

# Curriculum Overview Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme / Christian Value / Focus Question</b>	Dignity – Respect / Kindness  <b>What matters to me most?</b>	Community – Generosity / Trust  <b>Why does the weather change?</b>	God is Good – Love / Joy  <b>Why don't penguins need to fly?</b>	Hope and Forgiveness – Patience / Peace  <b>Who had the biggest impact on flight - Amelia Earhart or the Wright Brothers?</b>	Wisdom – Truth / Understanding  <b>Where does our food come from?</b>	Taking Flight – Celebrate / Achieve  <b>What is the monarchy?</b>
<b>Core Learning</b>						
<b>Reading Spine Focus Text</b>	Kindness grows  <i>Real superheroes – Julia Seal</i>	The wind blew – Pat Hutchins  Storm – Sam Usher	And Tango Makes Three – Justin Richardson  <i>The Emperor's Egg – Martin Jenkins</i>	<i>Taking Flight – Adam Hancher</i>  Last stop on market street – Matt de la Pena	Handa's Surprise – Eileen Brown  The Runaway Pea – Kjarhan Paskitt	The kiss that missed – David Melling  Little People Big Dreams – Queen Elizabeth
<b>Non Fiction</b>	Super Duper You! - Sophy Henn  The High Street – Alice Melvin	Out and About (Poetry) - Shirley Hughes  A stroll through the seasons – Kay Barnham	Poles Apart – Jeanne Willis  The Journey Home – Frann Preston-Gannon	Mrs Armitage on wheels – Quentin Blake  Emma Jane's Aeroplane – Kate Harworth	Kitchen Disco – Clare Foges  Right this very minute – Lisl Deflesen	The Queen's Handbag – Steve Antony  Little Elizabeth – Valerie Wilding
<b>Author Study</b>	There's a boy just like me – Fraiser Cox  Susan Laughs – Jeanne Willis and Tony Ross	<i>Tree – seasons come, seasons go – Patricia Hegarty</i>	The Great explorer – Chris Judge	Emma Jane's Aeroplane – Kate Harworth  Flying Machines – Stephen Biesty's	Oliver's Vegetables – Vivian French  Before we eat - Pat Brisson	Riley Knows he can – Davina Hamilton  All are welcomes – Alexandra Penfold

BELONG BELIEVE ACHIEVE

*Love one another; as I have loved you, that ye also love one another. John 13: 34-35*  
RESPECT-KINDNESS-GENEROSITY-TRUST-PATIENCE-PEACE-TRUTH-UNDERSTANDING-LOVE-JOY

	<b>Superworm – Julia Donaldson</b>	Worries are like clouds – Shona Innes  Seren’s Seasons - Twinkl  <b>Stickman – Julia Donaldson</b>	<b>The Snail and the Whale – Julia Donaldson</b>	<b>Zog – Julia Donaldson</b>	The Farm that feeds us – Nancy Castaldo  <b>A squash and a squeeze – Julia Donaldson</b>	The Tower Bridge Cat – Tee Robinson  <b>The Princess and the Wizard – Julia Donaldson</b>
<b>English Writing</b>	<b>Kindness grows (whole school focus)</b> - narrative  <b>Supertato</b> Purpose – Writing to Entertain Text Type – Description Genre - Fiction  <b>Perfectly Norman -</b> Purpose – Writing to Entertain Text Type – Narrative Genre - Fiction	<b>Firework night by Andrew Collett</b> Purpose – Writing to Entertain Text Type - Poem Genre - Fiction  <b>Weather Report</b> Purpose – Writing to Inform Text Type – Non-chronological report Genre – Speech	<b>Ice Planet Adventure Park –</b> Purpose – Writing to Persuade Text Type - Leaflet Narrative Genre - Persuasion  <b>Penguins - National Geographic</b> Purpose – Writing to inform Text Type – Non chronological report Genre - Explanation	<b>Pigs might fly –</b> Narrative Purpose – Writing to Entertain Text Type - Narrative Genre - Fiction  <b>Amelia Earhart Little People Big Dreams</b> Purpose – Writing to inform Text Type - Diary Genre - Recount	<b>Rosie’s Walk by Pat Hutchins</b> Purpose – Writing to Entertain Text Type - Narrative Genre - Fiction  <b>Instruction writing – smoothie</b> Purpose – Writing to inform Text Type - Instructions Genre – Instructions	<b>The Queens Hat by Steve Antony</b> Purpose – Writing to Entertain Text Type – Narrative Genre - Fiction
<b>Maths</b>	Place Value	Addition and Subtraction	Addition and Subtraction	Length and Height	Multiplication and Division	Position and Direction

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	Addition and Subtraction	Shape  Place Value	Place Value	Weight and Volume	Fractions	Place Value  Money  Time
R.E.	<p><b>CREATION</b>  <b>Recognise</b> that Christians believe that the Earth and everything in it are important to God  <b>Ask</b> questions about the relationship between God and human beings  <b>Illustrate</b> how humans should care for the world because it belongs to God</p> <p>Who made the world?</p> <p>1.2: How do we show we care for others? Why does it matter?</p> <ul style="list-style-type: none"> <li>know how to consider Jesus' teachings about how to live the right way. (ongoing)</li> <li>Recognise that Christians believe that the Earth and everything in it are important to God. Illustrate how</li> </ul>	<p><b>INCARNATION</b>  <b>Recount</b> the story of Jesus' extraordinary birth in Bethlehem  <b>Know</b> that Christians celebrate Jesus' birth, and that Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Why does Christmas matter to Christians?</p> <p>1.1: Who celebrates what and why?</p> <ul style="list-style-type: none"> <li>Recount the story of Jesus' extraordinary birth in Bethlehem</li> <li>Know why Christmas matters to Christians</li> </ul>	<p><b>GOD</b>  <b>Know</b> that Christians believe in God, and that they find out about God in the Bible.  <b>Recognise</b> that Christians believe God is loving, kind, fair, and also Lord and King.  <b>Remember</b> that Christians worship God, and try to live in ways that please him.</p> <p>What do Christians believe God is like?</p> <ul style="list-style-type: none"> <li>Know that Christians believe in God, and that they find out about God in the Bible.</li> <li>Talk about how Jesus is a friend to the poor and friendless.</li> <li>Remember that Christians believe Jesus showed that he was willing</li> </ul>	<p><b>SALVATION</b>  <b>Know</b> that Easter is important in the 'big story' of the Bible. <b>Remember</b> that Christians believe Jesus showed that he was willing to forgive all people and builds a bridge between God and humans  <b>Know</b> that Christians believe Jesus rose from the dead, giving people hope of a new life.</p> <p>Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> <li>Know that Easter is important in the 'big story' of the Bible.</li> </ul>	<p><b>GOSPEL</b>  <b>Know</b> that Christians believe Jesus brings good news for all people including being loved by God, and being forgiven for bad things.  <b>Talk about</b> how Jesus is a friend to the poor and friendless.  Consider Jesus' teachings about how to live the right way.</p> <p>What is the good news that Jesus brings?  1.3 - Stories of Jesus: What can we learn from them? How do religious stories make a difference to people's lives?</p>	<p><b>Kingdom of God</b>  <b>Know</b> that parables often try to teach Christians lessons about how to live their life.</p> <p>1.4: In what ways are churches/synagogues important to believers?</p> <ul style="list-style-type: none"> <li>Know of some similarities between synagogues and churches</li> <li>Recognise some important Jewish symbols and what they represent to Jewish people</li> <li>Be able to say what is similar about Christian beliefs and Judaism</li> <li>Know why Shabbat is important to Jewish children</li> <li>Know if Rosh Hashanah and Yom Kippur are important to Jewish children</li> </ul>

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	<p>humans should care for the world because it belongs to God. (Ongoing)</p> <ul style="list-style-type: none"> <li>• Know that Christians believe in God, and that they find out about God in the Bible.</li> <li>• Talk about how Jesus is a friend to the poor and friendless.</li> </ul>		<p>to forgive all people and builds a bridge between God and humans. (Ongoing)</p>			
<b>Human Sciences Learning</b>						
<b>Curriculum Heroes</b>		Local heroes – Rebecca Adlington Lee Westwood	Captain Scott	House Leader - Amelia Earhart  The Wright Brothers		Queen Elizabeth II
<b>Theme Week History</b>	Remembrance World War 2 Focus - Music		Earth Study		The Arts Performance	
	<p>Our Local area– Homes, Including Mr Straw’s House</p> <p>How have homes changed in Worksop throughout History?</p> <p><u>Significance</u> Ask questions about how something</p>		<p>Antarctic explorers – Scott (Significant individual)</p> <p><u>Significance</u> Ask questions about how something happened or came to be. Describe key features of events. Describe the importance of</p>	<p>Learning to Fly</p> <p>Who had the biggest impact on flight- Amelia Earhart or The Wright Brothers?</p> <p>(Events beyond living memory)</p> <p><u>Significance</u> Ask questions about how something</p>		<p>Royal Family – What is the monarchy?</p> <p><u>Significance</u> Ask questions about how something happened or came to be. Describe similarities and differences between periods of time (e.g. comparing the past to today). Describe the importance of significant historical individuals and events.</p>









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	<p>happened or came to be. Describe similarities and differences between periods of time</p> <p><u>Chronology</u> Be able to correctly use simple historical terms (old, new, long ago, before, after, then, past, present, now, week, month, year). Put 2-3 events or objects in order. Start to understand and talk about chronology and the concept of measures of time Describe changes in living memory and beyond. Create personal timelines for their lives. Remember stories and memories about the past.</p> <p><u>Evidence</u> Use primary and secondary sources to talk about the past. Use information to describe differences between then and now.</p>		<p>significant historical individuals and events.</p> <p><u>Chronology</u> Be able to correctly use simple historical terms (old, new, long ago, before, after, then, past, present, now, week, month, year). Start to understand and talk about chronology and the concept of measures of time.</p> <p><u>Evidence</u> Use primary and secondary sources to talk about the past. Use evidence to explain reasons why people in the past acted as they did.</p>	<p>happened or came to be. Describe key features of events. Describe similarities and differences between periods of time (e.g. comparing the past to today). Explain what happened after a historical event (cause and effect). Describe the importance of significant historical individuals and events.</p> <p><u>Chronology</u> Be able to correctly use simple historical terms (old, new, long ago, before, after, then, past, present, now, week, month, year). Start to understand and talk about chronology and the concept of measures of time (e.g. Tudor times were before Victorian times).</p> <p><u>Evidence</u> Use primary and secondary sources to talk about the past. Use information to describe differences between then and now. Use evidence to explain reasons why people in the past acted as they did.</p>		<p><u>Chronology</u> Be able to correctly use simple historical terms (old, new, long ago, before, after, then, past, present, now, week, month, year). Start to understand and talk about chronology and the concept of measures of time Describe changes in living memory and beyond.</p> <p><u>Evidence</u> Use primary and secondary sources to talk about the past. Use information to describe differences between then and now. Use evidence to explain reasons why people in the past acted as they did.</p>
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<p><b>Geography</b></p>	<p>Big Question: <b>Where do I live?</b></p>  <p><b>Place</b></p> <ul style="list-style-type: none"> <li>-<b>know that</b> maps, pictures and stories can be used to find out about places</li> <li>-<b>know where</b> the UK is on globe and where <b>Worksop</b> is on a map of the UK</li> <li>-<b>know the</b> names of the UK countries and their capital cities and surrounding seas <b>London, Edinburgh, Cardiff, Belfast</b></li> <li>-<b>know what a capital city</b> is and why</li> </ul>  <p><b>Fieldwork &amp; Mapping</b></p> <p><b>know and use</b> simple <b>fieldwork tools</b> in the school grounds, including simple <b>field sketches and tally charts</b> (e.g. trees or litter)</p>	<p><b>Seasonal changes: wonderful weather</b></p>  <p><b>Change</b></p> <ul style="list-style-type: none"> <li>-<b>know about</b> the seasonal changes of daylight hours, temperature and precipitation in the UK</li> <li>-<b>know that</b> weather can change quickly and forecasts help prepare people for different types of weather</li> <li>-<b>know that blizzards, tornadoes and drought</b> are extreme forms of weather with associated problems</li> <li>-<b>know that</b> polar ice is melting because <b>global temperatures</b> are rising and this is called <b>climate change</b></li> <li>-<b>know two</b> ways that <b>rising sea levels</b> will affect animals and people and make their own model to simulate this</li> </ul>	<p><b>Frozen Planet – Why don't penguins need to fly?</b></p>  <p><b>Place</b></p> <ul style="list-style-type: none"> <li>-<b>know where</b> to find the <b>polar regions</b> on globes and world maps and that colder countries are closer to these</li> <li>-Know and locate the North and South pole</li> </ul> <p><i>Vocabulary— Arctic, Antarctic, polar region, capital city,</i></p>  <p><b>Sustainability</b></p> <ul style="list-style-type: none"> <li>-<b>know that</b> there are ways to <b>reduce and reuse</b> plastics and why this is so important for ocean life.</li> <li>-Know that taking care with energy is one way that humans can impact on climate change and identify at least two ways that individuals can do this in the home and local area (walking instead of car journeys, switching off lights and devices when fully charged, turning heating down)</li> <li>-Know at least two consequences of melting polar ice caps.</li> </ul>  <p><b>Fieldwork &amp; Mapping</b></p> <ul style="list-style-type: none"> <li>-<b>know the</b> four main points of compass <b>North, South, East and West</b></li> <li>-<b>know ways that</b> people prepare <b>for polar explorations and research</b></li> </ul>		<p><b>Around the world route</b></p>  <p><b>Physical and Human</b></p> <ul style="list-style-type: none"> <li>-<b>know how</b> the human and physical features of a location in the UK (Worksop) compare to a location in <b>Sri Lanka</b></li> <li>-<b>know</b> geographical questions to ask to establish what a place is like (e.g. What is this place like? What or who will I see ? What do people do in this place?)</li> </ul>  <p><b>RECAP Place including new destinations around the world.</b></p> <ul style="list-style-type: none"> <li>-<b>know that</b> maps, pictures and stories can be used to find out about places</li> <li>-<b>know where</b> the UK is on globe and where <b>Worksop</b> is on a map of the UK</li> <li>-<b>know the</b> names of the UK countries and their capital cities and surrounding seas <b>London, Edinburgh, Cardiff, Belfast</b></li> <li>-<b>know what a capital city</b> is and why</li> </ul>	

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### **Fieldwork &**

#### **Mapping**

**know and use** some tools that are used to gather information about the weather (**wind vane, thermometer and rain gauge**).

**know how to** present weather statistics using simple charts such as pictograms .

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<p><b>Science</b></p>	<p>Y1 – Seasonal Changes (Ongoing)</p>	<p>Earth and Space</p>	<p>Y1- Animals including humans</p>	<p>Y1 Materials</p>	<p>Y1 – Plants</p>	<p>Y1 Materials</p>
	<p>Life</p>	<ul style="list-style-type: none"> <li>Recognise and observe changes across the 4 seasons of Earth.</li> </ul>	<p>Life</p>	<ul style="list-style-type: none"> <li>distinguish between an object and the materials from which it is made</li> </ul>	<p>Energy</p>	<ul style="list-style-type: none"> <li>explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, and apply this knowledge to their own work</li> </ul>
	<ul style="list-style-type: none"> <li>know that the five senses are smell, taste, touch, sight and hearing</li> </ul>	<ul style="list-style-type: none"> <li>Observe and describe weather associated with the seasons and how the day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>know the main categories of common animals (birds, fish, amphibians, reptiles and mammals)</li> </ul>	<ul style="list-style-type: none"> <li>know the names of a wider range of everyday materials, including wood, plastic, glass, water, wool and rock</li> </ul>	<ul style="list-style-type: none"> <li>Know that all energy on earth comes from the Sun</li> </ul>	<ul style="list-style-type: none"> <li>compare and group together a variety of everyday materials on the basis of their physical properties, explaining their reasoning</li> </ul>
	<ul style="list-style-type: none"> <li>know the names of the basic parts of the human body and identify, draw and label which parts of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>Know why humans should never look directly at the Sun.</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common animals and plants in their habitats and microhabitats</li> </ul>		<p>Life</p>	
			<ul style="list-style-type: none"> <li>know what carnivores, herbivores and omnivores are and name animals from each group</li> </ul>		<ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul>	
			<ul style="list-style-type: none"> <li>describe and compare a variety of common animals (birds, fish, amphibians, reptiles and mammals, including pets)</li> </ul>		<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	
		<ul style="list-style-type: none"> <li>name and identify the key scientists and inventors Gerald Durrell</li> </ul>				

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<p><b>Working Scientifically (ongoing)</b></p>	<p><b>Asking questions</b> - Discuss what they see, touch, smell, hear and taste during scientific investigations. Use simple scientific equipment to support observations.</p> <p><b>Conducting Investigations</b> - Perform a simple scientific test. Explain what they have done within their scientific test.</p> <p><b>Measuring and Recording</b> - Identify and classify things that they have observed. Show their work using scientific vocabulary, pictures, labels and captions. Record their findings using standard units of measurement.</p> <p><b>Evaluating</b> - Explain what they have found out using scientific vocabulary. Identify similarities and differences within their investigations Give a simple reason for their answers found.</p>					
<p><b>Computing</b></p>	<p><b>1.1 Online Safety E-safety</b></p> <ul style="list-style-type: none"> <li>know what bullying is and know that this can happen online as well as to our face</li> <li>know that the internet can be a useful and a dangerous thing</li> <li>explain that it is wrong to keep bad secrets and that people should not ask us to do that ☒ know how to ask an adult for help if something seen online seems wrong or makes me feel uncomfortable</li> </ul>	<p><b>1.2 Grouping and Sorting</b></p> <p><b>1.3 Pictograms Data Handling</b></p> <ul style="list-style-type: none"> <li>be able to sort images or text into two or more categories on a digital device</li> <li>be able to collect data on a topic</li> <li>know how to create a simple tally chart and pictogram</li> <li>know how to record myself explaining what I have done and what it shows me</li> </ul>	<p><b>1.4 Lego Builders</b> <b>1.5 Maze Explorers</b></p> <p><b>Coding</b></p> <ul style="list-style-type: none"> <li>understand what algorithms are</li> <li>understand that algorithms are implemented as programmes on digital devices</li> </ul>	<p><b>1.6 Animated Stories</b> <b>Digital Art</b></p> <ul style="list-style-type: none"> <li>know how to use simple tools to edit a photograph</li> <li>know how to use a mouse to click and drag</li> <li>know how to select colour, pen thickness and shape to draw a simple digital picture</li> </ul>	<p><b>1.7 Coding Coding</b></p> <ul style="list-style-type: none"> <li>know how to create a simple program e.g sequence of instructions for a Bee Bot</li> <li>know how to find and fix bugs in my program</li> <li>write simple algorithms</li> <li>understand that algorithms are implemented as programmes on digital devices</li> </ul>	<p><b>1.8 Spreadsheets Data Handling</b></p> <ul style="list-style-type: none"> <li>be able to sort images or text into two or more categories on a digital device</li> <li>be able to collect data on a topic</li> <li>know how to create a simple tally chart and pictogram</li> <li>know how to record myself explaining what I have done and what it shows me</li> </ul> <p><b>1.9 Tech outside school Video creation</b> Record a short film using a camera APP ☒ Select images and record a voiceover ☒ Know how to highlight and zoom into images</p>
<p>Ongoing –</p> <p><b>Computing Literacy</b></p> <ul style="list-style-type: none"> <li>Know how to log on to a computer</li> <li>Know how to use a mouse to click and drag</li> <li>Know how to save work with support ☒ Know how to make a new line using enter/return</li> </ul>						

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- Know how to accurately dictate into a digital device with punctuation
- Computer Networks**
- know the symbol for the Internet and wifi and know what they look like if the Internet is down or the signal is weak

**The Arts Learning**

<b>Music</b>	<p><b>Singing</b> Simple songs – Hello, how are you, Dr. Knickerbocker.</p> <p>Chants – Boom chicka boom, Kye kye kule.</p> <p>Rhymes- Bounce high, bounce low (educational songs)</p> <p>Call and response – Pretty trees around the world</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• know how to make different sounds with their voice and control how and when they use them for appropriate songs</li> <li>• know how to use their voice to sing with accuracy and at an appropriate volume</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li>• know how to respond to different moods in music</li> <li>• know how to communicate in detail how a piece of music makes them feel</li> </ul>	<p><b>Composing</b></p> <p>Create and improvise vocal chants</p> <p>Musical sound effects journey (story through musical sounds).</p> <p>Pitch, rhythm and creating own notation (sounds to pictures) X o x o x=clap o= click</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• know how to make different sounds with their voice and control how and when they use them for appropriate songs</li> <li>• know that pitch is about how high or low music is</li> <li>• know that pulse is about the steady beat in music</li> <li>• know how to repeat (short rhythmic and melodic) patterns using pitched and unpitched instruments and their voice</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li>• know how to respond to different moods in music</li> <li>• know how communicate in detail how a piece of music makes them feel</li> <li>• know the meaning of and use the words pitch/high low, pulse/steady beat, tempo/fast or slow, melody, feelings, classical and pop music</li> </ul>	<p><b>Musicianship (performance)</b></p> <p>Body percussion Classroom percussion</p> <p>Repeating rhythms</p> <p>Pulse, beat, pitch and tempo</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• know how to make different sounds with their voice and control how and when they use them for appropriate songs</li> <li>• know how to make different sounds with instruments e.g. playing a tambourine 2 different ways, and playing a simple tune on a xylophone</li> <li>• know how to use their voice to sing with accuracy and at an appropriate volume</li> <li>• know that pitch is about how high or low music is</li> <li>• know that pulse is about the steady beat in music</li> <li>• know how to repeat (short rhythmic and melodic) patterns using pitched and unpitched instruments and their voice</li> </ul> <p><b>Appreciation</b></p> <ul style="list-style-type: none"> <li>• know how to respond to different moods in music</li> <li>• know how communicate in detail how a piece of music makes them feel</li> <li>• know the meaning of and use the words pitch/high low, pulse/steady beat, tempo/fast or slow, melody, feelings, classical and pop music</li> <li>• know how to identify with the style of work of Vivaldi and Aretha Franklin</li> <li>• identify at least three instruments (flute, clarinet and oboe) from the woodwind section of an orchestra</li> </ul>

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<p><b>Art and Design</b></p>	<p><b>Drawing</b> Use a variety of drawing tools Begin to control lines (colour inside lines) Draw lines of different sizes and thickness Use line and marks to show texture and pattern</p> <ul style="list-style-type: none"> <li>• Know how to use a variety of different drawing medium correctly (pencils, crayons, felt tips, pastels, chalks, biros etc)</li> <li>• Develop control when drawing and painting making lines of different lengths, thicknesses and shapes (horizontal, vertical, diagonal, spirals, wavy etc) and explore how these can be used to make pictures, patterns and show texture.</li> </ul>	<p><b>Painting</b> Know when to use thick/ thin brushes Begin to use a colour wheel Name primary and secondary colours Mix colours to make new colours Know warm/ cold colours Use colour to convey mood/ emotion</p> <ul style="list-style-type: none"> <li>• Know how to use paint correctly (focus on ready mix paint) and control the consistency when colour mixing (rinsing and drying off the brush to prevent it becoming too watery)</li> <li>• Know the names of the primary colours and use these to mix secondary colours.</li> <li>• Explore using different sizes of paper and know the difference between landscape and portrait.</li> <li>• Investigate cold and warm colours and how they make them feel</li> </ul>	<p><b>Collage</b> Cut and tear papers and cards Experiment combining different materials Gather, sort and arrange materials Arrange materials aesthetically Create temporary collages</p> <p><b>-Megan Coyle</b> <b>-Eric Carle</b></p> <ul style="list-style-type: none"> <li>• Apply their scissor skills to cut with increasing precision. Ongoing</li> <li>• Know how to arrange materials (papers, fabrics, junk, natural etc) in an aesthetically pleasing way to create collages (temporary and permanent)</li> <li>• Explore, gather, sort and arrange materials considering</li> </ul>	<p><b>Printing</b> Print using a variety of objects – found and natural Experiment with dipping printing block in paint vs painting onto printing block Develop control whilst pressing to print Create patterns and pictures using printing Control overlapping and repeating shapes</p>	<p><b>Sculpture/ 3d</b> Manipulate materials with desired effect – sculptures with natural materials/ junk etc Cut, roll and coil materials – clay/ dough/ plasticine Make distinct, clear shapes, think about shape and proportion Add texture using tools</p> <p><b>-James Brunt</b></p> <ul style="list-style-type: none"> <li>• Know how to flatten, cut, roll and coil malleable materials such as dough, clay or plasticine to achieve a desired effect.</li> <li>• Know how to use tools to add texture to malleable materials.</li> <li>•</li> </ul>	<p><b>Textiles</b> Use simple weaving skills – over and under Consider colour and texture of fabrics and threads Cut and join felt – using glue Brusho dye over oil pastel to decorate fabric</p> <ul style="list-style-type: none"> <li>• Explore, gather, sort and arrange fabrics considering their pattern, colour and texture.</li> <li>• Know how to cut and join felt (using glue)</li> <li>• Know how much paint to use and pressure to apply when printing</li> <li>• Investigate dipping items in paint and applying paint onto the item and consider which works best and why.</li> </ul>
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			their colour and texture			
<b>Design Technology</b>	<p><b>Creativity - Ongoing</b>          Know that manipulating materials in an open-ended manner might give rise to ideas.          Know to experiment you need an open mind.          Know that looking at other people’s work is a good way to inspire your own ideas.          Know that ideas can be generated through hands on exploration without being constricted towards a pre-defined outcome.</p> <p><b>Evaluation - Ongoing</b>          Explore some of the works of Piet Mondrian, James Brunt and Megan Coyle and take inspiration from them to produce their own artwork.          Know how to describe their own work and that of others using vocabulary relating to the ‘formal elements’ e.g. Mondrian used thick and thin, vertical and horizontal lines, geometric shapes and primary colours.          Know how to express how pieces of art make them feel e.g. I like it because it is bright.          Know that people take pleasure in creating artwork and that it gives other people pleasure too.          Formal Elements covered and specific key vocab: Line – thick, thin, vertical, horizontal. Shape and Form – geometric. Texture. Colour – primary, secondary, cold, warm, mix. Pattern</p>					
	<p style="text-align: center;"><b>Structures</b></p> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• know how to turn 2D nets in 3D structures.</li> <li>• know how to make a stable structure being able to join items together using pinning, stapling, gluing</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• identify strengths and possible changes to their own product and those made by others</li> <li>• know how to ask questions of others about what they have made and how they have gone about it</li> <li>• know how to review the success of a product by testing it with its intended audience.</li> <li>• know how to evaluate according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't.</li> </ul>	<p style="text-align: center;"><b>Mechanisms</b></p> <p><b>Design and Develop</b></p> <ul style="list-style-type: none"> <li>• know that levers and sliders are mechanisms and can make things move.</li> <li>• know that for a wheel to move it must be attached to an axle.</li> <li>• know the vocabulary: up, down, left, right, vertical and horizontal to describe movement.</li> <li>• know that a mechanism makes a toy or vehicle roll forwards.</li> <li>• know whether a mechanism is a lever or slider and determining what movement the mechanism will make.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• know how to create a moving model that uses levers and sliders.</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• identify strengths and possible changes to their own product and those made by others</li> <li>• know how to ask questions of others about what they have made and how they have gone about it</li> <li>• know how to review the success of a product by testing it with its intended audience.</li> <li>• know how to test mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</li> </ul>	<p style="text-align: center;"><b>Food</b></p> <p><b>Design and Develop</b></p> <ul style="list-style-type: none"> <li>• Know the difference between fruit and vegetables.</li> </ul> <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>• know how to chop fruit and vegetables safely (claw and bridge grips, knife safety)</li> </ul> <p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• identify strengths and possible changes to their own product and those made by others</li> <li>• know how to ask questions of others about what they have made and how they have gone about it</li> <li>• know how to review the success of a product by testing it with its intended audience.</li> </ul>			
<b>Health and Mental Wellbeing Learning</b>						

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P.E (Games, dance and gymnastics)	Winter Dance	Ball Skills	Jungle Yoga	Dodgeball	Tennis	Athletics	
	Pirate Fitness		Football	Orienteering	Dance	Dance	
PSHE	<u>Relationships</u> <b>Families and friendships-</b> roles of different people; families; feeling cared for. <ul style="list-style-type: none"> <li>Identify people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers and the role they play</li> <li>Understand what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</li> </ul> <b>Safe relationships-</b> recognising privacy; staying safe; seeking permission. <ul style="list-style-type: none"> <li>Know the importance of telling someone — and how to tell them — if they are worried about something in their family.</li> <li>Know situations when someone's body or feelings might be hurt and whom to go to for help.</li> <li>Know what it means to keep something private, including parts of the body that are private. □ Identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches).</li> <li>Know how to respond if being touched makes them feel uncomfortable or unsafe. □ Know when it is important to ask for permission to touch others.</li> <li>Understand how to ask for and give/not give permission</li> </ul> <b>Respecting ourselves and others-</b> how behaviour affects others; being polite and respectful. <ul style="list-style-type: none"> <li>Know what kind and unkind behaviour mean in and out school.</li> <li>Recognise how kind and unkind behaviour can make people feel.</li> <li>Understand what respect means.</li> <li>Understand about class rules, being polite to others, sharing and taking turns.</li> </ul>		<u>Living in the wider world</u> <b>Belonging to a community-</b> what rules are; caring for others' needs; looking after the environment. <ul style="list-style-type: none"> <li>Know examples of rules in different situations, e.g. class rules, rules at home, rules outside.</li> <li>Know we care for people, animals and other living things in different ways.</li> <li>Know they can look after the environment in their local area, e.g. recycling.</li> </ul> <b>Media literacy and digital resilience-</b> using the internet and digital devices; communicating online. <ul style="list-style-type: none"> <li>Know how and why people use the internet.</li> <li>Know the benefits of using the internet and digital devices.</li> <li>Know how people find things out and communicate safely with others online.</li> </ul> <b>Money and work-</b> strengths and interests; jobs in the community. <ul style="list-style-type: none"> <li>Know everyone has different strengths, in and out of school.</li> <li>Know how different strengths and interests are needed to do different jobs.</li> <li>Know about people whose job it is to help us in the community</li> </ul>		<u>Health and wellbeing</u> <b>Physical health and mental wellbeing-</b> keeping healthy; food and exercise, hygiene routines; sun safety. <ul style="list-style-type: none"> <li>What it means to be healthy and why it is important.</li> <li>Ways to take care of themselves on a daily basis.</li> <li>About basic hygiene routines, e.g. hand washing.</li> <li>About healthy and unhealthy foods, including sugar intake.</li> <li>About physical activity and how it keeps people healthy.</li> <li>About different types of play, including balancing indoor, outdoor and screen-based play.</li> <li>About people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors.</li> <li>How to keep safe in the sun.</li> </ul> <b>Growing and changing-</b> recognising what makes them unique and special; feelings; managing when things go wrong. <ul style="list-style-type: none"> <li>To recognise what makes them special and unique including their likes, dislikes and what they are good at.</li> <li>How to manage and whom to tell when finding things difficult, or when things go wrong.</li> <li>How they are the same and different to others.</li> <li>About different kinds of feelings.</li> <li>How to recognise feelings in themselves and others.</li> <li>How feelings can affect how people behave.</li> </ul> <b>Keeping safe-</b> How rules and age restrictions help us; keeping safe online. <ul style="list-style-type: none"> <li>How rules can help to keep us safe.</li> <li>Why some things have age restrictions, e.g. TV and film, games, toys or play areas.</li> <li>Basic rules for keeping safe online.</li> <li>Whom to tell if they see something online that makes them feel unhappy, worried, or scared.</li> </ul>		
	<u>Ongoing</u> - understand key Christian teachings, knowing that they are of great value and worth						

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<b>Outdoor Learning</b>	Growing in the allotment Clay nature faces	Looking at seasonal changes			Growing in the allotment	
<b>Cultural Capital Experiences</b>	Local Heroes	Enterprise – Christmas Fair	<b>The Deep</b>	Recreate going on a plane	Growing in the allotment – farm to fork	<b>Bolsover castle</b>

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