



Year 1 Curriculum Map

Overview					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Traditional Tales Science – The body and senses Geography – countries and capitals of the UK	Theme: Toys through time Science – everyday materials History – toys (within living memory) DT - Puppets – joining, textiles	Theme: Heroes who helped! Science - plants History – significant person – Florence Nightingale DT – Moving picture book	Theme: Maps, motors and movement Science - plants Geography – human and physical geography History – transport through time	Theme: Fire! Fire! Science – animals including humans History – the Great Fire of London DT – Fire engines	Theme: Adventure awaits Science – the seasons Geography – weather and map skills
Fairytale day	Toy talk (sharing favourite toys) KS1 performance (Eddie the penguin saves the world!)	Doctor or nurse visit	Transport talk (pilot visit)	Firefighter visit	Explorer Day

English Reading					
Topics	Topics	Topics	Topics	Topics	Topics
Skills	Skills	Skills	Skills	Skills	Skills
Nouns Adjectives Sequencing and ordering Simple sentences Spell: Words containing each of the 40+ phonemes already taught. Common exception words. Naming the letters of the alphabet in order. begin to form lower-case letters in the correct. Direction, starting and finishing in the right	Simple sentences with capital letters and full stops that make sense. Beginning to understand stories can have a beginning, middle and end. Verbs Beginning to understand the past tense. The days of the week. Form capital letters. Write sentences by: Saying out loud what they are going to write about.	Planning and writing a story based on a well-known traditional tale. Writing about their observations in simple sentences. Using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. Write sentences by:	To retell stories based on real life events. To use the past tense. To write in role. The days of the week English. Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes]. Write sentences by:	To begin to extend sentences using joining words such as and, but and because. To use repetition in stories. To use noun phrases to add description to their writing. using the prefix un- using –ing, –ed, –er and –est. How the prefix un- changes the meaning of verbs and adjectives. Write sentences by:	To write in the past tense. To write in clear sentences with capital letters and full stops conveying clear meaning. To write for an audience. Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to

<p>place. Form digits 0-9.</p> <p>How words can combine to make sentences.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p> <p>Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Sequencing sentences to form short narratives.</p>	<p>Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p> <p>Joining words and joining clauses using and.</p>	<p>Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p>	<p>Saying out loud what they are going to write about Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing Joining words and joining clauses using and.</p>	<p>check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p>
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English Writing					
Topics	Topics	Topics	Topics	Topics	Topics
<p>Narrative: Character description, setting description and narrative Non-Fiction: Instructions Poetry: Nursery Rhymes</p>	<p>Narrative: Character description, narrative, diary Non-Fiction: Toy fact file Poetry: List poems</p>	<p>Narrative: Letter, narrative for picture book (DT) Non-Fiction: Instructions, short biography Poetry: Acrostic</p>	<p>Narrative: – Post card (in role), narrative Non-Fiction: Non-Chronological report Poetry – Sound poems</p>	<p>Narrative: Diary, setting description Non-Fiction: Fact-file (humorous) Poetry: Senses poem</p>	<p>Narrative: Character, thought bubbles, narrative Non-Fiction: Newspaper report Poetry: Shape poems</p>
Skills	Skills	Skills	Skills	Skills	Skills
<p>Nouns. Adjectives. Sequencing and ordering. Simple sentences.</p> <p>Spelling: Words containing each of the 40+ Phonemes already taught. Common exception words.</p> <p>Naming the letters of the alphabet in order.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form digits 0-9.</p> <p>How words can combine to make sentences.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils.</p>	<p>Simple sentences with capital letters and full stops that make sense.</p> <p>Beginning to understand stories can have a beginning, middle and end.</p> <p>Verbs. Beginning to understand the past tense.</p> <p>The days of the week English.</p> <p>Form capital letters.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Planning and writing a story based on a well-known traditional tale.</p> <p>Writing about their observations in simple sentences.</p> <p>Using letter names to distinguish between alternative spellings of the same sound add prefixes and suffixes.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p> <p>Joining words and joining clauses using and.</p>	<p>Retelling stories based on real life events. Using the past tense. Writing in role.</p> <p>The days of the week English.</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</p> <p>Regular plural noun suffixes –s or –es (for example, dog, dogs; wish, wishes).</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p>	<p>To begin to extend sentences using joining words such as and, but and because. To use repetition in stories.</p> <p>To use noun phrases to add description to their writing.</p> <p>Using the prefix un- using –ing, –ed, –er and –est.</p> <p>How the prefix un- changes the meaning of verbs and adjectives.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. read aloud their writing.</p> <p>Joining words and joining clauses using and.</p>	<p>To write in the past tense.</p> <p>To write in clear sentences with capital letters and full stops conveying clear meaning.</p> <p>To write for an audience.</p> <p>Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing.</p>

Read aloud their writing.					
Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.					
Sequencing sentences to form short narratives.					

Mathematics					
Topics	Topics	Topics	Topics	Topics	Topics
Place Value (Within 10)	Shape	Place Value (within 20)	Place Value (within 50)	Multiplication and Division	Place Value (within 100)
Addition and Subtraction		Addition and Subtraction	Length and height & Mass and Volume	Fractions	Money Time
Skills	Skills	Skills	Skills	Skills	Skills
Count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number.	Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]. 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.	Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.	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.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
Count, read and write numbers to 10 in numerals.		Count, read and write numbers to 20 in numerals.	Count, read and write numbers to 50 in numerals; count in multiples of twos, fives and tens.	Count in multiples of twos, fives and tens.	Count, read and write numbers to 100 in numerals.
Given a number, identify one more and one less.		Given a number, identify one more and one less.	Given a number, identify one more and one less.	Recognise, find and name a half as one of two equal parts of an object, shape or quantity.	Count in multiples of tens - given a number, identify one more and one less.
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.		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.	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.	Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	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.
Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	Read and write numbers from 1 to 20 in numerals and words.		Read and write numbers from 1 to 20 in numerals and words.
Represent and use number bonds and related subtraction facts within 10.		Represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero.	Compare, describe and solve practical problems for: Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half). Mass/weight (for example, heavy/light, heavier than, lighter than). Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).		Recognise and know the value of different denominations of coins and notes.
Add and subtract one-digit and two-digit numbers to 10, including zero.					
Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - - 9$.		Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - - 9$.			
			Measure and begin to record the following: Lengths and heights - mass/weight. Capacity and volume.		

Science					
Topics	Topics	Topics	Topics	Topics	Topics
Human body and the senses	Everyday materials	Plants	Plants	Animals including humans	Seasonal changes
Skills	Skills	Skills	Skills	Skills	Skills

<p>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>Describe the basic needs of humans for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different food types and hygiene.</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>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Compare common plants and describe how they have been grouped.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Draw diagrams of plants including trees, labelling the different parts of the plant.</p>	<p>Plant and observe the growth of vegetables and flowers.</p>	<p>Describe the basic needs of animals including humans for survival (water food and air).</p> <p>Identify and name a variety of common animals, including fish, amphibians, mammals, reptiles and birds.</p> <p>Identify and name a variety of animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare a variety of common animals.</p> <p>Notice that animals including humans have offspring which grow into adults.</p>	<p>Observe changes across the four seasons.</p> <p>Comparisons between UK and Saudi Arabia.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
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Humanities					
Topics	Topics	Topics	Topics	Topics	Topics
Geography: Countries and capitals of the UK	History: Toys through time – significant changes within living memory	History: Florence Nightingale – significant people	History: Transport through time – significant events	History: The Great Fire of London	Geography: Continents, oceans, compass points and weather.
Skills	Skills	Skills	Skills	Skills	Skills
<p>Name the four countries of the United Kingdom and the capital cities.</p> <p>Identify the countries and capital cities of the UK on a map.</p> <p>Identify characteristics of the different countries of the UK.</p> <p>Name the seas surrounding the UK.</p>	<p>Develop an awareness of the past, using common words and phrases to describe the passing of time.</p> <p>Understand chronology and understand where different time periods fit within a chronological framework.</p> <p>Compare similarities and differences of different time periods.</p> <p>Identify significant changes within living memory.</p>	<p>To identify significant people and their national and international achievements.</p> <p>To ask and answer questions about the past.</p> <p>Identify ways we find out about the past.</p>	<p>Identify and describe events beyond living memory.</p> <p>Use vocabulary to describe features of human and physical geography.</p>	<p>Identify ways we find out about the past.</p> <p>Identify and describe events beyond living memory.</p>	<p>Use <i>world maps, atlases and globes</i> to identify the <i>United Kingdom</i> and its countries as well as the countries, continents and oceans.</p> <p>Use simple <i>compass directions</i> and locational and directional language to describe the location of features and routes on a map.</p>

Computing					
Topics	Topics	Topics	Topics	Topics	Topics
Online safety and exploring Purple Mash Animated stories	Lego builders and maze explorers	Pictograms	Grouping and sorting	Coding	Spreadsheets Technology outside of school
Skills	Skills	Skills	Skills	Skills	Skills
<p><u>Online Safety</u> Pupils can log in to Purple Mash using their own login. Pupils are beginning to develop their understanding of ownership of work online. Pupils can save their work in the My Work folder in Purple Mash and understand that this is a private saving space just for their work. Pupils can search Purple Mash to find resources. Pupils will know how to use the different icons and writing cues to add pictures and text to their work. Pupils can log out of Purple Mash when they have finished using it and know why that is important.</p> <p><u>Animated Stories</u> Pupils know the difference between a traditional book and an e-book. Pupils can add text to a page.</p>	<p><u>Lego Builders</u> Pupils know that by following the instructions correctly, they will get the correct result Pupils know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective Pupils know that correcting errors in an algorithm or program is called 'debugging'.</p> <p><u>Maze Explorers</u> Pupils know how to use the direction keys in 2Go to move forwards, backwards, left and right. Pupils know how to add a unit of measurement to the direction in 2Go Challenge 2. Pupils know how to undo their last move. Pupils know how to move their character back to the starting point. Pupils can use diagonal direction keys to move the characters in the right direction.</p>	<p>Understand that data can be represented in picture format. Contribute to a class pictogram. Use a pictogram to record the results of an experiment.</p>	<p>Begin to think logically about the steps of a process. Sort items using a range of criteria. Sort items on the computer using the 'Grouping' activities in Purple Mash. Bring together logical thinking and the use of technology. Introduce the term 'algorithm' to describe logically following a process.</p>	<p>Understand what instructions are. Predict what will happen when instructions are followed. Understand that computer programs work by following instructions called code. Use code to make a computer program. Understand what objects and actions are. Understand what an event is. Use an event to control an object. Understand what an event is. Begin to understand how code executes when a program is run. Understand what backgrounds and objects are. Understand how to use the scale attribute (property). Plan a computer program. Make a computer program.</p>	<p>Find and understand examples of where technology is used in the local community. Record examples of technology outside school.</p>

Pupils can open previously saved work. Pupils can add an animation to a page. Pupils can play the pages created. Pupils can add a sound to the page. Pupils can add voice recording to the page. Pupils can create music for a page.	Pupils know how to create a simple algorithm. Pupils know how to debug their algorithm.				
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Art					
Topics	Topics	Topics	Topics	Topics	Topics
Principles of Design Self Portraits	Production Famous artists	Landscapes Composition Famous artists	Formal Elements of Art Principles of Design	Portraits Space	Landscape Composition Famous Artists
Skills	Skills	Skills	Skills	Skills	Skills
Know what the word pattern means and how to use it to achieve radial symmetry. Understand how wax resist works and be able to apply the correct amount of paint to achieve a clear resist. Draw a self-portrait in proportion.	Draw a character from the Year 1/2 production using proportion to be displayed in MH. Be able to use the colour wheel to choose two complimentary colours for the flower paintings and use the correct vocabulary to describe these choices. Identify the work of Georgia O'Keefe and know it's monetary value.	Create a painting with depth, to include a foreground, middle ground and background. Use non-traditional tools to paint; sponge, fork, rollers, daubers etc. Identify the work of Henri Rousseau.	Draw different forms of transport in detail and in proportion. Understand how to use formal elements of art such as form and shape to draw an object.	Draw a portrait whilst being able to control charcoal. Make a tint by adding white paint to a colour to create a galaxy background.	Identify the work of Monet and Vincent Van Gogh and replicate how they used brushstrokes in their paintings. Add detail to the foreground with oil pastels to create texture. Understand the term reflection and mirror symmetry when painting.

Music					
Topics	Topics	Topics	Topics	Topics	Topics
Exploring Sounds	Exploring Duration	Exploring Pulse and Rhythm	Exploring Pitch	Exploring Instruments and Symbols	Exploring Timbre, Tempo and Dynamics
Skills	Skills	Skills	Skills	Skills	Skills
Create and respond to vocal sounds. Recognise and develop a sense of steady beat through using voices and body percussion. Perform changes in tempo. Learn to play percussion with control. Keep a steady beat and using dynamics to vary the musical effect. Identify and keep a steady beat using movement, body percussion and instruments.	Understand pitch, and making high and low vocal sounds. Relate pitch to high and low body posture. Understand pitch by singing a song with contrasting high and low melodies. Identify and play high and low pitches in music Explore and develop an understanding of pitch using the voice and body movements. Explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments. Improvise descriptive music. Control duration and dynamics using voices, body percussion and instruments. Identify a sequence of sounds (structure) in a piece of music.	Play and maintaining a steady beat. Sequencing sounds. Play at different speeds (tempi). Control changes in speed (tempi). Identify changes in pitch and responding to them with movement. Contrast changes in pitch with changes in dynamics (volume). Relate pitch changes to graphic symbols and performing pitch changes vocally. Listen and respond to a falling pitch signal.	Explore different sound sources and materials. Analyse the dynamics and duration of sounds around the school. Explore these elements/ dimension on instruments. Create two contrasting textures. Interpreting sounds and exploring instruments. Create a soundscape as part of a song performance. Mark a steady beat with voices and body percussion. Count a steady beat in patterns of 2, 3 and 4 beats (metre). Perform a steady beat in patterns of 2, 3 and 4 beats (metre). Explore different ways to emphasise the first beat in a repeating pattern or metre. Identify metre by recognising its pattern. Divide the number 12 into 2s 3s and 4s. Explore sounds on instruments and finding different ways to vary their sound.	Combine voices, movement and instruments to perform a chant and a song. Keep a steady beat on instruments. Create word rhythms. Perform word rhythms with movement. Play and combine simple word rhythms. Respond to music in movement. Create a picture in Sound. Understand musical structure by listening and responding. Perform a simple repeated pattern.	Sing Songs (topic related). Take part in singing, accurately following the melody. Make and control long and short sounds, using voice and instruments. Perform together with concentration. Learn new songs and chants. Respond to change of mood in a piece of music with a slow and fast steady beat. Rehearse and perform with others.

PE

Topics	Topics	Topics	Topics	Topics	Topics
Dodgeball Gymnastics	Basketball Athletics	Handball Football	Cricket/Rounders Tag Rugby	Netball Tennis	Dance Gymnastics
Skills	Skills	Skills	Skills	Skills	Skills
<p><u>Dodgeball</u> Show control of a ball with basic actions. Develop and practise ball handling skills. Move the ball in different ways, practising throwing using overarm and underarm techniques. Roll a ball with some accuracy. Recognise what is successful. Develop fundamental movement skills, becoming increasingly confident. Explore different ways of moving, with and without a ball, developing movement and coordination. Show increasing control when pushing, patting, throwing, and catching a ball. Send objects towards a target with increasing accuracy.</p> <p><u>Gymnastics</u> Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. Combine different ways of travelling exploring a range of movements and shapes. Create linked movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. Develop agility, balance, and coordination.</p>	<p><u>Basketball</u> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Play in a safe way. Move to defend a goal. Throw and catch a ball to themselves and others. Play simple games understanding the rules of the game.</p> <p><u>Athletics</u> Show good teamwork and sportsmanship when taking part in competitive throwing. Develop the overarm throw technique, throwing accurately towards a target. Practice the underarm throw technique, aiming towards a target showing increased control. Show a basic level of control, coordination and consistency when running. Explore and practice a variety of movements including running, jumping, and throwing techniques. Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</p>	<p><u>Handball and Football</u> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Play in a safe way. Move to defend a goal. Throw and catch a ball to themselves and others. Play simple games understanding the rules of the game.</p>	<p><u>Cricket/Rounders</u> Move fluently, changing direction and speed. Show basic control of the ball, including when striking a ball. Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it. Understand and follow simple rules for games and compete in physical activities both against self and against others. Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</p> <p><u>Tag Rugby</u> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Play in a safe way. Move to defend a goal. Throw and catch a ball to themselves and others. Improve movement skills whilst moving with the ball in two hands. (<i>tag rugby</i>) Play simple games understanding the rules of the game. Learn how to tag. (<i>tag rugby</i>)</p>	<p><u>Netball</u> Explore different ways to use, move and send the ball. Develop skills such as sending an object to a target, catching, receiving, rolling, pushing, throwing and basic ball control. Demonstrate a basic underarm throwing action with control and accuracy. Show control of a ball with basic actions. Send/ pass a ball and successfully catch/stop a ball. Develop fundamental movement skills, becoming increasingly confident and competent. Use skills in different ways when playing games. Recognise space in games and use it to your advantage. Move fluently, changing direction and speed easily and avoiding collisions. Show control of the ball with basic actions – including sending a ball/equipment to a target. Can shoot successfully at a goal or target. Play in a safe way. Move to defend a goal. Throw and catch a ball to themselves and others. Play simple games understanding the rules of the game.</p> <p><u>Tennis</u> Use different skills and movements, including aiming into space to try win games. Move fluently, changing direction and speed. Engage in cooperative physical activities. Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking an object. Catch/stop and send/pass a ball – developing technique of throwing and receiving. Understand the concept of moving to get in line with a ball/shuttle to receive it. Show control of a ball with basic actions and explore different ways to use and move with a ball. Send a ball in different ways e.g. throwing, pushing, rolling. Successfully receive (catch/stop) a ball.</p>	<p><u>Dance</u> Respond imaginatively to a range of stimuli. Move confidently and safely in your own and general space, using changes of speed, level and direction. Perform movement phrases using a range of different body actions and body parts – with control and accuracy. Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</p> <p><u>Gymnastics</u> Perform basic gymnastic actions, including travelling, rolling, jumping, and staying still. Develop fundamental movement skills, becoming increasingly confident and competent, moving safely using changes of speed, level, and direction. Combine different ways of travelling exploring a range of movements and shapes. Create linked movement phrases with beginning, middle and ends. Perform movement phrases using a range of different body actions and body parts. Develop agility, balance, and coordination.</p>

Topics	Topics	Topics	Topics	Topics	Topics
Greetings Introduction to Spanish Greetings and salutations Introducing yourself (name) The alphabet	Dates Days of the week Months of the year Shapes The numbers (1-10)	Numbers and Colours Numbers and age My family Colours and flags	Family and Pets Pets, farm and wild animals Countries	Leisure time and School Hobbies Indoor Sports School items Class instructions	Food Snacks and drinks Fruits and vegetables
Skills	Skills	Skills	Skills	Skills	Skills
Familiarise with some greetings and salutations. Say your name. Say how you are. Familiarise with the Alphabet.	Learn the days of the week. Familiarise with the months of the year Know some shapes. Introduce numbers (1-10).	Practise numbers 1-10. Say how old are you. Name family members. Know some colours.	Name family members. Name pets, farm and wild animals. Name countries of the world.	Say the names of hobbies and past times. Name the sports you practise. Name some school items. Understand class instructions.	Say the names of snacks and drinks you like. Name fruits and vegetables.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
	Textiles: Hand puppets	Levers and Sliders: Moving picture book		Wheels and Axles: Moving Vehicle – Fire Engine	
Skills	Skills	Skills	Skills	Skills	Skills
	<p><u>Designing</u> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics.</p> <p><u>Evaluating</u> Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria.</p> <p><u>Technical knowledge and Understanding</u> Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.</p>	<p>Explore and use mechanisms [for example, levers and sliders], in their products. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Select from and use a wide range of materials and components, including construction materials.</p>	<p><u>Designing</u> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p><u>Making</u> Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p><u>Evaluating</u> Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p> <p><u>Technical knowledge and Understanding</u> Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>		