

Curriculum Overview

Year: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Title	Who is the Magic Toymaker?		What can we find in the past?		What's under the deep, blue sea?	
Geography						
Knowledge			<p>Local environment- human and physical</p> <p>Compass directions</p>		<p><u>Continents and oceans</u></p> <p>To begin to refer to key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>Refer to key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To begin to 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. (science link)</p>	
Skills			<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. (look at environment of the school past and present)</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p>		<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p>	
Vocabulary			<p>Compass, north, south, east and west, environment, features, habitat, natural, man made, past, present, change</p>		<p>Weather, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop. Equator, hot, cold, climate, Capital city, country, England, Scotland, Wales</p> <p>Word mat: ...\\.\Geography\word mats\Human-Geography-Word-Mat Ks1.pdf</p>	

History						
Knowledge	<ul style="list-style-type: none"> Comparing old and new toys. Asking older relatives about the toys they played with in the past and making comparisons between those and the toys the children play with today. Discussing and investigating the different materials used to make different toys. <p>Black History- Rosa Parks</p> <ul style="list-style-type: none"> Learn about who Rosa Parks was (refused to give her seat up on the bus for a white person) and why she is an important and influential person Discuss how it would feel to be Rosa Parks and how it would have felt to be the other people on the bus with her. 	<ul style="list-style-type: none"> Time line of events and plot the dinosaur era on the timeline. Look at how long ago this was compared to the present day. Learn about the different dinosaurs of the past and sort into venn diagrams according to their features. Learn about the role of the archaeologist- how do we know what we know today? Discuss basic evolution including how humans have evolved from dinosaurs. Investigate Mary Annings-who was she and why was she important? Find out about Kings and Queens of the past including Elizabeth II, Queen Victoria, King James and Henry VII. Compare the times of Elizabeth I and II. Learn about explorers from the past (Edmond Hilary, Neil Armstrong, Amelia Earheart) Learn about musicians from the past and present and compare them (Aretha Franklin, Nigel Kennedy, Tom Jones, Adele) 	<p>Geography focus term</p> <p>Local history –The white horses</p> <p>*Where are they? Map links with Geography</p> <p>*Why are they there?</p>			
Skills	<ul style="list-style-type: none"> I can use historical evidence to ask questions about the past. I can use historical evidence to find answers to questions about the past. I can recognise the difference between past and present in my life and my friend’s lives. I can order 3 or 4 artefacts from different periods of time on a timeline. I can match objects to people of different ages. I can sequence events in my life. I can explain changes that have happened over my life time. I can use historical words and phrases such as: a long time ago, when my parents/carers were children and years ago to describe the past. I can talk about history with my friends. 	<ul style="list-style-type: none"> I can use historical evidence to ask questions about the past. I can use historical evidence to find answers to questions about the past. I can write about people and events from the past. I can use ICT to show what I know about the past. I can know and recount episodes from stories about the past. I can ask questions about the past such as: What was it like for people? What happened? How long ago? I can describe historical events. I can talk about history with my friends. I can use historical words and phrases such as: a long time ago, when my parents/carers were children and years ago to describe the past. 	<ul style="list-style-type: none"> I can study an area of local history. 			
Vocabulary	Past, present, compare, old, new, a long time ago, materials	Timeline, dinosaur, features, archaeologist, evolution, King, Queen, past, present, future, explorer, musician, a long time ago	Past, present, white horse, location			
Art						
Knowledge	<p>Drawing</p> <ul style="list-style-type: none"> Focus: Paul Cezanne Observing still life 	<p>Painting</p> <ul style="list-style-type: none"> Focus: Paul Klee Name primary and secondary colours 	<p>Printing</p> <ul style="list-style-type: none"> Focus: Andy Warhol Relief printing 	<p>CLAY</p> <ul style="list-style-type: none"> Focus: Chris Gryder Manipulating clay to achieve 	<p>Textiles</p> <ul style="list-style-type: none"> Focus: Tapestry Sorting materials based on their appearance, properties and purpose 	<p>3D form</p> <ul style="list-style-type: none"> Focus: Andy Goldsworthy

	<ul style="list-style-type: none"> Colour mixing using coloured pencils and HB pencils 	<ul style="list-style-type: none"> Mix secondary colours Add black and white to change tone Colour matching to real life objects 	<ul style="list-style-type: none"> How to print clearly with no smudging or slipping Creating a repeating pattern 	<ul style="list-style-type: none"> successful outcomes Selecting appropriate tools Imprinting, cutting and joining 	<ul style="list-style-type: none"> Adding embellishments 	<ul style="list-style-type: none"> Understand the term three-dimensional Investigate 3D modelling using different natural materials Turning 2D paper into 3D
Skills	<ul style="list-style-type: none"> Begin to draw lines of different sizes and thickness Colour inside the lines Show pattern and texture using dots and lines Mix colours using different coloured pencils and HB pencils Observational drawing Design, make, evaluate 	<ul style="list-style-type: none"> Splatter, flicking techniques Use thick and thin brushes Create colour wheels Mix primary colours to make secondary colours Colour matching Add white and black to make different shades Design, make, evaluate 	<ul style="list-style-type: none"> How to print clearly with little smudging or slipping Creating a repeating pattern Create a stamp using thick card Design, make, evaluate 	<ul style="list-style-type: none"> Rolling, pinching, squeezing, pushing, pulling cutting clay into specific forms Add texture and pattern by using lines and dots Joining pieces of clay together Design, make, evaluate 	<ul style="list-style-type: none"> Sorting textiles based on properties Using fabric crayons Adding embellishments using glue 	<ul style="list-style-type: none"> Folding, bending, rolling paper Begin to use scissors Explore different natural materials Use hands as tools
Vocabulary	Observe, line, pattern, texture, mixing, thickness	Still life, primary colours, secondary colours, tone, splatter, flick, thick, thin	Repeating pattern, relief printing, stamp	Imprinting, cutting, rolling, pinching, squeezing, pushing, pulling, texture, patterns, joining	Material, tapestry, embellish, embellishment	Three dimensional, natural materials, folding, bending, cutting, sticking
DT						
Knowledge	Puppet	Cooking – Sweets for Enterprise	Stampers- Dinosaur Stamper	Cooking- Pizza	Cooking- Salad	Toys with moving parts
Skills	<ul style="list-style-type: none"> *Have experience of puppets *Know how to transport and use simple equipment safely 		<ul style="list-style-type: none"> *Understanding of printing using various resource *Know how to use scissors safely Understand that some shapes will make better prints than others 		<ul style="list-style-type: none"> *Some understanding of food hygiene *Know where food comes from *Know how to use some kitchen equipment safely *Know importance of a varied diet *Know that some foods need to be washed before using them 	<ul style="list-style-type: none"> *Have experience of toys with moving parts *Know how to transport and use simple equipment safely
Vocabulary	<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them * Explain what they want to do. 		<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them * Explain what they want to do. *Design following design criteria with support. 	<ul style="list-style-type: none"> Cooking- *chopping using a blunt knife safely *use a grater with adult support 	<ul style="list-style-type: none"> * Use a blunt knife safely 	<ul style="list-style-type: none"> *Talk about existing products and say what is good or not so good about them

	<ul style="list-style-type: none"> *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use appropriate materials *Talk about own work with support 		<ul style="list-style-type: none"> * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use scissors safely, practising and developing this skill *Use appropriate materials *Talk about own work with support 	<ul style="list-style-type: none"> *use a spoon to measure ingredients and spread 		<ul style="list-style-type: none"> * Explain what they want to do. *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use appropriate materials *Talk about own work with support *Use a simple lever
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<p>Knowledge</p>	<p>Symbols of belonging for each child, Christian symbols –e.g. fish, cross, Christian dolls, Bibles. The story of the lost coin. Baby baptism. Islam symbols, picture of hajj pilgrimage, Islamic Art & calligraphy for Allah. Story of Muhammad and the farmer boy. Welcoming a baby in Islam.</p>	<p>Introduce Elizabeth, Grace & James & Frederick Fisher. The good shepherd, the lost sheep & the story of Jonah. The story of Zaccheaus and Jesus making friends with his disciples.</p>	<p>Celebration& remembrance in children’s own lives. Meaning of Jewish rituals for example during Pesach, Shabbat and Chanukaah and Sukkot. <u>Day 1</u> – Pesach (Passover) or Shabbat, Chanukaah, Sukkot. Jewish visitor (Rabbi or Jewish person) Celebration& remembrance in children’s own lives. Easter story timeline. Easter gardens and sad times and happy times And symbols of Easter – Kim’s game. <u>Day 2</u> – Easter</p>	<p>This could be an RE week or fit into a cross curricular unit of study. Church visit Explore key features of a Church and how key parts help with worship: e.g. altar, cross, stained glass windows, font, pulpit, baptismal pool. <u>Day 1</u> – Church Day</p>	<p>Look at virtual tour of mosques and look for similarities and differences. Look at key features of prayer in a mosque -prayer mat , wudu, prayer beads, calligraphy. <u>Day 2</u> – Mosque</p>
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Skills	<p>Recognise & name some symbols of belonging for Christians and one other religion.</p> <p>Explain what these symbols mean to believers.</p> <p>Recount what happens at a traditional Christian infant baptism/dedication & compare to ceremonies in other faiths.</p> <p>Identify similarities/differences between the ceremonies studied (Exceeding)</p>	<p>Describe some simple Christian beliefs about God and Jesus.</p> <p>Re-tell a Christian story in words, drama and/or pictures and suggest what it means.</p> <p>Understand and discuss issues of right & wrong, arising from the stories.</p> <p>Ask questions about believing in God.</p>	<p>Describe how a festival is celebrated – Pesach, Shabbat, Chanukaah, Sukkot, Easter</p> <p>Retell stories connected with Easter and say why these are important to Christians.</p> <p>Consider questions such as how might these foods help people remember this festival?</p> <p>Reasoning: Give reasons why people like to celebrate important events.</p> <p>Describe links between artefacts and or symbols to a known festival e.g. Pesach (Passover) or Easter.</p>	<p>Explain why places of worship are important to the local community.</p> <p>Identify objects in a church or mosque and say how they are used and what they mean to believers.</p> <p>Questioning: Ask appropriate and respectful questions of believers.</p>			
Vocabulary	Symbol, Bible, Christian, baptism, Islam, Muslim, calligraphy, Allah, hajj pilgrimage, Muhammad	Christian, God, Jesus, Jonah, Zaccheaus, disciples	Pesach (Passover), Shabbat, Chanukaah & Sukkot, Rabbi Easter, crucifixion, cross, resurrection, Last Supper.	Altar, cross, stained glass windows, font, pulpit, baptismal pool Wudu, Mihrab, Minaret, calligraphy, prayer beads & mat, Mecca (Makkah)			
Computing							
Knowledge	<p>Online Safety and Exploring Purple Mash - 4 weeks</p> <p>To become familiar with the icons and types of resources available in the Topics section.</p> <p>To explore the Tools and Games section of Purple Mash</p> <p>Grouping and Sorting -2 weeks (2DIY) -</p> <p>To understand how to group and sort items and why this is useful</p>	<p>Pictograms - 3 weeks (2Count)</p> <p>To understand that data can be represented in picture format.</p> <p>To contribute to a class pictogram.</p> <p>Lego Builders - 3 weeks (2DIY)</p> <p>To compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</p> <p>To consider how the order of instructions affects the result.</p>	<p>Maze Explorers- 3 weeks(2Go)</p> <p>Animated</p> <p>To understand the functionality of the direction keys.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To understand how to change and extend the algorithm list.</p> <p>Story Books - 3 weeks plus 2 lesson linked to English (2Create A Story)</p> <p>To be introduced to an understand e-books and the 2Create a Story tool.</p>	<p>Coding - 6 weeks (2Code)</p> <p>To understand what coding means.</p> <p>To know the save, print, open and new icon.</p>	<p>Spreadsheets - 3 weeks (2Calculate)</p> <p>To know what a spreadsheet program looks like.</p> <p>How to open 2Calculate in Purple Mash.</p> <p>How to enter data into spreadsheet cells.</p> <p>Technology Outside of School - 2 weeks</p> <p>To walk around the local community and find examples of where technology is used.</p>	Assessment for Learning based intervention.	
Skills	Online Safety and Exploring Purple Mash - 4 weeks	Pictograms - 3 weeks (2Count)	Maze Explorers- 3 weeks(2Go) To use the additional direction keys as part of an algorithm.	Coding - 6 weeks (2Code)	Spreadsheets - 3 weeks (2Calculate) To use 2Calculate image tools to add clipart to cells.		

	<p>To log in safely.</p> <p>To learn how to find saved work in the Online Work area and find teacher comments.</p> <p>To learn how to search Purple Mash to find resources.</p> <p>To start to add pictures and text to work.</p> <p>To learn how to open, save and print</p> <p>Grouping and Sorting -2 weeks (2DIY) -</p> <p>To sort items using a range of criteria.</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash.</p>	<p>To use a pictogram to record the results of an experiment</p> <p>Lego Builders - 3 weeks (2DIY)</p> <p>To follow and create simple instructions on the computer</p>	<p>To create a longer algorithm for an activity.</p> <p>To set challenges for peers.</p> <p>To access peer challenges set by the teacher as 2dos.</p> <p>Story Books - 3 weeks plus 2 lesson linked to English (2Create A Story)</p> <p>To add animation to a story.</p> <p>To add sound to a story, including voice recording and music the children have composed.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To share e-books on a class display board.</p>	<p>To use design mode to set up a scene.</p> <p>To add characters.</p> <p>To use code blocks to make the character perform actions.</p> <p>To use collision detection.</p> <p>To save and share work.</p>	<p>To use 2Calculate control tools: lock, move cell, speak and count.</p> <p>Technology Outside of School - 2 weeks</p> <p>To record examples of technology outside school</p>	
Key Vocabulary	<p>Log in, Username, Password, Avatar, My Work, Log out, Save, Notification, Topics, Tools</p> <p>Sort, Criteria</p>	<p>Pictogram, Data, Collate</p> <p>Instruction, Algorithm, Computer, Program, Debug</p>	<p>Direction, Challenge, Arrow, Undo, Rewind, Forward, Backwards, Right turn, Left turn, Debug, Instruction, Algorithm Animation, E-Book, Font, File, Sound Effect, Display Board</p>	<p>Action, Background, Button, Character, Code block, Code Design, Coder, Coding, Collision Detection, Command, Design Mode, Input, Object, Program, Properties, Scale, Stop command, Sound, When clicked, When key</p>	<p>Arrow keys, Backspace key, Cursor, Columns, Cells, Clipart, Count Tool, Delete key, Image Toolbox, Lock tool, move cell tool, Rows, Speak tool, Spreadsheet</p> <p>Technology</p>	
Music						
Knowledge	Active Music – Rhythm and Pulse Unit		Active Music – Pitch Unit	Active Music – Instrumental Unit	Active Music – Singing Games unit	Catch up/overflow unit

<p>Skills</p>	<ul style="list-style-type: none"> • To learn and experience what is meant by a PULSE or a steady beat. • To learn to keep a pulse through actions and body percussion through playful songs and chants. • To continue to consolidate subconscious understanding of pulse through practical activities such as clapping games with partners. To follow a pulse at varying tempos. • For the children to continue chanting and reading TA and Te-Te rhythm patterns. • To also learn the place of a REST in music and to incorporate this into their knowledge of rhythms. • To transfer experience of rhythm patterns on to percussion instruments. • To relate these skills to a known chant. • To rehearse and perform in groups, starting and 	<p>KS1 Christmas performance song practice</p>	<ul style="list-style-type: none"> • To experiment with different types of voices and to establish the difference between the speaking and singing voice. • To understand how sounds can be changed from high to low and to begin to pitch-match on one note. • To pitch-match and sing solos on the notes So and Mi. • To play tuned instruments to a steady pulse/ accurate rhythm as an accompaniment to singing. • To follow a scale as it goes up and down with singing and actions. • To create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups. 	<ul style="list-style-type: none"> • To learn to play un-tuned instruments carefully, following instructions of gestures, symbol cards and word cues. • To continue to practise following gestures, symbol and word-cue instructions while playing un-tuned percussion instruments. • To follow a conductor. • To accompany their singing on tuned and un-tuned instruments, playing to a steady pulse and with accurate rhythms. • To play instruments as part of a group, attaching different rhythm symbols to different instrumental timbres. • To concentrate and internalise lyrics, playing instruments on specific cue words. • To improvise melodies on xylophones. 	<ul style="list-style-type: none"> • To take part in new and familiar singing games. To sing with a sense of shape of the melody. • To follow cue word actions, listen to instructions and move to a musical time frame. • To think up actions and memorise sequences of actions. • To internalise parts of a song and clap accurate rhythms. • To walk to a steady pulse in a well-formed circle. • To choose partners and dance with them within a musical time frame. • To walk, clap and stamp to a steady pulse while singing. 	<p>Catch up/overflow unit</p>
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	<ul style="list-style-type: none"> finishing at the same time and keeping a steady pulse using instruments. 					
Vocabulary	Pulse, rhythm, percussion, temp, rest		High, low, pitch, pulse, rhythm, 4-beat pattern	Improvise, rhythm, percussion, pulse	Melody, cue-words, rhythm pulse	
PSHE						
Knowledge	<p>I understand rights and responsibilities as a member of my class</p> <p>I know my views are valued</p> <p>I know my rights and responsibilities</p>	<p>I know what is similar and different about my peers</p> <p>I know who I could talk to if I was feeling unhappy or being bullied</p> <p>I know how to make new friends</p> <p>I know that what makes us different makes us all special and unique</p> <p>I can work well with a partner</p>	<p>I know how to tackle new challenges</p> <p>I can identify obstacles and challenges</p> <p>I can understand how it might feel to succeed</p> <p>I know how I learn best</p>	<p>I understand the difference of being healthy and unhealthy</p> <p>I know how to keep healthy and clean and understand germs cause disease and illness</p> <p>I know house hold chemicals and medicines can be harmful</p> <p>I know how to keep safe when crossing the road</p> <p>I know who can keep me safe</p>	<p>I know there are lots of different types of families</p> <p>I know what it means to be a good friend</p> <p>I know appropriate forms of physical contact</p> <p>I know who can help me in a school community</p>	<p>I am starting to understand the life cycle of animals and humans</p> <p>I understand changes as we grow and that they are natural</p> <p>I can identify the parts of the body that make girls and boys different and use the correct language: vagina, penis, testicles</p> <p>I know that every time I learn something new I change a little bit</p>
Skills	<p>I feel special and safe my class</p> <p>I can recognise how it feels to be proud of an achievement</p> <p>I can recognise choices and understand consequences</p> <p>I can recognise a range of feelings when facing consequences</p>	<p>I can tell you how I am the same or different from my friends</p> <p>I understand how being bullied might feel</p> <p>I can be kind to other children</p>	<p>I can identify my own successes and achievements</p> <p>I can express how I feel when faced with a new challenge</p> <p>I can work out how to overcome challenges and how that feels</p>	<p>I can make healthy lifestyle choices</p> <p>I know some ways to help myself if I feel poorly</p> <p>I can recognise when I feel frightened and ask for help</p> <p>I can recognise how being healthy makes me feel happy</p>	<p>I can care for people that are important to me</p> <p>I know how to make a friend</p> <p>I can recognise forms of physical contact</p> <p>I know how to praise myself</p> <p>I can ask for help when needed</p> <p>I can express to others how I feel bout them</p>	<p>I can accept changes will happen to me as I grow</p> <p>I can respect my body and understand which parts are private</p> <p>I can cope with changes</p>
Key Vocabulary	Safe, proud, consequences, responsibilities, achievement, value, belonging	Kind, responsible, unique, difference, bullying	Achieve, goal, succeed, obstacles, challenge	Healthy, unhealthy, diet, exercise, safe, harmful	Family, friends, relationships, appropriate touch, feelings, comfort	Changes, natural, scientific body parts, privacy
MENTAL HEALTH: (Lesson to be taught at end of each unit)	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 1: We all have feelings	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 2: Good and not so good feelings	<i>Afl: What will benefit your class? What are their needs? Address and support your class</i>	Mental Health unit Lesson 3: Big feelings
Science						
Knowledge	Every day materials	Seasonal changes - revisited termly	Animals including humans	Plants		

	<ul style="list-style-type: none"> • Make links between an object and the material from which it is made • Identify and name a variety of everyday materials • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday 	<ul style="list-style-type: none"> • Observe changes across the four season • Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Understand the language of carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals. • Identify parts of the human body and make links to senses. 	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including trees • Identify and describe the basic structure of common flowering plants, including trees.
Skills	<ul style="list-style-type: none"> • Classifying materials verbally • Identifying similarities and differences between different materials • Asking and answering simple questions about the physical properties of everyday materials • Perform simple tests to compare the suitability of materials for different purposes 	<ul style="list-style-type: none"> • Observation over time by keeping a journal of seasonal changes. Words and drawings • Noticing patterns, making links with the season, weather and the changes around us. • Communicate their ideas, what they do and what they find out in a variety of ways. Making predictions to the season and possible changes to the weather and nature. 	<ul style="list-style-type: none"> • Use observations to answer questions about what makes an animal a fish, amphibians, reptiles, birds and mammals • Notice patterns with our senses and how our body works e.g. shape of ear for hearing • Communicate their ideas, what they do and what they find out in a variety of ways. Comparing the diet of carnivores, herbivores and omnivores. Make predictions based on knowledge of animals 	<ul style="list-style-type: none"> • Observations over time, how does a seed become a seedling and then plant. Draw pictures and label • Classifying plants including trees, wild plants and flowers based on what they can see. I know this is a tree because ... • Identifying using secondary sources. Use books and videos to classify trees, wild plants and flowers.
Key Vocabulary	Sink, float, smooth, bumpy, stretch, shiny, dull, stiff Plastic, glass, wood, metal, fabric	Autumn, summer, spring, winter, day, night, evening, afternoon, morning, noon, midnight	Mammals, amphibians, reptiles, birds, fish, carnivores, herbivores, omnivores, shoulder, ear (hear), eyes (sight), lips, mouth, tongue (taste), nose (smell), heart, skin (touch/ feel), hands, finger, bones, toes, lips, back., leg, hair, foot, arm	Deciduous, evergreen, branches, trunk, root, leaf, blossom, bulb, seed, bud, flower, stem

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Design Technology						
Knowledge	<p><u>Textiles:</u> Templates & joining techniques Puppets</p> <p>D1- Draw a simple picture of an intended design with basic labelling. D3-With help put ideas into practice E2- Talk about their own & others' work identifying strengths and/or weaknesses E3- Order products or designs chronologically and begin to explain reasons why they are ordered in that way. T1- Cut out shapes from a range of fabrics & papers. Join fabrics using running stitch, glue, staples, over-sewing & tape. T2- Cut accurately & safely with scissors T3- Join accurately, using glue/ tape. M1- Select & explain why they have chosen a particular tool for the task. M2- Select & explain their choice of materials, sometimes with help. M3- Explain how to keep safe during a practical tasks.</p>	<p><u>Cookery:</u> Prepare a simple dish safely... Design Sandwich or wrap based Pizzas & garnish</p> <p>M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choice of materials, sometimes with help. M3- Explain how to keep safe during a practical task. D1- Draw a simple picture of an intended design with basic labelling. D3-With help put ideas into practice E1- Describe how an existing product works) E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut accurately and safely with blunt knife F2- Identify the main food groups, including fruit and vegetables F3- Identify the source for common foods.</p>		<p><u>Cookery:</u> Prepare a simple dish safely... Fruit kebabs on cocktail sticks (using soft fruit</p> <p>M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choice of materials, sometimes with help. M3- Explain how to keep safe during a practical task. D1- Draw a simple picture of an intended design with basic labelling. D3-With help put ideas into practice E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut/thread accurately and safely with scissors/ using cocktail stick F2- Identify various types of fruit. F3- Identify the source of various fruits.</p>	<p><u>Cookery:</u> Prepare a simple dish safely... Salad with simple dressing</p> <p>M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choice of materials, sometimes with help. M3- Explain how to keep safe during a practical task. D1- Draw a simple picture of an intended design with basic labelling. D3-With help put ideas into practice E2-Talk about their own and others' work identifying strengths and/or weaknesses T2- Cut accurately and safely with scissors F2- Identify the main food groups, including fruit and vegetables F3- Identify the source for common foods.</p>	<p><u>Mechanisms:</u> Levers and sliders Toys with moving parts</p> <p>T3- Join accurately, using glue or tape. T5- Create and use levers and sliders. D1- Draw a simple picture of an intended design with basic labelling. D3- With help put ideas into practice E1- Describe how an existing product works (e.g the toy moves when I turn the handle') E2-Talk about their own and others' work identifying strengths and/or weaknesses E3- Order products or designs chronologically and begin to explain reasons why they are ordered in that way. M1- Select and explain why they have chosen a particular tool for the task. M2- Select and explain their choice of materials, sometimes with help. M3- Explain how to keep safe</p>
Skills	*Talk about existing products and say what is good or not so good about them	*chopping/snip using a blunt knife/scissors safely *Grate soft food with adult support		*Follow a simple recipe supported by an adult and carry out instructions with a little support	*Follow a simple recipe supported by an adult and carry out instructions with a little support	*Talk about existing products and say what is good or not so good about them * Explain intentions

	<ul style="list-style-type: none"> * Explain what they want to do. *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools and equipment needed for purpose. *Use appropriate materials *Talk about own work with support *follow procedures for safety * use a range of materials & components materials & textiles * measure, mark out, cut & shape materials & components *assemble, join and combine materials and components *use finishing techniques, including those from Art & Design. 	<ul style="list-style-type: none"> *Follow a simple recipe supported by an adult and carry out instructions with a little support *follow safety and hygiene procedures *Spoon ingredients into different containers with increasing accuracy and minimal spillage *Spread soft ingredients eg. Hummus, butter *Snip fresh herbs, spring onions. *With help and supervision, assemble and arrange cold ingredients. 		<ul style="list-style-type: none"> *follow procedures for safety and hygiene *Use bridge cut hold to cut soft food using a blunt knife eg. Cut strawberries / bananas with close adult supervision.. * Thread soft foods onto cocktail sticks eg. Fruit kebabs using strawberries, satsumas, grapes 	<ul style="list-style-type: none"> *follow procedures for safety and hygiene * Use bridge cut hold to cut soft food using a blunt knife eg. Lettuce with close adult supervision. *Grate soft food eg. Cucumber with adult support. *Snip herbs using scissors safely for garnish. *Use a juicer to extract juice *Mix, stir and combine liquid ingredients (oil and fruit juice) to make dressing *With Guidance pour or drizzle dressing on to salads and lightly sprinkle garnish on cold food. 	<ul style="list-style-type: none"> *Design following design criteria with support. * Use simple pictures/ words/ diagrams to describe design. * Select tools & equipment needed for purpose. *Use appropriate materials *Talk about own work with support *Use a simple lever *Follow safety procedures * use a range of materials and components, including construction materials or kits & mechanical components *measure, mark out, cut and shape materials & components *assemble, join & combine materials and components *use finishing techniques, including those from Art & Design.
Key Vocabulary	Names of equipment, felt, running stitch, needle, thread, fabric	Technical language- cutting, grating, slicing, names of tools.		Technical language- bridge cut hold, names of equipment & various fruit.	Names of salad ingredients. Technical language- bridge cut hold, grating, juicing and names of equipment.	Lever, sliders, push pull, directional language

Curriculum Enhancements

Year: 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry entry point	Sept - clues from the Magic Toymaker. Nov- planning a party (celebrations)		Dinosaur hunt.		Water games competition.	
Enquiry Exit point	Visit from the toymaker. Christmas party with children's ideas.		Dressing up day – famous people from the past.		Beach day in the playground.	

Trips, visitors and workshops	Magic toymaker visit	Trip to Roves Farm	Fossil workshop with Craig Clements	Visit from Rabbi Solomons Dino workshop	Visit to St Andrews church	Trip to Cotswold water park (beach day)
Curriculum Enhancements (Termly)	Wiltshire learning resources Aspire, achieve, grow value Helping hands nominated No Pens day Harvest Black history Dress up in roleplay Rock Star day Welly walk Premier Sports Tennis workshop	Wiltshire learning resources Anti-bullying week Enterprise week Poetry day Christmas production Staff panto Toymaker visit Welly walk Premier sports Christmas fayre	Wiltshire learning resources Young voices Fossil workshop Fossil day Dino day Premier Sports	Wiltshire learning resources World Book Day Science day Dress up day – people of the past Premier sports Welly walk	International day Music roadshow Science Fayre International day Dress-up day Spelling bee International day Sports day and family picnic Summer fair Premier sports Seasonal changes hunt – welly walk Summer poetry	
Curriculum Enhancements (On-going)	Class dojo – Helping hands – BLP – Relative readings & partner reading – Poetry Days – Charity events – Outdoor learning – BSL – No pens day – Peer massage – Values – Breakfast club & acorns – Parent workshops – Music lessons – Gardening – House competitions – Visitors – School pets – FORO – Access to technology – Clubs – Family learning events – Parent book looks – Outdoor equipment and outdoor areas – Golden mile – Pupil premium offers – Eco monitors – Kiss and Drop – Cyber mentors					

Year 1		PE				
PE	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Units:	Dance Mini Beasts	Net & Wall Games Skills 1	Invasion Games Skills 1	Invasion Games Skills 2	Athletics 2	Dance Under the Sea
Knowledge:	To perform, review and improve performance Use pictures as stimulus	To use sending and receiving skills within rules of games	Apply attacking and defending within activities	Apply attacking and defending within activities	Accurately replicate techniques of catching and throwing events	To perform, review and improve performance Use pictures as stimulus
Skills:	Move safely and creatively in space Timing and levels Perform, feedback and improve Variety of travelling movements Move direction in unison Turn action from motif into travelling actions	Striking with accuracy Volleying Sending and receiving balls with accuracy Rallies	Chest pass Moving into space after passing Move and turn under control with stick and ball Dribble ball with hands Send and receive Send ball with feet	Using attacking and defending in activities which require them Move to receive a safe pass Turn whilst in control of ball Run quickly and dodge to beat an opponent Tracking & intercept an opponent Catching a ball consistently on the full & after one bounce	Run at different speeds Change direction Adapt speed depending on distance Different styles of jumping and techniques to increase height and distance Adding running to jumping Replicate throwing events Developing leg and feet placement Evaluate others using technical language	Move safely and creatively in space Timing and levels Perform, feedback and improve Variety of travelling movements Move direction in unison Turn action from motif into travelling actions
Vocabulary:	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif	Accuracy Striking Receiving Rally	Chest pass Dribble Control Stick and ball Space Attack/defend	Attack/defend Bounce Intercept Track Opponent Turn	Speed/direction Adapt Height/distance Change Placement	Feedback Perform Stimulus Unison Pathways/directions Travelling Motif
Units:	Target Games 2	Gymnastics Balancing & Spinning on Points and Patches	Gymnastics Wide, Narrow & Curled Rolling & Balancing	Movement Skills 2	Gymnastics Pathways – Small & Long	Striking and Fielding Games Skills 1
Knowledge:	Applying striking & throwing skills to physical activities	Performing spins and balances as part of a wider routine and in different formations	Working with a partner in long, curved and narrow shapes within movement	Apply basic skills competently in a range of physical activities	Use different pathways within a sequence – mounting and dismounting apparatus	Show awareness of boundaries and rules Strike and support fielders
Skills:	Punt a ball with accuracy Single and both feet Strike a ball at a target with accuracy Strike a ball with <i>force</i> and accuracy Throw a ball overarm at a target Bounce a ball at target	Sequence of spins Symmetrical balances on patches Asymmetrical spins and balances Routines in different formations/partner Spinning at different levels Changing dynamics	Travel in a wide shape Balance inversion with wide body parts Curled movements in sequences on floor and apparatus Long shapes whilst in balance, motion and flight	Move with good control following visual and audio instructions Travel backwards safely Balance on one leg Jump in a variety of ways Dodge and move safely with awareness of others Volley and punt	Step gracefully in straight pathways Sequences – sideways, forward and backward stepping Move close to ground – pushing and pulling on different parts of the body	Strike ball of a tee Run and hit ball to gather runs Work as group to field the ball Get into a ready position to catch Tracking the flight of the ball to catch Roll a ball to a target accurately Throw underarm accurately

		<p>Holding balances at different balances</p> <p>Spin out of balances to form a sequence</p>	<p>Sequence involving narrow movements</p> <p>Narrow, tight curved shapes and back to perform a sequence</p> <p>Sequence at high and low level</p> <p>Sequence with curled, narrow and wide shape working at high and low levels</p>		<p>Move in triangular pathways on different body parts</p> <p>High means of travelling</p> <p>Variety of turns</p> <p>Jump in different ways</p> <p>Coordination</p> <p>Curved and zig-zag pathways</p>	<p>Pick up a ball cleanly and roll accurately</p> <p>Pick up and thrown overarm</p>
Vocabulary:	<p>Punt</p> <p>Strike</p> <p>Overarm</p> <p>Force</p> <p>Target</p> <p>Bounce</p>	<p>Sequence</p> <p>Symmetrical/Asymmetrical</p> <p>Patches</p> <p>Balances</p> <p>Routine</p> <p>Formation</p> <p>Dynamics</p> <p>Levels</p>	<p>Narrow</p> <p>Wide</p> <p>Tight</p> <p>Curled</p> <p>Sequence</p> <p>High/low</p> <p>Travel/Motion</p> <p>Balance</p> <p>Flight</p>	<p>Visual/audio</p> <p>Dodge</p> <p>Balance</p> <p>Volley/punt</p> <p>Awareness</p> <p>Control</p>	<p>Curved</p> <p>Sequence</p> <p>Pathway</p> <p>Push/pull</p> <p>Sideways, forwards, backwards</p>	<p>Accuracy</p> <p>Overarm/underarm</p> <p>Roll</p> <p>Ready position</p> <p>Track</p> <p>Boundaries</p>