make a plan. I can follow directions: up, down, left, right, forwards and backwards. I can use a simple plan to follow a route. e.g. A route around the school or local area or my route from home to school.	I can ask questions about places studied at KS1. I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.	I can ask questions about places studied at KS1. I can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied.	I can name and locate the four countries and capital cities of the UK.	I can identify seasonal and daily weather patterns in the UK. I can use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use basic geographical vocabulary to identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop.	
	<b>Knowledge</b> I know maps give us information about places. I know location means where something is. I know maps use symbols to show where certain things are. I know we can use words to describe location. I know we can use words to compare the location of two different places. I know we can give directions such as forwards, backwards, left or right. I know compasses can be used to find direction. I know a compass has four points: north, south, east and west. I know a mnemonic such as 'Never Eat Slopier Worms' can help me to remember the compass points. I know maps often have a title, labels and symbols. I know maps often have a key which explains any symbols. I know maps often have a compass showing north, south, east and west.	I know maps give us information about places. I know location means where something is. I know maps use symbols to show where certain things are. I know we can use words to describe location. I know we can use words to compare the location of two different places. I know we can give directions such as forwards, backwards, left or right. I know compasses can be used to find direction. I know a compass has four points: north, south, east and west. I know a mnemonic such as 'Never Eat Slopier Worms' can help me to remember the compass points. I know maps often have a title, labels and symbols. I know maps often have a key which explains any symbols. I know maps often have a compass showing north, south, east and west.	I know that the town I live in is Blackpool. I know that aerial photographs are taken from above. I know the word aerial means from above. I know when we look at something from above we call this an 'aerial view'. I know sometimes objects look different from an aerial view. I know that there are human and physical features in Blackpool. I know that the human features in town include, hotels, houses, piers, The Pleasure Beach, Blackpool Tower, The Wintergarden, windmills. I know physical features include, the sand dunes, the beach	I know that the town I live in is Blackpool. I know that aerial photographs are taken from above. I know the word aerial means from above. I know when we look at something from above we call this an 'aerial view'. I know sometimes objects look different from an aerial view. I know that there are human and physical features in Blackpool. I know that the human features in town include, hotels, houses, piers, The Pleasure Beach, Blackpool Tower, The Wintergarden, windmills. I know physical features include, the sand dunes, the beach	I know that I live in Blackpool, Lancashire, England. I know that Blackpool is located on the Fylde Coast in North West England. I know where this is on a map of the United Kingdom. I know where the UK is located on a World Map. I know that the United Kingdom is made up of four countries. I know these countries are England, Scotland, Wales and Northern Ireland. I know that London is the capital city of England. I know that Edinburgh is the capital city of Scotland. I know that Cardiff is the capital city of Wales. I know that Belfast is the Capital city of Northern Ireland.	I know that there are four seasons. I know they are called Spring, Summer, Autumn, Winter. I know which months are in which season. I know that we experience different weather during different seasons in the UK. I know that in the United Kingdom no one lives more than 130km from the sea. I know that coasts have many different features, such as caves, cliffs, mudflats and beaches. I know that human geography relates only to the human environment; something that is built by humans and would not have existed in nature without humans. I know physical geography are naturally occurring features on Earth, e.g. landforms, bodies of water	
<b>Vocabulary</b>	above, below, aerial, view, perspective, map, satellite, information, place, direction, left, right, forwards, backwards, north, south, east, west, title, label, symbol, key, compass, information.	human, physical, above, below, aerial, view, perspective, map, satellite, information, place.					
Art	<b>Focus</b> <b>Formal Elements of Art</b>	<b>Formal Elements of Art</b>	<b>Art and Design Skills</b>		<b>Landscapes using different media</b>		
	<b>Strand</b> <b>Shape, line and colour</b>	<b>Shape, line and colour</b>	<b>Design, Drawing, Painting, Art Appreciation</b>		<b>Range of media</b>		
	<b>Skills</b> Understanding of the terms 'abstract', 'composition' and 'shape' Knowledge of the language and literacy to describe lines. Control in their use of lines. Experimenting with a range of mark making techniques. Remembering the names of the primary colours and the secondary colours. Remembering the primary/secondary colours and how to mix primary colours to make secondary colours.		Reading the picture, identifying different elements and meanings. Understanding a narrative and using descriptive language to tell the story. Painting their own picture successfully. Mixing at least five different shades of green and remembering some other names for green. Neat and careful colouring using a range of different media. Producing a print to a reasonable standard. Creating a simple motif using printing blocks.		Accurately drawing horizon lines and beach using simple perspective. Applying good cutting technique to cut out figures. Using appropriate textures, quantifying their decisions for using them. A controlled use of paint and water to create tonal areas of dark and light. Creating paintings that are relatively neat and controlled with good use of colour and texture applied confidently. Painting characters for their collage with fairly accurate detail.  <a href="https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/">https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-1/landscapes-using-different-media/</a>		
	<b>Artists studied</b>	Beatriz Milhazes, Bridget Riley, David Hockney, Vija Celmins	Wassily Kandinsky, Louis Wain.		Renata Bernal, Ilya Bolotowsky.		
DT	<b>Focus</b> <b>Textiles</b>	<b>Textiles</b>	<b>Food</b>		<b>Mechanisms</b>		
	<b>Strand</b> <b>Puppets</b>	<b>Puppets</b>	<b>fruit and Vegetables</b>		<b>Windmills</b>		
	<b>Assessed Skills</b> To join fabrics together using different methods To use a template to create my design To join two fabrics together accurately To embellish my design using joining methods  <a href="https://drive.google.com/drive/u/0/folders/16d70-FVtY3VImNYqQ_W2a1l5k88Ayu">https://drive.google.com/drive/u/0/folders/16d70-FVtY3VImNYqQ_W2a1l5k88Ayu</a>		To identify if a food is a fruit or a vegetable To identify where plants grow and which parts we eat To taste and compare fruit and vegetables To make a fruit and vegetable smoothie  <a href="https://drive.google.com/drive/u/0/folders/1uWHerNColmW77d62xbZAH7OqgHAK">https://drive.google.com/drive/u/0/folders/1uWHerNColmW77d62xbZAH7OqgHAK</a>		To include individual preferences and requirements in my design To make a stable structure To assemble the components of my structure To evaluate my project and adapt my design  <a href="https://drive.google.com/drive/u/0/folders/1VY-JuOZ3pQ1c1YmQ8xK68u8QdYx8K">https://drive.google.com/drive/u/0/folders/1VY-JuOZ3pQ1c1YmQ8xK68u8QdYx8K</a>		
	<b>Vocabulary</b> embellish, design, fabric, accurately, pinning, stapling, gluing, technique, symbolise, align, reflect.  Why do you think this joining technique may be chosen? How is it fastened? Who might use it? What does your character look like? What makes them different from other characters? What colour felt would symbolise your character? Which pieces are you joining? Where do you want the joints to be? How are you joining these two pieces? What part of the body will that be? How and where will you secure it to the puppet?		classify, category, categorise, adjective, investigate, inspect, edible, determine, vines, fruit, leaves, root, stem, characteristics, explore, evaluate, existing, ingredients, hygiene, safely, blender, principles, varied, generate, develop, model, communicate, template, instructions, top, tail, de-core, flesh, segments, bridge method,  What is this called, who has eaten this before? What are its tastes, smell, texture and appearance? What will it look like if we peed or cut it in half? How might we describe its shape? Which parts do we eat? What might I need to do before eating this? How do we know what is a fruit or a veg? Where do fruit and veg grow? What part of plants can we eat? What is a smoothie? Why are smoothies good for us? What might we have to do before taste testing? What parts of these fruits/veg do we eat? Why is it important to wash before we eat? What will you need? What might we have to do before eating this? Why do we slice in this way? What parts do we eat? Why is it important to wash before we eat?		Windmill, structure, net, support, recycled, materials, assemble, strength, stiffness, cylinders, turbine, sails, stable, model, axle, mechanism, traditional/traditionally, historical, contemporary, levers, sliders, wheels, weight, base, evaluate,  What is a structure? Something that has been made/constructed. Eg: a building, bridge, chair, table. What are structures for? Can you identify some structures in the room? What is a windmill? What are windmills for? Who might live in a windmill? What are the three main parts of a windmill? What are the three key features of a windmill? What materials are used? How has it been made? What does stable mean? Object does not easily topple over. What were windmills traditionally used for? What are they used for now? What are turbines for? Why might the mouse's grandparents lived in the windmill? Why does the current mouse live there? What are the three key features of a windmill? What are windmills used for? Why do windmills need turbines? What materials are used? How has it been made? What is an axle? What is it for? What other products use axles (cars, toys, etc)?		
<b>Key assessment questions</b>							
Computing	<b>Focus</b> <b>Recognise uses of I.T</b>	<b>Mouse and Keyboard skills - text and images</b>	<b>Music Creation</b>	<b>Digital Art</b>	<b>Programming (Lessons 1-4)</b>	<b>Text and Images</b>	
	<b>Strand</b> <b>Information Technology</b>	<b>Information Technology</b>	<b>Information Technology</b>	<b>Information Technology</b>	<b>Algorithms and Programming</b>	<b>Information Technology</b>	
	<b>Skills</b> Where/how digital devices appear in life.	Precise clicking, drag and drop, keyboard key locations Combine images and text together plus use word banks to develop sentences	Scales, chords, pitch, arpeggios, melody, tempo and rhythm. Making samples of music. Creating music with code using variables Multi-tracking.	6 projects to create digital artwork	Algorithms unplugged, bee bots	Add and resize images. Add text to label and describe images.	
	<b>Vocabulary</b>	Purpose, online tools, communicate, mixing, digital, algorithms, programming, text, images, resize.					
RE	<b>Focus</b> <b>Christianity</b>	<b>Christianity</b>	<b>Christianity</b>	<b>Christianity</b>	<b>Judaism</b>	<b>Judaism</b>	
	<b>Key question</b>	Does God want Christians to look after the world?	What gifts would might Christians in my town have given Jesus if he had been born here rather than Bethlehem?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	Are Ron Hashanah and Yom Kippur important to Jewish children?
	<b>Link to Discovery RE planning</b>	<a href="https://drive.google.com/file/d/1H1k3R5_18Q8yaAvtvD48mZV2X5SLU9/view?usp=sharing">https://drive.google.com/file/d/1H1k3R5_18Q8yaAvtvD48mZV2X5SLU9/view?usp=sharing</a>					
	<b>Assessments</b>	<a href="https://drive.google.com/file/d/1Uzab9U1Vw6bH9PcmOmRtaApIBROds6V/view?usp=sharing">https://drive.google.com/file/d/1Uzab9U1Vw6bH9PcmOmRtaApIBROds6V/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/1DcD4JY-6x4YRn4nRkCjv/view?usp=sharing">https://drive.google.com/file/d/1DcD4JY-6x4YRn4nRkCjv/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/11C0cD04JY-6x4YRn4nRkCjv/view?usp=sharing">https://drive.google.com/file/d/11C0cD04JY-6x4YRn4nRkCjv/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/1ZuHnMByy1tH1FXjKotWAw8anz2S/view?usp=sharing">https://drive.google.com/file/d/1ZuHnMByy1tH1FXjKotWAw8anz2S/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/1Rh5xmajz7FRh4FnSHtl_7D-Zq0hL0Y80v/view?usp=sharing">https://drive.google.com/file/d/1Rh5xmajz7FRh4FnSHtl_7D-Zq0hL0Y80v/view?usp=sharing</a>	<a href="https://drive.google.com/file/d/1Rh5xmajz7FRh4FnSHtl_7D-Zq0hL0Y80v/view?usp=sharing">https://drive.google.com/file/d/1Rh5xmajz7FRh4FnSHtl_7D-Zq0hL0Y80v/view?usp=sharing</a>

Year 1 2020-21		A1		A2		Sp1		SP2		Su1		Su2												
Topic		Being Me		Celebrating Differences		Dreams and Goals		Healthy Me		Relationships		Changing me												
PSHE	Focus	I can explain why my class is a happy and safe place to learn.		I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.		I can explain how I feel when I am successful and how this can be celebrated positively.		I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.		I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.		I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.												
	Vocabulary	safe, special, calm, belonging, rights, responsibilities, learning charter, rewards, proud,		similarly/similar, same as, different from, difference, bullying, on purpose, bullying behaviour, unfair, included, celebration, special, unique,		proud, success, achievement, goal, treasure, coins, learning, stepping stones, garden, dreams, stretchy, challenge, feelings, obstacle, overcome, internal treasure chest		Healthy, unhealthy, balanced, exercise, sleep, choices, toiletry, hygienic, medicines, safe, green cross code, look, listen, wait,		family, belong, different, same, friends, friendship, qualities, caring, sharing, kind, Greeting, touch, feel, texture, like, dislike, confidence, praise, qualities, skills, swif-belief, incredible, proud		Changes, Life cycle, baby, adulthood, mature, lean, new, grow, change, anxious, worried, exciting, coping												
Music	Strand (NC)	<b>COMPOSING</b> <i>Experiment with, create select and combine sounds using the inter-related dimensions of music.</i>				<b>PERFORMING</b> <i>Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</i>				<b>LISTENING</b> <i>Listen with concentration and understanding to a range of high-quality live and recorded music.</i>														
	Skills (Focus Ed)	Use the body to make sounds: use my voice to do humming, whispers, whistles. Make patterns with sounds. Make sounds to represent different things. Use short given patterns in my compositions. Use given symbols to record long and short sounds. Say what they like and do not like about others' performances.				Use high voice, middle voice, low voice. Use my voice to speak, sing and chant. Use instruments to perform. Clap short rhythmic patterns. Make different sounds with my voice and with instruments. Copy short, rhythmic and melodic patterns. Make a sequence of sounds. Follow instructions about when to play and sing.				Say whether I like or dislike a piece of music. Identify a beat and join in. Respond to different moods in music. Explain to another which of two sounds is higher or lower.														
	Skills (Mrs Fard)	Compose using short patterns. Musical syllables. Learning to improvise. Use his/her body to make sounds. Making patterns with sounds long/short, loud/ quiet, fast/slow. Use short given patterns in composition- slidey and jumpy patterns.				Hum sing clap using cards and rhymes. Sing in unison and in time with beat and rhythm. This old man he played one with cards and drums. I follow instructions about when to play and sing. Identify a beat and join in. I can use a high voice, middle voice, low voice (-Banana Rap). Find the high notes/ Find the low notes. Use given symbols on sound cards to play long, short and quiet, loud. Make and change a sound using tuned instruments. Perform slidey and jumpy patterns. I make a sequence of sounds. I repeat short, rhythmic and melodic phrases. Perform to an audience and improve my performance by practising. Make different sounds using voice and with instruments.				I listen to music of varying genre. Identify the mood of a piece of music. (Fast/slow, calm/loud, exciting/sad etc). Say what they do / do not like about another's performance (What can they hear?). Listen to high/low voices so and do- Explain difference with 2 notes, higher or lower. Respond to different moods in music. Move to the music.														
PE	Strand	Games		Gymnastics		Games		Dance		Games		Athletics												
	Focus	Team games basic skills		Throwing + catching		Dribbling + Kicking		Gymnastics		Racket skills		Batting skills												
Skills	I can find a space in the hall safely. I can move fluently, changing direction and speed easily and avoiding collisions. I can cooperate with a partner or in a small group. I can develop balance, agility and coordination. I can begin to apply skills in a range of activities.		I can explore basic gymnastic actions and develop some control and coordination. I can link these actions with words, signs and symbols. I know how to use a space and apparatus safely. I can feel the difference in my body when I am tense and relaxed and I can stretch my fingers and toes. I can make my body tense and relaxed, stretched and curled.		I can use a small range of underarm throwing and rolling skills accurately. I can show some awareness of the space available and a basic awareness of others. I can play simple versions of games with a partner or a passive opponent.		I can explore basic body actions. I can begin to make simple movements and combine movements using different parts of the body. I can praise moving expressively and clearly. I can try to choose movements that reflect the dance ideas. I can remember, repeat and link movement phrases and dances with support. I can recognise and describe some body actions and some expressive and dynamic qualities of movement.		I can improve the way they coordinate and control their bodies and a range of equipment. I can remember, repeat and link combinations of skills. I can use the inside of my feet to dribble a ball for a short distance. I can make simple choices in target games. I can play with a partner and in small groups.		I can complete tasks and choose and sequence the basic actions with support. I can show a small range of body shapes and movements with some control and coordination. I can describe sequences using actions and words.		I can hold a racket correctly. I can improve my coordination and control of my body when using a racket. I can hit an object to a target using a racket. I can make simple choices in target games. I can play with a partner and in small groups.		I can perform basic body actions. I can respond to stimuli and musical accompaniment when given extra time. I can make a simple dance phrase. I can begin to explore dynamic and expressive qualities. I can perform short dances. I can describe my work with support. I can begin to work with a partner.		I can hold a bat correctly. I can use a bat to hit a range of objects. I can hit an object towards a target.		I can run at different speeds. I can take part in a relay activity with support. I can jump with accuracy in and out of areas from a standing position.		I can work to improve basic skills. I can make simple choices in target games. I can catch and throw in games when stood still. I can play a part in games and activities in small groups.		I can throw a variety of objects, using a small range of techniques.	

[1] This coverage will replace the 'writing genre coverage list'