

## Year 1 – Curriculum Overview 2022-23

Subject	Autumn 1 Dinosaur Discovery	Autumn 2 Who Do You Think You Are?	Spring 1 Blast from the Past	Spring 2 Amazing Animals	Summer 1 Creepy Crawlies	Summer 2 Twist and Shout
<b>Essential Learning</b>	<ul style="list-style-type: none"> <li>-Know a range of dinosaurs with different characteristics from different periods.</li> <li>-Classification is sorting of species into groups based on common characteristics.</li> <li>-Know the habitats and diets of different dinosaurs.</li> <li>-Fossilization is when the remains are covered in layers of rock which harden preserve a rock replica of a creature inside.</li> <li>-A palaeontologist is specialist in study of fossilized plants and animals.</li> <li>-Understand how palaeontologists find evidence of prehistoric creatures through studying fossils and other techniques.</li> <li>-Significance of Mary Annings work by discovering the first plesiosaur, ichthyosaur fossils.</li> <li>-The Jurassic, Triassic and Cretaceous periods.</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to name the locality in which they live.</li> <li>-Talk about features of the community in which they live and nearby surroundings.</li> <li>-Know their own address off by heart.</li> <li>-Identify family member from different generations.</li> <li>-Identify local places of interest, shopping centres, towns, etc.</li> <li>-To know that towns are made up residential and commercial properties.</li> <li>-Recognise different types of houses including bungalows and semi-detached houses.</li> <li>-Know how the locality has changed over time.</li> <li>-Understand how names of local streets can be linked to things in the pasts e.g. mines, farms, chain-making, Lutley Mill.</li> <li>-Identify physical features of the locality such as Clent Hills, farmland, Lutley Gutter, Caslon Woods.</li> </ul>	<ul style="list-style-type: none"> <li>-Recognise who we are and what our main strengths are.</li> <li>-Identify differences in people and celebrate them.</li> <li>-Understand the difference between past and present.</li> <li>-Know that historic events are put in chronological order e.g. using a timeline.</li> <li>-Identify special people and what makes them special.</li> <li>-Develop an understanding of a time period from a range of resources.</li> <li>-Use simple vocabulary associated with the past.</li> <li>-Identify how schools were different in 1950s.</li> <li>-Describe similarities between past and present.</li> </ul>	<ul style="list-style-type: none"> <li>-The seven continents of the world are Africa, Asia, North America, South America, Antarctica, Europe, Australia</li> <li>-The Five oceans of the world are Atlantic, Pacific, Southern, Arctic, Indian.</li> <li>-The five classification groups of animals are amphibian, bird, fish, mammal and reptile</li> <li>-Humans are classified as mammals</li> <li>-Key features of the human body are the heart, lungs, stomach, kidneys, brain, legs, arms, head, neck and chest.</li> <li>-Nocturnal animals are awake at night and sleep during the day.</li> <li>-Nocturnal animals have a heightened sense of hearing and smell as their eyesight can be poor in the dark.</li> <li>-Some animals use echo location to find other animals.</li> <li>-There are five human sense, hearing, sight, taste, touch and smell</li> <li>-Both fish and mammals can live under the sea,</li> </ul>	<ul style="list-style-type: none"> <li>- Minibeasts are sometimes called arthropods.</li> <li>- Arthropods have an exoskeleton.</li> <li>A habitat is a environment where a specific species can live.</li> <li>- A microhabitat is a small area that is different from the surroundings.</li> <li>-There are many different types of habitats around the world including rain forests, deserts, oceans, woodlands, urban and ponds.</li> <li>-There are clear differences between living things (alive), non-living things (never alive), and dead things that were alive.</li> <li>- Minibeasts use a variety of survival strategies including disguises, security, hiding, camouflage, venomous things and irritating hairs.</li> <li>- Giant bugs existed thousands of years ago because of high oxygen levels.</li> <li>- Minibeasts communicate in different</li> </ul>	<ul style="list-style-type: none"> <li>-Rock and roll started in the 1950s.</li> <li>-Rock and roll was inspired by other music types including rhythm and blues, gospel. Jazz and country.</li> <li>-A-capella is singing unaccompanied.</li> <li>-South Africa has traditional dress made up of colourful repeating patterns.</li> <li>-Music can have an impact on how we feel.</li> <li>-Elvis Presley was born in 1935 and died in 1977.</li> <li>-Elvis Presley is also called ‘The King’ as he was seen as the most influential musician of all time.</li> <li>-Significant UK rock and roll musicians include Queen, The Rolling Stones, The Beatles and The Who.</li> <li>-The Beatles are from Liverpool and were formed in 1960 by John Lennon, Paul McCartney, George Harrison and Ringo Starr.</li> <li>-A pulse is a steady beat.</li> <li>-Percussion instruments are played by hitting or shaking them.</li> </ul>

	<p>-To know that dinosaurs became extinct and be able to explain a theory.</p> <p>-The characteristics of reptiles.</p>			<p>-Animals adapt to survive in their environments, e.g. camels in the desert and penguins in the cold.</p> <p>-Endangered animals need protecting from humans otherwise certain species will become extinct due to the loss of their habitat.</p>	<p>ways; movement, sound, smell and vibration.</p> <p>- A reduction in bee population and pollination has an effect on the human population and food chain.</p> <p>- Lines and shade can be used to create details on small line drawings.</p> <p>- All living things have specific roles in food chains and we are part of them.</p>	<p>-The steel pan is a key instrument in calypso music.</p> <p>-Calypso music began in Trinidad.</p>
<b>Vocabulary</b>	<p>skeleton, fossil, adaptation, armour, bones, brontosaurus, camouflage, carnivore, classification, cretaceous period, diet, dinosaur, egg, evolve, exhibit, exist, expert, extinct, forest, function, habitat, herbivore, Jurassic, landscape, materials, mass-extinction, meteorite, omnivore, palaeontologist, period, prehistoric, reptile, sediment, skull, spine, survive, teeth, timeline, Triassic, Triceratops, Tyrannosaurus Rex.</p>	<p>Family, Address, Relatives, Town, House, Semi-detached, bungalow, Flat, Detached, Garden, Bedroom, Hobbies, Clubs, Community, Mosque, Church, Library, Celebrations, Culture, Divali, Local Services – Hairdressers, Shop, Post Office, Colley Gate, Cradley</p>	<p>Collage, decade, different, memory, past, present, same, sculpture, self-portrait, source, time-capsule, timeline</p>	<p>Adapt,, Africa, amphibian, Antarctic, Arctic Ocean, Asia, Atlantic Ocean, Australia, bear, bird, brain, cold, collaboration, colour, continent, coral reef, desert, destroying, echolocation, endangered, environment, Europe, fish, fox, hare, hearing, heart, Indian Ocean, inspired, investigate, kidney, lung, mammal, mis, monkey, nocturnal, North America, ocean, organ, Pacific Ocean, penguin, predict, reindeer, reptile, sense, sight, smell, snow leopard, South America, Southern Ocean, stomach, strokes, survival, taste, touch, underwater, vulnerable.</p>	<p>Algorithm, arthropod, colony, communicate, consumer, de-bug, habitat, environment, predator, prey, microhabitat, pollinate, prey, producer, shelter, strategy, survival, hydrostatic, endoskeleton</p>	<p>a-capella, audience, band, beat, bhangra, carnival, calypso, country, dhol, Elvis Presley, feeling, gospel, Graceland, improvise, guitar, jazz, mood, percussion, perform, pulse, rhythm and blues, rock and roll, tuned, untuned, voice</p>
<b>Maths – White Rose</b>	<p>Number: Place value within 10</p> <p>Number: Addition and subtraction within 10</p> <p>Geometry: Shape</p>		<p>Number; Place value (within 20)</p> <p>Number; Addition and subtraction within 20</p> <p>Number; Place value within 50</p>		<p>Number: Multiplication and division</p> <p>Number: Fractions</p> <p>Geometry: Position and direction</p>	

	Consolidation		Measurement: Length and height Measurement: Mass and volume		Number: Place value (within 100) Measurement; Money Measurement; Time Consolidation	
<b>English /Key texts</b>	Our Trip to the Woods – recount (WS) Harry and the Dinosaurs Dear Dinosaur – letters Life on Earth: Dinosaurs - Non-chronological report Text: Little Kids First Big Book of Dinosaurs Text: what to do if an Elephant Stands on Your Foot.	Ice Planet Adventure Park - persuasion (WS) The Last Stop on Market Street – story (WS) When I am By Myself – poem (WS) Firework Night – poetry (WS) Grandad’s Island – narrative (WS)	Bold Women in Black History – biography (WS) The Way Back Home: Infinity and Beyond – science fiction (WS)	Wombat goes walkabout – adventure story (WS) Creature Features - explanation How to Help a Hedgehog and Protect a Polar Bear – instructions 10 record breaking animals Text: The Tiger who Came to Tea Text: The Monkey Puzzle Text: The Lost Words	Hybernation – non-chronological report (WS) Superworm Bugs  Text: What on Earth – the creatures you have never heard of.	Song of the Sea – Irish Myth (WS) Katie Morag The Mousehole Cat The Lighthouse Keeper (Series) How Does a Lighthouse Work? At the Beach
<b>Culture, Diversity and Equality</b>	Fossil hunter – ‘Mr Bones’, Barnham Brown.  Text: Are You a Boy or a Girl? Mary Anning  Key piece of music: Jurassic Park theme track  Key piece of art: Dinosaur Art; Alain Beneteau  Key poem: The Dinosaur Dinner, June Crebbin AND Maggie and the Dinosaur, Dave Ward	Exploring at the different cultures in our school and local community.  Text: My Two Grandads Text: I am Fred.  Key piece of music: Our House, Madness AND This is Me, Showman  Key piece of art: Self-portrait, Pablo Picasso  Key Poem: Childhood Tracks, James Berry	Learn about Martin Luther King and Bayard Rusting – treating people fairly.  Text: Perfectly Norman  Key piece of music: Memory from Cats the Musical by Andrew Lloyd Webber.  Key piece of art: ‘Family Group’ sculpture by Henry Moore.  Key poem: If all the World Were by Joseph Coelho	Anya Elizabeth Johnson – Marine Biologist  Text: The Pirate Mums  Key piece of music: Mr Mistofflees, cats the Musical, Peter and the Wolf, P.Prokofiev  Key piece of art: Jungle paintings but Henry Roussau  Key Poem: Macavity the Mysterious Cat	Text: Malala Yousafzai Text: Freedom we sing.  Key piece of music: Hard Day’s night, the Beatles  Key work of art: Giant Peacock Moth, Van Gogh  Key poem: Nature Trail, Benjamin Zephariah	Pack a bag for Emma and her Mums to go on holiday.  Text: Hello Sailor  Key piece of music: Hound Dog by Elvis Presley  Key work of art: Three Musicians by Pablo Picasso  Key poem: ‘My Dad’s a Rock and Roll star!’ By Ian Bland.
<b>Enrichment</b>	Safari Park visit		Blists Hill visit		Dance workshops	
<b>Mindful Moments</b>	-Pupils will learn that nerves are a normal part of life and we often feel these emotions when we are preparing to do	-Pupils build tolerance and respect for others. -Pupils develop a clear sense of who they are. -Self-esteem activities.	-Recognise and name feelings. Show an understanding of how people may feel in different scenarios. How	-Understand why animals are becoming extinct and what we can do to save them.	Pupils will look at how they can actively work to protect a species, they will create a bug hotel ensuring creepy crawlies	Pupils will consider how music can help us experience a wide range of emotions, even if these

	<p>something daunting such as presenting to an audience. -Pupils will learn coping strategies so that they can overcome their nerves. -Pupils will use their learning on dinosaur habitats to come to appreciate the places that they live. Gratitude diary.</p>		<p>feelings can change over time.</p>	<p>-Knowing that every living thing has right and responsibility.</p>	<p>have all they need to keep them safe.</p> <p>Pupils reflect on what is happening to the bees and make links about how they feel when they are not treated kindly or fairly.</p>	<p>emotions are sometime difficult or sad.</p> <p>Think about other creative hobbies that impact the way they feel.</p>
<p><b>Learning Through Nature</b></p> <p><b>National Outdoor Curriculum and PE objectives</b></p>	<p><b>RE (KS1 pg 226-239)</b></p> <p>-Learning to identify individual characteristics to say what is important to us and others and identify emotions.</p> <p>-Learning to describe the wonder of nature in the outdoor area.</p> <p>-Learning to reflect on our emotional responses to nature, to find colour in nature and make a picture using natural things.</p> <p>-Learning how some people express thankfulness through songs, hymns and prayers.</p> <p>-Learning how religions reflect on the wonder of nature and feel closer to God.</p> <p>-How people care for natural things including the smallest of creatures and reading an Islamic</p>	<p><b>Mapping (KS1 pg 100-113)</b></p> <p>-Learning to explore our setting using an aerial view.</p> <p>-Identify key features and find them in the grounds.</p> <p>-Learning to use photo orienteering to find routes to specific places.</p> <p>-Learning to follow a rope trail to find and remember objects then draw what we have found.</p> <p>-Learn to follow an arrows trail then remember and draw what you found.</p> <p>-Create own map and drawing of the area.</p> <p>-Learn to mark points on a map.</p> <p><u>PE</u></p> <p>-Mastering basic body movements and developing agility, balance and coordination (ABCs).</p> <p>-solve more challenging problems as an individual.</p>	<p><b>Structures (KS1, pg 184-197)</b></p> <p>-Learning how cross structures are designed and made strong.</p> <p>Learning how frame-based structures are designed and made strong.</p> <p>-Learning how tripod structures are designed and made strong.</p> <p>-Learning how parallel wood structures and designed and strengthen.</p> <p>-using and applying our learning to make structures for a mini fairy village.</p> <p><u>PE</u></p> <p>-Mastering basic body movements and developing agility, balance and coordination (ABCs).</p> <p>-Comprehend that one thing can represent another.</p>	<p><b>Stick Animals (KS1, pg 44-57)</b></p> <p>-Learning to explore and sort shapes I our outside area.</p> <p>-Learning to use a trail to find natural materials with which to make repeating patterns and shape pictures.</p> <p>-Investigating how 2D shapes can be used to create woodland figures using sticks.</p> <p>-Learning how 2D and 3D shapes can be used to make a shelter using natural materials.</p> <p>-Learning to make a spider-web structure using triangles made of and natural materials.</p> <p>Investigation which 3D shapes are most effective as a base when lighting a fire.</p> <p><u>PE</u></p>	<p><b>Science: Houses (KS1, pg 72-85)</b></p> <p>-Learning to name different objects and understand what they are made from.</p> <p>-Learning to identify objects, what they are made from and what properties they have.</p> <p>-Learning to investigate and carry out different tests on materials to find out more about their properties.</p> <p>-Learning to classify materials according to their properties.</p> <p>-Carry out a simple test ‘ what material is best for an umbrella?’</p> <p>-Learn to build houses using different materials and to test how strong they are?</p> <p><u>PE</u></p> <p>-Mastering basic body movements and</p>	<p><b>Art (KS1, pg 156-169)</b></p> <p>-Investigate colour and use this to explore the outdoor learning area.</p> <p>Investigate line and drawing natural objects.</p> <p>-Exploring colour and shapes and printing using natural colours.</p> <p>-Learn about colour and textures in nature and how they can be used for camouflage.</p> <p>-Explore shapes in nature by making clay leaf tiles.</p> <p>-Explore form by making woodland creatures out of clay and natural objects.</p> <p><u>PE</u></p> <p>-Develop fundamental movement skills in a range of games.</p> <p>-Select and apply skills to beat the opposititon.</p>

	<p>story of The Prophet and the Ants.</p> <p><b>PE</b></p> <p>-Develop fundamental movement skills in a range of games.</p> <p>-Use thinking skills to solve multi-step problems.</p>		<p>-To recognise rule and apply them in competitive games.</p>	<p>-engage in competitive activities against self and others.</p> <p>-take part in activities with increasing challenge to build confidence.</p>	<p>developing agility, balance and coordination (ABCs).</p> <p>-Introduce the concept of simple tactics.</p> <p>-To recognise rule and apply them in competitive games.</p>	
<b>Science</b>	<p><b>Plants</b></p> <p>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>- Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Depth: Plants</p> <p>Assessment Question: Could a sunflower survive in the Antarctic?</p> <p><b>Experiments- Identifying and classifying:</b></p> <p>Hook- Mr Green muddled up the plants in his garden centre. He now can't decide how to order them for his customers. Can you help him?</p>	<p><b>Experiments</b></p> <p>-identify similarities and differences in relation to materials - (bread/toast/baking/candle wax/eggs/ice – reversible and irreversible)</p> <p>-looks loosely at similarities and differences, patterns and changes in nature (flowers attracting bees, birds feeding in different places, examining over time.</p> <p>-talks about features of their own immediate environment and how it might vary from one to another (erosion/windmills/waterfalls)</p> <p>How can we...? What would happen if...? I wonder....?</p>	<p><b>Everyday materials</b></p> <p>- Distinguish between an object and the material from which it is made</p> <p>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>- Describe the simple physical properties of a variety of everyday materials</p> <p>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Experiments- Comparative and fair testing:</b> Hook- Little Red Riding Hood keeps getting wet as she walked through the forest to Grandma's house. Can you find a suitable material to make her a</p>	<p><b>Animals, including humans</b></p> <p>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) --Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><b>Experiments- Pattern seeking:</b> Hook-Laura thinks that older children have longer legs. Is she correct?</p> <p><b>Identifying and classifying:</b> Hook- Richard has lots of different animals in his toy box. He can't decide how to sort them. Can you help him?</p> <p>Hassan thinks that all animals eat other animals for food. Sally thinks that some animals only eat grass. Who is correct?</p>	<p><b>Seasonal changes</b></p> <p>- Observe changes across the four seasons</p> <p>- Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Experiments- Identifying and classifying/ Observing changes over time/ Research:</b> Hook- Mrs Holden- Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same?</p> <p><b>Observing over time:</b></p> <p>Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct?</p>	

	<p>Hook- Jack says that all leaves are the same but Sarah says that all leaves are different. Who is correct?</p> <p><b>Observing over time:</b>  <b>Hook-</b> Mrs Smith planted some sunflower seeds last month. She can see they have started to grow but isn't sure how fast they will produce flowers. Can you help her?</p> <p><b>Pattern seeking:</b> Hook-Sam likes to make long daisy chains. She needs to find a place in the field where the most daisies grow. Can you investigate this?</p>		<p>new coat out of?  (Waterproof/Not Waterproof)</p> <p><b>Identifying and classifying:</b> Material hunt:  Hook- Fiona wants to go on a martial hunt for all the things that are made from the same material. She chooses wood. Can you do the same? Choose your own material.  -- Hook- Mrs Holden-Gough needs to know which trees we have in our school grounds so that we can look after them properly. How can we help her? Do the trees always look the same?</p> <p><b>Observing over time:</b>  Hook- Mrs Holden- Gough says she prefers the summer because she says there are more hours of sunlight each day. Is she correct?</p>			<p>Mrs Mills says she prefers the winter because it is colder and she likes to wear woolly jumpers and hats. Is she correct?</p>
<p><b>History</b></p>	<ul style="list-style-type: none"> <li>-Develop a wider understanding of a time period from a range of sources.</li> <li>-Ask and answer questions about the past from sources e.g. photographs.</li> <li>-Cc.</li> </ul>	<ul style="list-style-type: none"> <li>-Use some appropriate vocabulary (everyday terms) relating to the passing of time</li> <li>-Use some of the different ways the past is represented to gather information</li> <li>-Changes within living memory</li> </ul>	<ul style="list-style-type: none"> <li>-Use simple vocabulary associated with the past and to describe the passing of time.</li> <li>-Order historical events within a period of history and remember important dates from the past.</li> <li>-Describe similarities and differences between their own life and lives in the past.</li> </ul>		<ul style="list-style-type: none"> <li>- Use simple vocabulary associated with the past and to describe the passing of time.</li> <li>-Order historical events within a period of history and remember important dates from the past.</li> <li>-Begin to understand cause and effect by considering the actions of an important historical figure.</li> </ul>	<ul style="list-style-type: none"> <li>-Describe similarities and differences between their own life and lives in the past.</li> <li>-Compare the lives of famous historical figures and explore significant events from the time period that they lived.</li> </ul>

			<p>-Develop a wider understanding of a time period from a range of sources.</p> <p>-Ask and answer questions about the past from sources e.g. photographs.</p>		<p>-Develop a wider understanding of a time period from a range of sources.</p> <p>-Ask and answer questions about the past from sources e.g. photographs.</p>	
<b>Geography</b>	<p>-Describe a place using simple language</p> <p>-Understand Geographical similarities and differences through studying the human and physical features.</p> <p>-Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	<p>- Describe a place using simple language</p> <p>-Understand Geographical similarities and differences through studying the human and physical features.</p> <p>-Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	<p>-Identify seasonal and daily weather patterns in the UK.</p> <p>-Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p>	<p>-Name and locate the world's seven continents and five oceans.</p> <p>Identify the north and south poles and consider the location of hot and cold places in the world.</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries, countries of the world, continents and oceans.</p> <p>--Devise simple maps and construct basic symbols in a key.</p> <p>-Explore aerial photographs and plan perspectives to identify landmarks and basic human and physical features.</p>	<p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-identify similarities and differences of the human and/or physical geography of a local place to that of a contrasting place of a non-European country.</p> <p>- Use basic geographical vocabulary to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>-Identify seasonal and daily weather patterns in the UK.</p> <p>Describe how humans affect the local environment e.g. pollution and litter.</p>	
<b>ICT</b>	<p><b>Coding - Moving a Robot</b> NCCE (6) <a href="https://drive.google.com/drive/folders/1QHPLZcrioPM51UM30wquesfjOBdG1z1C">https://drive.google.com/drive/folders/1QHPLZcrioPM51UM30wquesfjOBdG1z1C</a>.</p> <p><b>Health, Wellbeing and lifestyle</b></p>	<p><b>Introduction to Animation</b> Purple Mash Unit 1.4 Lego Builders (3)</p> <p>Purple Mash Unit 1.5 Maze Explorers (4)</p> <p><b>Self-Image and Identity</b> -I can recognise, online or offline, that anyone can</p>	<p><b>Technology Around Us</b> NCCE (6) <a href="https://drive.google.com/drive/folders/1f6lzebLlvTCNpIDSGywlopsdlaVi QgG">https://drive.google.com/drive/folders/1f6lzebLlvTCNpIDSGywlopsdlaVi QgG</a></p> <p>OR</p> <p>Purple Mash Unit 1.9</p> <p><b>Online Relationships and Reputation</b></p>	<p><b>Digital Painting</b> NCCE (6) <a href="https://drive.google.com/drive/folders/1T17Tcrrgjh8dDie6iKPCa6yUf0Hzmci">https://drive.google.com/drive/folders/1T17Tcrrgjh8dDie6iKPCa6yUf0Hzmci</a></p> <p>Purple Mash Unit 2.6 (5)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p>	<p><b>Digital Writing and Animation</b> Purple Mash Unit 1.6 (5)</p> <p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p><b>Privacy and security</b></p>	<p><b>Grouping Data</b> NCCE (6) <a href="https://drive.google.com/drive/folders/1C_VNS0JUG1RZmaX6pQX48YgLLNHuu7n">https://drive.google.com/drive/folders/1C_VNS0JUG1RZmaX6pQX48YgLLNHuu7n</a></p> <p>OR</p> <p>Purple Mash Unit 1.2 (6)</p>

	<p>-I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>-I can give some simple examples of these rules</p>	<p>say 'no' / 'please stop' / 'I'll tell' / 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>-I can explain how this could be either in real life or online.</p>	<p>-I can identify ways that I can put information on the internet.</p> <p>-I can recognise some ways in which the internet can be used to communicate.</p>	<p><b>Managing online information.</b></p> <p>- I can talk about how to use the internet as a way of finding information online</p> <p>- I can identify devices I could use to access information on the internet.</p>	<p>-I can give reasons why I should only share information with people I choose to and can trust. (Y1)</p> <p>Cross curricular application in Topic/Science/English.</p>	<p><i>APPLICATION FOR A PURPOSE/ACROSS CURRICULUM.</i></p> <p><b>Copyright and ownership</b></p> <p>-I know that work I create belongs to me (Y1)</p> <p>-I can name my work so that others know it belongs to me (Y1)</p>
<b>Music</b>	<p><b>Big Bear Funk</b></p> <p>- Sing a variety of songs and chant rhymes</p> <p>- Clap and tap rhythmic patterns</p> <p>- Create a range of different sounds</p> <p>-How pulse, rhythm and pitch work together.</p>	<p><b>Hey You!</b></p> <p>- Sing and perform with others in a musical production/story</p> <p>- Follow instructions when singing with others</p> <p>-How pulse, rhythm and pitch work together. Singing and rapping.</p>	<p><b>Rhythm in the Way We Walk and Banana Tap</b></p> <p>- Listen and respond to two different pieces of music; describe the mood of a piece.</p> <p>- Playing/singing in different styles and learning about those styles.</p>	<p><b>In the Groove</b></p> <p>-Use voice to sing songs with expressions</p> <p>- Compare voices and instrumental sounds: which sounds are similar/opposites</p> <p>- Playing/singing in different styles and learning about those styles.</p>	<p><b>Round and Round</b></p> <p>- Use terms louder and quieter to describe changes in a piece of music</p> <p>- Create a sequence of sounds</p> <p>- Create their own lyrics.</p>	<p><b>Your Imagination</b></p> <p>- Recognise simple structure of songs e.g. verse; chorus</p> <p>- Listen to and copy a very simple melodic pattern</p> <p>- Make choices about performance.</p> <p>- Use some language of music.</p>
<b>PE</b>	<p><b>Attack defend shoot Unit 1 and 2</b></p> <p>-Begin to engage in competitive activities.</p> <p>-Practice basic movements including running, jumping, throwing, catching.</p> <p>-Experience opportunities to improve agility, balance and coordination.</p> <p>-Recognise rules and apply them.</p> <p>-Use and apply simple strategies for invasion games.</p> <p>-Preparing for and explaining the reasons why we exercise.</p>	<p><b>Gymnastics Unit 1 and 2</b></p> <p>-use simple gymnastic actions and shapes.</p> <p>-apply basic strength to gymnastic actions.</p> <p>-begin to carry basic apparatus.</p> <p>-recognise like actions and link them.</p> <p>-perform a variety of basic actions showing control.</p> <p>-learn to spin, turn, twist, rock and roll and link these.</p> <p>-perform longer movement phrases and link with confidence.</p>	<p><b>Dance Unit 1 and 2</b></p> <p>-respond to a range of stimuli</p> <p>-explore space, direction, levels and speed and performing with different body parts.</p> <p>-build simple movement patterns from given actions.</p> <p>-compose and link actions to make simple movement phrases.</p>	<p><b>Send and return Unit 1 and 2</b></p> <p>-send an object with increased confidence using a hand or bat.</p> <p>-move towards a moving ball to return it</p> <p>-send and return a variety of balls.</p> <p>-track, intercept and stop a variety of objects</p> <p>-select and apply skills to beat the opposition.</p>	<p><b>Hit catch run Unit 1 and 2</b></p> <p>-hit objects with hand or ball</p> <p>-track and retrieve a rolling ball</p> <p>-throw and catch a variety of balls and objects</p> <p>-develop sending and receiving skills to benefit fielding as a team.</p> <p>-distinguish between the roles of batter and fielder</p> <p>-introduce the concept of simple tactics.</p>	<p><b>Run jump throw Unit 1 and 2</b></p> <p>-begin to link running and jumping</p> <p>-learn and refine a range of running</p> <p>-develop throwing techniques to throw over longer distances</p> <p>-increase stamina and core strength</p> <p>-work collaboratively on more complex tasks</p> <p>-work to improve strength, balance, agility and coordination.</p>



<p><b>Art</b></p>	<p><b>Model dinosaur eggs, bones and footprints.</b>          -Handle and manipulate a range of rigid and malleable materials and describe how they feel.          -Use modelling materials such as clay to make 3d forms (real or imagined).</p>	<p><b>Self Portraits</b>          -Begin to explore and record simple ideas or experiences in a sketchbook.          -Record and explore ideas from first hand observations.          - Use outline and tone to draw shapes., patterns and outlines.</p>	<p><b>3d sculpture</b>          -Use line and tone to draw shapes, patterns and outlines.          -Handle and manipulate a range of rigid and malleable materials and describe how they feel.          -Use modelling materials such as clay to make 3d forms (real of imagined).</p>	<p><b>Henry Moore inspired pictures.</b>          -Use line and tone to create pictures of animals.          -To begin toe explore the work of artists, craftspeople and designers from different times and cultures.          Pupils know how pencil lines can be used to crate effective sketches.          -Use line and tone to draw shapes, patterns and outlines.          -Use a variety of tools and techniques including different brush sizes, layering, mixing media and scraping through.          -Work on different scales.          -Identify primary colours by name.          -Mix primary shades and tones.          -Mix and match colours to artefacts and objects.</p>	<p>-Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk.          -Experiment with a range of artistic techniques e.g. collage and printing.          -Build repeating patterns using colours, shapes and natural materials.          -Take a photograph of someone else or a scene.          -Use the zoom feature to capture detail.          --Begin to explore the work of artists, craftspeople and designers from different times, cultures, making links to their own work.          -Review what they have done and say what they think and feel about it.          -Identify what they might change in their current work or develop in future work.</p>	<p><b>South African Art</b>          -build repeating patterns using colours, shapes and natural materials.          -experiment with a variety of media: pencils, rubbers, crayons, pastels, chalks, felt tips and ballpoints.</p>
<p><b>DT</b></p>	<p><b>Moving dinosaur models</b>          -Design purposeful, functional and appealing products for themselves and others users based on a design criteria.          -Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.</p>	<p><b>Models of their houses/room</b>          -Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups or digital representation.          -Select, explain and use a range of tools and equipment for practical tasks (for example; cutting, shaping, joining and finishing)</p>				<p><b>Percussion Instruments</b>          -Design purposeful, functional and appealing products for themselves and others users based on a design criteria.          -Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.</p>

		<p>-Select from and use a range of materials and components, including construction materials and textiles, according to their characteristics.</p> <p><b>Favourite foods</b> -Explore a broad range of food and food types beginning and simply prepare food for cooking i.e. peel, chop, grate.</p>				
RE	<p><b>1. Why have signs of belonging?</b> Introduce the idea of having signs of belonging to something. What are the signs of belonging? A cross, statue of Jesus and a local church. Signs of belong to Islam. Do the children identify themselves or belong to a faith?</p>	<p><b>2. Why is Divali celebrated?</b> Look into the story of Rama and Sita. Who were Rama and Sita? What is Divali? Why is Christmas celebrated? Who was Jesus? Why is he still remembered today? Was he the prince of peace? The birth story of Jesus. How is Christmas celebrated?</p>	<p><b>3. Why help others?</b> Reaching out to help others. Jesus and Zacchaeus. People who help us. Mum, Dad, brothers, sisters. Who can you help? Why reach out to help others? Should we just look out for ourselves? Jesus' Golden Rule.</p>	<p><b>4. Why is Easter celebrated?</b> Can life change into a new life? Create an Easter / Glorious new life table. Seed to grass, acorn to oak, bulb to daffodils, caterpillar to butterfly, egg to chicken. What happened in the last week of Jesus' life? The Easter story, death and resurrection.</p>	<p><b>5. Why are babies baptised?</b> Explore the children's ideas about infant baptism. What does baptism mean? Why are babies baptised? Joining the Family of God. How are babies welcomed into Islam? Whispering the name of God, shaving the child's head, honey on tongue.</p>	<p><b>6. What is God like?</b> Share ideas about God. Explore the Christian idea of God as a good shepherd, a loving Father as in the Lost Sheep and the Prodigal Son. God forgive and seeks to find those who have gone astray. Is God revealed in Jesus?</p>
French	<p><b>Les Salutations</b> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can</p>	<p><b>Nursery Rhymes</b> -Appreciate and actively participate in traditional short stories and fairy tales. -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Consolidate letter formation skills by copying words in the foreign language from a model.</p>	<p><b>Animals</b> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can have different structures to English.</p>		<p><b>Shapes</b> -Learn to repeat and reproduce the language I hear with accurate pronunciation. -Be able to identify written versions of the words I hear. -Consolidate letter formation skills by copying words in the foreign language from a model. -Start to understand that foreign languages can have different structures to English.</p>	

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