



# Year 1 Curriculum Map

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme:</b> Highstreet History – within living memory Science - materials DT – textiles, joining	<b>Theme:</b> Home and Away Local area Geography and UK contrast, DT - food	<b>Theme:</b> Let it Grow Growing plants and making observations Science – Plants and Animals	<b>Theme:</b> Fire! Fire! Great Fire of London Science - Materials History – events beyond living memory	<b>Theme:</b> Seasons Body and Senses Science and Geography	<b>Theme:</b> Fabulous and Famous History – Significant figures from the past
Topics	Topics	Topics	Topics	Topics	Topics
Skills	Skills	Skills	Skills	Skills	Skills
Read aloud books aligned with phonic knowledge. Re-read for fluency and confidence. Make predictions.	Relate reading material to personal experiences. Participate in discussions about reading material. Make inferences. Recite rhymes and poems from memory.	Re-read for fluency and confidence. Make inferences and predictions. Retell key stories and fairy tales.	Read aloud books aligned with phonic knowledge. Discuss various poems, stories, and non-fiction. Participate in discussions about reading material.	Read common exception words and endings. Re-read for fluency and confidence.	Participate in discussions about reading material. Relate reading material to personal experiences. Read common exception words and endings.

English Writing					
Topics	Topics	Topics	Topics	Topics	Topics
<b>Narrative:</b> Character description, settings, sequencing – beginning, middle, end	<b>Narrative:</b> Adventure: settings, description <b>Non-Fiction:</b> Recount, posters to inform,	<b>Narrative:</b> Traditional Tales <b>Non-Fiction:</b> Information/Non	<b>Narrative:</b> settings, beginning, middle, end Write in role	<b>Narrative :</b> Humorous stories, repetition, description	<b>Non-Fiction:</b> Biography/Information

<b>Non-Fiction:</b> Non-chronological report, Instructions	information <b>Poetry:</b> Acrostic poems	Chronological report	<b>Non-Fiction:</b> – Diary recount <b>Poetry</b> – World Poetry Day	<b>Non-Fiction:</b> Information <b>Poetry :</b> Humorous/ silly poems	
<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>	<b>Skills</b>
<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. 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>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>Sequencing sentences to form short narratives.</p> <p>Verbs.</p> <p>Beginning to understand the past tense.</p> <p>The days of the week.</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.</p> <p>Using the past tense.</p> <p>Writing in role.</p> <p>The days of the week.</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.</p> <p>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>

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 continued)	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:	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.	2-D shapes [for example, rectangles (including squares), circles and triangles].	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.
	3-D shapes [for example, cuboids				



<p>Given a number, identify one more and one less.</p> <p>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.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 10.</p> <p>Add and subtract one-digit and two-digit numbers to 10, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p>	<p>(including cubes), pyramids and spheres].</p>	<p>Given a number, identify one more and one less.</p> <p>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.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p>Represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</p>	<p>Given a number, identify one more and one less.</p> <p>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 .</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Compare, describe and solve practical problems for:</p> <p>Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).</p> <p>Mass/weight (for example, heavy/light, heavier than, lighter than).</p> <p>Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter).</p> <p>Measure and begin to record the following: Lengths and heights · mass/weight. Capacity and volume.</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Count in multiples of tens · given a number, identify one more and one less.</p> <p>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.</p> <p>Read and write numbers from 1 to 20 in numerals and words.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Days, Months Hours, minutes, seconds Tell the time to the hour and half hour</p>
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Science					
Topics	Topics	Topics	Topics	Topics	Topics
Everyday Materials		Plants Life Cycles – Needs of plants and animals - Exercise and Health	Everyday Materials – for making fire engines	Human Body and Senses Seasonal Changes	
Skills	Skills	Skills	Skills	Skills	Skills
<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>Work scientifically by:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>		<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>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Work scientifically by:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to</li> </ul>	<p>Build upon objectives from Autumn 1:</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, 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>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Work scientifically by:</p> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observing closely, using simple equipment</li> <li>performing simple tests</li> <li>identifying and classifying</li> <li>using their observations and ideas to suggest answers to questions</li> <li>gathering and recording data to help in answering questions</li> </ul>	

		<p>questions</p> <ul style="list-style-type: none"> <li>gathering and recording data to help in answering questions</li> </ul>			
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## Humanities

Topics	Topics	Topics	Topics	Topics	Topics
<p>History: The High Street then and now Toys then and now Appliances then and now Geography: Comparison of 'High streets' Shopping Malls of The UK and Saudi Arabia</p>	<p>Geography: Comparing locations – local area in Saudi Arabia to area in the UK Four countries of the UK</p>		<p>History: Significant events beyond living memory.</p> <p>Geography: UK City</p>	<p>Geography: Hot and cold countries in relation to the Equator Seasons</p>	<p>Geography: Continents, oceans, countries Compass points</p> <p>History: Significant people in history</p>
Skills	Skills	Skills	Skills	Skills	Skills
<p><b>Geography</b> - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>History</b> - Changes within living memory</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Know where the people and events fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p><b>Geography</b> - Name and locate some of the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p><b>Geography</b> - Name, locate and identify characteristics of the capital city of the England.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p><b>History</b> – To study events beyond living memory that are significant; the Great Fire of London</p>	<p><b>Geography</b> - Name and locate some of the world's seven continents and five oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>Geography</b> - Name and locate most of the world's seven continents and five oceans.</p> <p>Understand geographical similarities and differences of different areas.</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p><b>History</b> - Study the lives of significant individuals in the past who have contributed to national and international achievements Compare aspects of life in different periods.</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. 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.</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. Pupils know how to create a simple algorithm. Pupils know how to debug their algorithm.</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>

Art					
Topics	Topics	Topics	Topics	Topics	Topics
Principles of Design Self Portraits	Production Famous artists	Landscapes Composition Famous artists	Landscapes Composition Famous artists	Portraits Space	Formal elements of art Principles of design Transport
Skills	Skills	Skills	Skills	Skills	Skills
<p>Know what the word pattern means and how to use it to achieve radial symmetry.</p> <p>Understand how wax resist works and be able to apply the correct amount of paint to achieve a clear resist.</p> <p>Draw a self-portrait in proportion.</p> <p>Cross-curricular; Math, radial symmetry, proportion and pattern.</p>	<p>Use proportion to draw a picture.</p> <p>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.</p> <p>Identify the work of Georgia O'Keefe and know it's monetary value.</p> <p>Cross-curricular; science, parts of a flower, money and colour theory.</p>	<p>Create a painting with depth, to include a foreground, middle ground and background.</p> <p>Use non-traditional tools to paint; sponge, fork, rollers, daubers etc.</p> <p>Identify the work of Henri Rousseau. Create a jungle painting using acrylic.</p> <p>Cross curricular; Math - proportion (thirds).</p>	<p>Identify the work of Monet and Vincent Van Gogh and replicate how they used brushstrokes in their paintings.</p> <p>Add details to the foreground with oil pastels to create texture.</p> <p>Understand the term reflection and mirror symmetry when painting a lake.</p> <p>Cross curricular; Math, symmetry. History-centuries</p>	<p>Draw a portrait whilst being able to control charcoal.</p> <p>Make a tint by adding white paint to a colour to create a galaxy background.</p> <p>Cross-curricular; Science - human proportions</p>	<p>Draw different forms of transport in detail and in proportion.</p> <p>Understand how to use the formal elements of art such as form and shape to draw an object.</p> <p>Cross-curricular: Transport.</p>

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

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



<p>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>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>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>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>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>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>
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Spanish					
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	Food: Afternoon Tea – Café – Parent Event – Cutting, Grating and Peeling		Wheels and Axles: Moving Vehicle – Fire Engine		
Skills	Skills	Skills	Skills	Skills	Skills
<u>Designing</u> Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and	<u>Designing</u> Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and		<u>Designing</u> Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through		

<p>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>vegetables. Communicate these ideas through talk and drawings.</p> <p><u>Making</u> Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p><u>Evaluating</u> Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p><u>Technical knowledge and Understanding</u> Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. Know and use technical and sensory vocabulary relevant to the project.</p>		<p>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>		
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