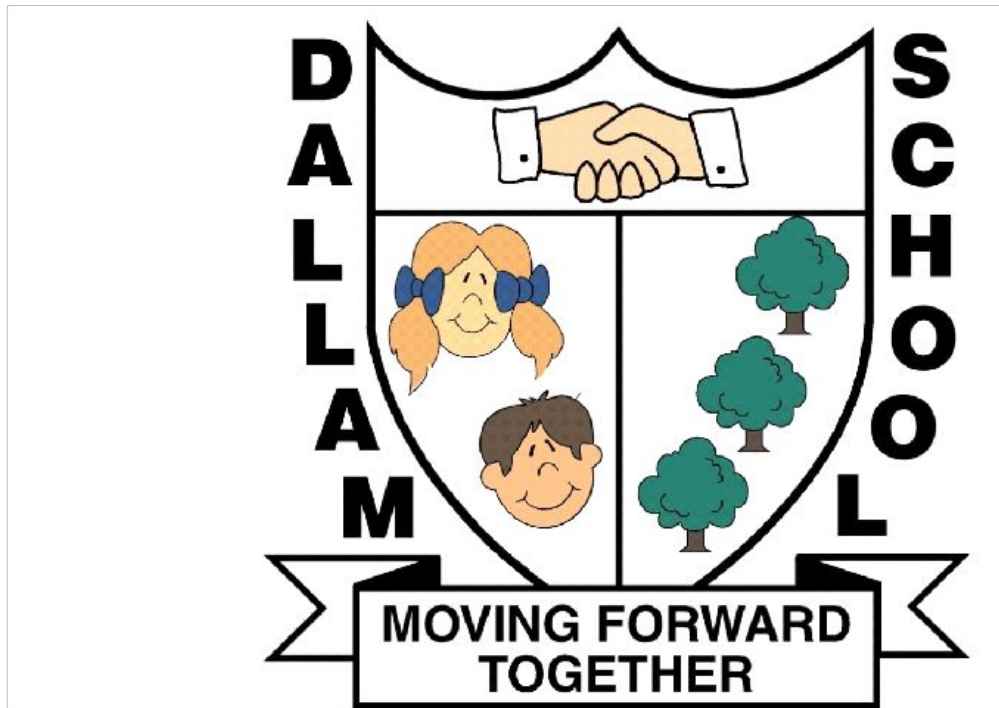


DALLAM PRIMARY SCHOOL



Year 1 Curriculum

Intent

The curriculum at Dallam Primary is designed to provide a broad and balanced education that meets the needs of all of our children while delivering the programmes of study outlined in the National Curriculum in England. Through a wide range of subjects, it encourages effective communication, independence, curiosity, creativity and resilience to produce collaborators, innovators and leaders. Promoting physical development and mental well-being are key elements in supporting the development of the whole child and promoting a positive attitude to learning.

Central to our curriculum are core skills that underpin everything that we do:

Active Learning:

- To seek out and enjoy challenges
- To collaborate with others
- To show commitment and perseverance
- Assess themselves and others

Basic Skills:

- To speak clearly and convey ideas confidently
- To read and communicate ideas in writing efficiently and effectively.
- To calculate efficiently and apply skills to solve problems
- To use new technologies confidently and purposefully

Creative Thinking:

- To ask questions to extend their thinking
- To generate ideas and explore possibilities
- To overcome barriers by trying out alternatives or new solutions
- To connect ideas and experiences in inventive ways

Our approach enables children to make connections within and across subjects as they acquire the knowledge, understanding and skills they will need for the next stage in their learning and to make a positive contribution to and celebrate diversity within their community and in the wider world today and in the future.

Long Term Plan

	AUTUMN		SPRING		SUMMER	
Science	Everyday Materials Seasonal changes		Seasonal changes Plants		Seasonal changes Animals including Humans	
Computing	Getting started with computers Programming Bee Bots Online Safety		Algorithms unplugged Digital Imagery Online Safety		An introduction to data Digital. A rocket to the Moon Online Safety	
History	Changes Within Living Memory – Local Study		Changes Within Living Memory - Daily Life		Events Beyond Living Memory With National/Global Importance – Rainhill Steam Trials	
Geography			Exploring the Local Community The United Kingdom		The United Kingdom Fieldwork	
Design and Technology	Mechanisms	Textiles	Mechanisms	Cooking and Nutrition	Structures	
Art and Design	Drawing and Painting					
	Textiles					
Music	Pulse and Rhythm	Musical Vocabulary	Pitch and Tempo	Timbre and Rhythmic Patterns	Becoming Composers	
PE	Personal Skills (Real PE) Athletics	Social Skills (Real PE) Invasion Games	Cognitive Skills (Real PE) Gymnastics	Creative Skills (Real PE) Striking and Fielding Games	Physical Skills (Real PE) Net and wall games Dance	Health and Fitness (Real PE) Striking and Fielding Games Athletics Dance
RE	Christianity – God Why do Christians say that God is the 'Father'?	Christianity – Jesus Why is Jesus special to Christians?	Christianity – The Church How might some people show that they belong to God?	Islam How might beliefs about creation affect the way people treat the world?	Hinduism What do Hindus believe about God?	Judaism Why might some people put their trust in God?
PHSE	Being in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

English

The image shows the word "English" written in large, colorful, 3D-style letters. Each letter is held up by a hand. The letters are: 'E' (green), 'n' (blue), 'g' (red), 'l' (yellow), 'i' (pink), 's' (purple), and 'h' (blue). The hands are of various skin tones, suggesting a diverse group of people. The background is plain white.

Spoken Language

Throughout each year group, pupils will build on the oral language skills build in previous years at a level which is appropriate to their age. They will be encouraged to communicate effectively across a range of contexts and to a range of audiences. They will have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils will be encouraged to take turns and participate constructively in conversations and debates.

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading

Throughout Year 1, pupils will have opportunities to read and enjoy listening to a range of quality fiction.

The reading spine books for Year 1 which will be read throughout the year are:

The Tiger That Came to Tea

Beegu

The Three Little Pigs

Goldilocks and the Three Bears

The Little Red Hen

Jack and the Beanstalk.

The poetry spine will include:

Weather acrostic poems

Here's a Little Poem

Hey Little Bug

The Puffin Book of Fantastic First Poems

When We Were Very Young

Reading

Pupils will be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading.
- develop pleasure in reading, motivation to read, vocabulary and understanding by:
 - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
 - being encouraged to link what they read or hear read to their own experiences
 - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart
 - discussing word meanings, linking new meanings to those already known

Reading

- understand both the books they can already read accurately and fluently and those they listen to by:
 - drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
 - discussing the significance of the title and events
 - making inferences on the basis of what is being said and done
 - predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Reading Across the Curriculum

Throughout Year 1, pupils' learning across the curriculum will be supported by a range of quality books including:

Autumn term

The Curious Case of the Missing Mammoth

Spring term

The Emperor's Egg

Summer term

It Starts With a Seed

Writing

During Year 1, pupils will write a range of genres. Particular focus will be placed on:

**stories involving a journey, finding something, losing something,
meeting someone special and a tale of fear
recounts, reports and instructions.**

Talk for Writing texts include:

The Naughty Bus

SHHHH!!!

How to Catch a Star

Lost and Found

Little Red Riding Hood

The Emperor's Egg

Writing

Pupils will be taught to:

- spell: words containing each of the 40+ phonemes already taught; common exception words; the days of the week
- name the letters of the alphabet:
 - naming the letters of the alphabet in order
 - using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.
- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ and to practise these.

Writing

- 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 clearly enough to be heard by their peers and the teacher.
 - develop their understanding of the concepts set out in English Appendix 2 by:
 - leaving spaces between words
 - joining words and joining clauses using and
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
 - learning the grammar for year 1 in English Appendix 2 of the National Curriculum
- use the grammatical terminology in English Appendix 2 in discussing their writing.

PALS Objectives

Writing is planned for and assessed using objectives from PALS files which break down Y1 National Curriculum objectives to ensure progression through the year.

Year 1		Working within	Focussing	Securing
Vocabulary	Nouns and adjectives	<ul style="list-style-type: none"> Use articles the and a, possessives and numbers to write a noun phrase e.g. a dog, my dog, two dogs. Use pronouns e.g. I, he, she, it, they, we. Use adjectives for size and colour in a complement sentence e.g. the dog is black Use adjectives for size and colour to expand a noun phrase e.g. a black dog, a big car Correct subject verb agreement using familiar verbs e.g. I am, he is, I like, he likes. Use simple present tense when writing in the present e.g. he runs, they wash. 	<ul style="list-style-type: none"> Use singular and plural noun e.g. dog/dogs, bush/bushes Use present progressive using the verb 'to be' and verb in progressive form using -ing suffix e.g. He is hitting me. Use simple past tense using -ed suffix e.g. pulled, pushed, painted and some irregular past tense forms e.g. went instead of goed. Use familiar adverbs of place (where) e.g. I played outside. I sat there. Use adverbial phrases for place using simple prepositions e.g. in, on-I played in the garden Use adverbs of time (when) e.g. First, Finally to sequence narratives, recounts, instructions possibly with repetition e.g. Then, Then 	<ul style="list-style-type: none"> Use 'un' to show opposite in adjectives e.g. unhappy, unkind. Use simple superlative adjectives for size e.g. smallest, tallest Use simple comparative adjectives for size e.g. longer, shorter Use prefix 'un' to negate verbs e.g. undo, unlock. Use familiar adverbial phrases for time to start narratives or recounts e.g. once upon a time, On Monday.
	Verbs and adverbs	<ul style="list-style-type: none"> Use imperative form to write commands e.g. Cut, Stick, Put. Use repetitive pronouns to link to the subject e.g. The boy.. He is.. He has.. 		
	Cohesive devices			
Sentence structure and punctuation		<ul style="list-style-type: none"> Compose and write single clause sentence e.g. The dog is black Leave spaces between words 	<ul style="list-style-type: none"> Join two words with 'and' e.g. Tim and Tom like ice-cream. The dog is black and hairy Use full stops and capital letters to demarcate sentences 	<ul style="list-style-type: none"> Use co-ordination – using 'and' to join two ideas to write a sentence with two clauses e.g. I went to the park and I had an ice cream Use capital letter for 'I', names of people, places, days of the week e.g. Bob, Blackpool, Thursday Use question marks and exclamation marks to sometimes demarcate question and exclamations
Composition		<ul style="list-style-type: none"> Talk with teacher/peers about models of similarly structured writing Say out loud what I am going to write about by talking with teacher/peers to gather ideas for writing Use Oral/visual prompts (e.g. pictures, photos, story maps) to help remember what I am going to write. Orally compose a sentence before writing it. Rehearse to remember the sentence accurately before attempting to record it. Use oral/visual prompts (e.g. pointing to fingers) to remember number of words in a sentence and the spaces between the words as I am writing. Write sentences which make sense and communicate meaning. Re-read what I have written to make sure it makes sense Read aloud own writing clearly enough to be heard by teacher and peers in a small group 	<ul style="list-style-type: none"> Re-read to check for missing words, spaces between words and punctuation. Write short chronological texts using series of sentences e.g. instructions, recounts. Write short non-chronological texts using series of sentences e.g. information texts. Use pronouns or adverbs to link sentences. Write non-fiction texts including basic organisation and features to suit the text type e.g. list in instructions Write simple openings or endings Include details of events and/or subject matter 	<ul style="list-style-type: none"> When discussing writing, recognise and use terminology from Y1; letter, capital letter; word singular, plural; sentence, punctuation, full stop, question mark, exclamation mark. Write simple narratives in familiar genres e.g. traditional tale, cumulative story/ Write narratives with a series of sentences in chronological sequence. Use pronouns or adverbs to link sentences. Write simple openings or endings Include detail of characters and setting

Maths



Throughout Year 1 pupils will:

- Develop confidence and mental fluency with whole numbers, counting and place value.
- Work with numerals, words and the four operations, including with practical resources.
- Develop the ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary.
- Use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.
- Know the number bonds to 20 and be precise in using and understanding place value. There will be an emphasis on practice to aid fluency.
- Read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.
- read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$.
- 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.
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- compare, describe and solve practical problems for:
 - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
 - mass/weight [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
 - time [for example, quicker, slower, earlier, later]
- measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry

- recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- describe position, direction and movement, including whole, half, quarter and three quarter turns.

The long term plan for maths in Year 1 ensures full coverage of the National Curriculum.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Numbers to 10		Number: Addition and Subtraction			Shape: Position	Geometry: Shape	Numbers to 20		Number: Addition and Subtraction		
Spring	Shape and Patterns	Measures: Length and Height		Number: Addition and Subtraction		Numbers to 40		Number: Addition and Subtraction		Assess and Review		
Summer	Number: Multiplication and Division		Number: Fractions	Numbers to 100	Measures: Time, Money, Volume, Capacity, mass			Shape and Space: Position	Assess and Consolidate		Early Transition	

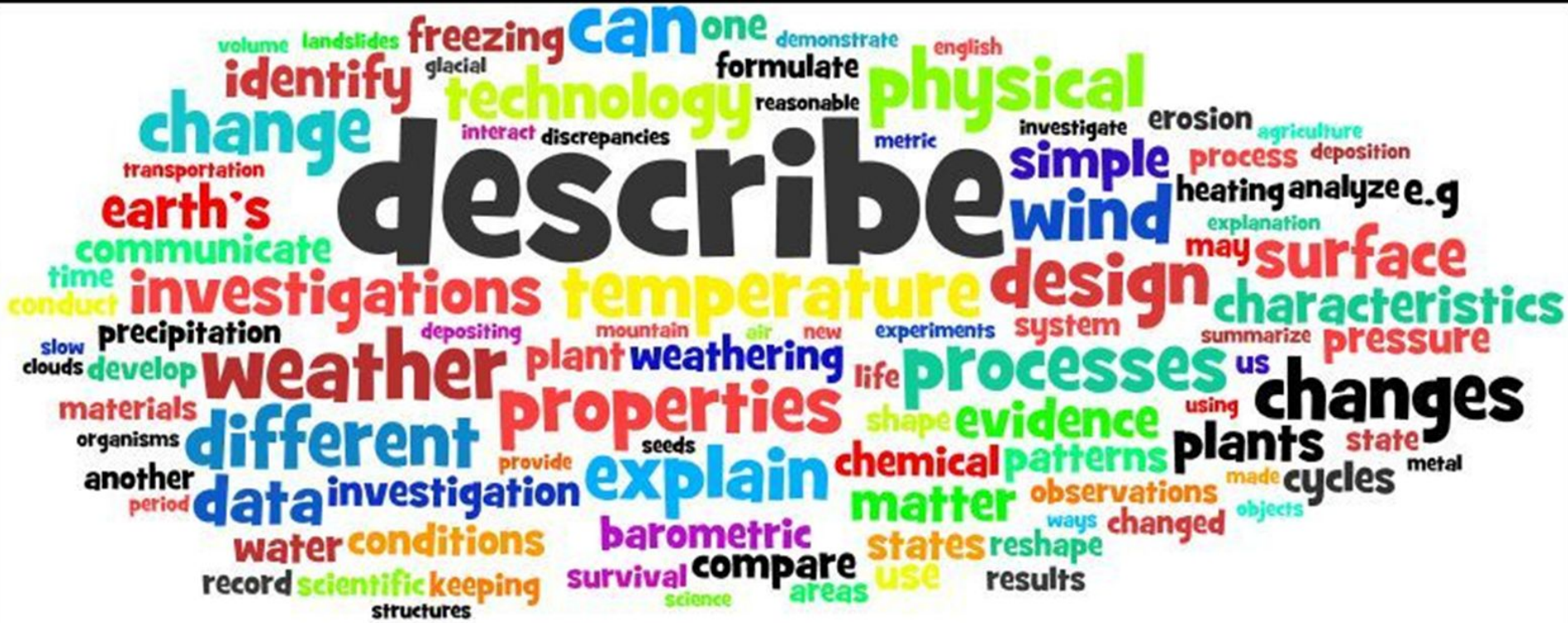
Pupils are assessed throughout the year to determine whether they are on track to achieve Age Related Expectations at the end of the Year.

Year 1	Working within	Focussing	Securing
<u>MathsnoProblem Number</u>	Chapter 1, 2,3,4,6,7	Chapter 10,11,12,13,14,	Chapter 15,17
Number and the number system	<p>Count, read and order numbers from 0 to 20 accurately and with fluency - forward / backward. Count numbers to 20 by making 10 first Recognise and use 0 as 'none' or 'zero' in context.</p> <p>Recognise and write numbers 0 to 20 with increasing accuracy and associate with objects counted.</p> <p>Identify 'one more' 'one less' or 'is equal to' with numbers to 20</p> <p>Use the terms "greater than" or "less than" to compare numbers within 20. Recognise, read and begin to write numbers to 20 in words</p> <p>Recognise patterns with numbers up to 20 Represent numbers practically, pictorially and on a number line (0 to 20)</p>	<p>Represent numbers practically, pictorially and on a number line (0 to 40)</p> <p>Use the making-ten strategy to count numbers >10 Write numbers to 20 in words Use the ten-frame and place-value cards to write numbers to 40</p> <p>Understand that digits represent 10s and 1s Count on and back in 2s, 5s and 10s. Compare and order numbers and determine which is bigger/smaller Identify one more /one less of numbers to 30 Observe and use number patterns Recognise, find and name $\frac{1}{2}$ of a shape, object or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p>	<p>Use number lines and base-10 materials <u>with increasing</u> confidence to count numbers to 100, forwards and backwards, beginning with 0 or 1 or from any given number. Read, write and order numbers from 1 to 100 Understand the value of the tens and ones digits in a number Compare and order numbers to 100 from smallest to largest Identify patterns of numbers increasing or decreasing by 1, 2, or 5 Count to 100 in multiples of 5 Identify one more and one less than any number to 100 Recognise odd and even numbers to 20.</p>

Calculation	<p>Read, write and interpret addition and subtraction sentences using range of appropriate vocabulary.</p> <p>Represent and use number bonds and related addition and subtraction facts within 20</p> <p>Begin to develop an understanding of inverse operations + and -</p> <p>Add by making 10 and then add on the remainder</p> <p>Add and subtract by counting on/back from a given number and from the largest number.</p> <p>Add and subtract by partitioning into tens and ones</p> <p>Subtract by exchanging tens for ones when there are not enough ones.</p> <p>Understand 'zero' and use in addition and subtraction in context of practical problems</p>	<p>Add and subtract one-digit and two-digit numbers to 20, including zero</p> <p>Understand that addition can be done in any order.</p> <p>Begin to decide whether addition or subtraction is the most appropriate operation and explain ideas using mathematical vocabulary</p> <p>Identify equal groups as the first step in multiplying</p> <p>Begin to recognise an array as rows and columns pictorially representing multiplication as repeated addition</p> <p>Understand that doubling is the same as 2 groups of the same amount.</p> <p>Understand how to divide even numbers into equal groups using concrete materials</p>	<p>Compare two sets to find a numerical difference.</p> <p>involving addition(+), subtraction(-) and equals(=)signs</p>
Problem solving	<p>Solve addition and subtraction problems in context using concrete objects and pictorial representation</p> <p>Explain ideas for solving problems</p>	<p>Solve one-step problems that involve addition and subtraction in different ways including using number bonds and visual representations.</p> <p>Solve word problems using equal groups.</p> <p>Solve missing number problems using facts to 20.</p>	<p>Solve missing number problems</p> $7 = \square - 9$ $8 + 4 = \square - 2$ <p>Solve one-step problems involving x and + calculating the answer using concrete objects, pictorial representation and arrays with the support of the teacher.</p>
Ongoing	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards in ones, twos, fives and tens • read and write numbers from 1 to 20 in numerals and words. • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations • represent and use number bonds within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems using concrete objects and pictorial representations 		

Measurement	<p>Compare and solve practical problems using <u>non-standard</u> units for lengths / heights Use key words such as tall, taller, short, shorter, tallest, shortest, greatest, long and longer Introduce the concept of using rulers for measuring. Order objects using direct comparison Use visualisation skills to estimate the number of units. Measure, compare and solve practical problems using <u>non-standard</u> units for :- mass or weight (heavier/ lighter than) capacity/volume (full/empty more/less)</p> <p>Develop familiarity with the analogue clock, including the minute and hour hands; Tell time to the hour on an analogue clock, and to the half hour using the term 'half past' Draw the hands on a clock face to show times Estimate time using seconds, minutes and hours. Sequence events in chronological order using language:- before/after, today/yesterday, tomorrow, morning/afternoon Use the terms 'quicker,' 'slower,' 'earlier,' 'later' when comparing time. Recognise and use language relating to <u>dates</u>, days of week, months and years and put them in the correct order.</p> <p>Recognise and know the value of different denominations of coins and notes</p>
Geometry	<p>Recognise four basic 3D/solid shapes: spheres, cubes, cuboids and pyramids. Recognise and name 2D shapes in the everyday environment: rectangles (<u>inc.</u> squares), circles, triangles) Describe some properties of common 2D and 3D shapes using terms such as 'larger', 'smaller', 'curved' and 'straight'</p> <p>Sort shapes using different criteria.</p> <p>Recognise, continue and create patterns and make generalisations, understanding repetition.</p> <p>Use appropriate positional language for up to ten positions and including left and right. Describe position and directions using everyday language (top, middle, bottom, in front of above, between, around, near, up and down, inside and outside Describe movements, including half, quarter and three-quarter turns and language including close and far, forwards, backwards, left, right</p>
Statistics	<p>Sort and match objects, pictures or themselves, justifying the decisions made.</p> <p>Collect data by counting.</p> <p>Communicate findings to others using simple tables or charts</p>
Ongoing	<ul style="list-style-type: none"> • count to and across 100, forwards and backwards in ones, twos, fives and tens • <u>read</u> and write numbers from 1 to 20 in numerals and words. • given a number, identify one more and one less • identify and represent numbers using objects and pictorial representations • represent and use number bonds within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems using concrete objects and pictorial representations

SCIENCE



The National Curriculum specifies the content of each year group's science curriculum.

Throughout Year 1, Pupils will:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify and classify
- use their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Science is taught through project work wherever possible, but is often covered as a series of discrete lessons and is organised across the year in Year 1 as follows.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasonal Changes Everyday Materials		Seasonal Changes Plants		Seasonal Changes Animals Including Humans	

Seasonal Changes

Pupils will:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Animals Including Humans

Pupils will:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants

Pupils will:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Uses of Everyday Materials

Pupils will:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

SMSC



Whilst opportunities for the development of SMSC are incorporated into all aspects of school life, there are many areas of the curriculum that are designed to specifically address different elements of Social, Moral, Spiritual and Cultural education:

Social Development:	Moral Development:	Spiritual Development:	Cultural Development:
<ul style="list-style-type: none"> • Exercise leadership and responsibility • Work successfully as a member of a group or a team • Work co-operatively • Use a range of social skills in different contexts <p style="text-align: center;">BIG ISSUES through Explore project</p> <ul style="list-style-type: none"> • Reflect on my contribution to society and to the world of work • Appreciate the rights and responsibilities of individuals • Recognise and respect social differences • Challenge the values of a group or wider community • Foster a sense of community, with common, inclusive values • Understand and debate social issues 	<ul style="list-style-type: none"> • Express views in an open and safe learning environment • Develop the desire to explore my own and others' views <p style="text-align: center;">Explore project</p> <ul style="list-style-type: none"> • Develop a willingness to express views on ethical issues • Develop an ability to make responsible and reasoned judgements on moral dilemmas • Develop the ability to think through the consequences of my own and others' actions 	<ul style="list-style-type: none"> • Reflect on own experiences, and learn from reflection • Enjoy learning, and be fascinated by the world around us • Develop an appreciation of the intangible • Ask questions and be curious – 'why?', 'How?', 'Where?' • Develop a sense of empathy with others, concern and compassion • Develop a respect for insight as well as for knowledge and reason • Understand feeling and emotions • Use imagination and creativity in their learning) • Develop an expressive and creative impulse • Have space for their own thoughts, ideas and concerns 	<p style="text-align: center;">Create project</p> <ul style="list-style-type: none"> • Participate in literature, drama, music, art, crafts, and other cultural events. • Develop a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures • Develop a willingness to participate in, and respond to, artist and cultural enterprises • Pupils' understanding and appreciation of the wider range of cultural influences that have shaped their own heritage and that of others

Autumn Term



Throughout this term children will:

- Plan and research
- Analyse and evaluate
- Explore issues, events and problems from different perspectives
- Support conclusions using reasoned arguments and evidence
- Show empathy
- Show a commitment to fairness
- Communicate learning in relevant ways
- Work towards a goal

History: How has Warrington changed?

Historical enquiry

- Sort artefacts into then and now
- Ask and answer questions related to different sources and artefacts (ongoing)

Chronology

- Sequence events and artefacts from within living memory into a chronological order (ongoing)
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now (ongoing)

Historical Knowledge

- Compare and contrast aspects of how Warrington has changed within living memory
- Use a range of sources to find out about a significant person from the Warrington area (Brian Bevan)

Historical Interpretation

- Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing (ongoing)
- Use stories to distinguish between fact and fiction (ongoing)

Design Technology

Design

- Create a design for a given audience
- Use a template to create a design

Make

- Adapt a mechanism when it does not work as it should
- Cut fabric neatly with scissors

Evaluate

- Test a simple mechanism and explain why it does or doesn't work

Technical Knowledge

- Understand that wheels need to be round to rotate and move
- Know that the frame of a vehicle (chassis) needs to be balanced
- Understand that a joining technique means connecting two pieces of material together
- Know that there are various temporary methods of joining fabric by using staples, glue or pins

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Develop their ideas, try things out, change their minds
- Talk about their work and how it makes them feel

Digital Media

- Explore ideas using digital sources i.e. internet, CD ROMs

Drawing

- Draw from observation and invent new lines (lines and marks)
- Draw lines of different shapes and thickness using 2 different grades of pencil (lines and marks)

Textiles

- Match and sort fabrics and threads for colour, texture, length, size and shape
- Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads twisting and plaiting
- Cut and shape fabric using scissors and apply using glue or stitching
- Apply decoration using beads, buttons, feathers etc
- Create fabrics by weaving

Music

Performing

- Use my hands and voice to make music
- Clap and play in time to the music
- Play simple rhythms on an instrument

Composing

- Use pulse and tempo to tell a story
- Use timbre and dynamics to represent sounds
- Use layering to create different textures
- Add a new dimension to a composition involving pitch and rhythm

Listening and Applying

- Listen to and repeat short rhythmic patterns
- Understand the difference between pulse and rhythm

Computing

Computing systems and Networks/ Algorithms

- Log into a computer and access a website.
- Develop basic mouse skills.
- Use mouse skills to draw and manipulate shapes.
- Use a range of skills to create a desired effect.
- Understand how to layer shapes to create an image.
- To understand what an algorithm is.
- To follow instructions to carry out an action
- Applying computing concepts to a real world situation.

Digital Imagery/Data Handling

- To understand that computers use inputs and outputs.
- Explain what decomposition is.
- Debug a simple algorithm.

Online Safety

- To know what the internet is and how to use it safely.
- To understand different feelings when using the internet.

RE

Ongoing

- Talk about what it means to be part of a family
- Talk about the importance of love within families
- Talk about their own identity as part of a family and part of the school community
- Talk about their own identity, beliefs and values
- Ask questions
- Reflect on who has helped them in life so far

Christianity

- Know that Christians refer to God as the Father
- Talk about why Christians might compare God to a loving parent
- Know a simple version of the Nativity story
- Identify religious aspects of Christmas celebrations

PSHE

Being in my World

Celebrating Difference

- I can tell you one thing that is special about me
- I understand that our differences make us special and unique

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Talk about why it is important to be active
- Recognise that my body changes during exercise
- Use equipment appropriately and safely

Athletics

- I can run at different speeds
- I can jump from a standing position
- I can throw objects with one hand

Games

- I can stop a ball with basic control and send it in a different direction
- I can take part in sending and receiving
- I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking a ball. – ongoing

Personal Skills (Real PE)

- I can work on simple tasks by myself
- I can follow instructions and practise safely

Social Skills (Real PE)

- I can work well with others, take turns and share
- I can help praise and encourage others in their learning

Spring Term



Throughout this term, pupils will:

- Recognise our roles as Global citizens
- Recognise that we can impact our environment and community
- Show a commitment to fairness
- Show empathy
- Analyse and evaluate
- Communicate learning in relevant ways
- Work towards a goal

History: How did life compare in the past?

Historical enquiry

- Sort artefacts into then and now
- Ask and answer questions related to different sources and artefacts (ongoing)

Chronology

- Sequence events and artefacts from within living memory into a chronological order (ongoing)
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now (ongoing)

Historical Knowledge

- Compare and contrast aspects of how Warrington has changed within living memory.
- Use a range of sources to find out about a significant person from the Warrington area (Brian Bevan)

Historical Interpretation

- Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing
- Use stories to distinguish between fact and fiction

Geography: Where do we fit in the world?

Ongoing throughout the year

- Identify seasonal and daily weather patterns in the UK.
- collect data relating to weather and identify simple patterns

Locational Knowledge

- Identify the United Kingdom on a globe, atlas and world map
- Identify the four countries making up the United kingdom
- Begin to name and locate the world's 7 continents and 5 oceans

Human and Physical Geography

- Use basic vocabulary to refer to key physical features
- Use basic vocabulary to refer to key human features
- Identify seasonal and daily weather patterns in the UK

Skills and Fieldwork

- Observe the geography of the school grounds

Design Technology

Design

- Create a design based on a basic design criteria
- Create clearly labelled drawings that illustrate movement

Make

- Follow a design to create a product

Art and Design

Exploring and Evaluating – ongoing throughout the year

- Develop their ideas, try things out, change their minds
- Talk about their work and how it makes them feel

Digital Media

- Explore ideas using digital sources i.e. internet, CD ROMs

Drawing

- Experiment with a variety of media to draw on different surface (tone and texture e.g. rubbing).
- Draw lines of different shapes and thickness using 2 different grades of pencil (lines and marks) - ongoing

Music

Performing

- Perform confidently as part of a group
- Select and play appropriate instruments to show understanding of timbre
- Perform a piece of music using untuned instruments focussing on pulse and rhythm

Composing

- Create a musical pattern using two pitches
- Create a theme tune using pitch and tempo
- Begin to perform a piece of music using untuned instruments focussing on pulse and rhythm, with support
- Explore using timbre and dynamics to represent a familiar story
- Create rhythmic patterns and phrases to tell and perform a story
- Use timbre to represent different characters in a familiar story

Listening and Applying

- Understand the concept of pitch
- Understand the concept of tempo

Computing

Skills Showcase/ Programming

- To recognise that digital content can be represented in many forms.
- Design and build a rocket.
- Set a sequence of instructions.
- To add data to a table or spreadsheet.
- To explore a new device.

Digital Imagery/Data Handling

- To create a demonstration video
- Plan and follow a set of instructions.
- To create and programme a device
- To understand how to treat others, both online and in person.

Online Safety

- To understand how to treat others, both online and in person.

PSHE

Dreams and Goals

- I can tell you about a challenge that I succeeded in and why it made me feel good
- I know how to store the feelings of success in my internal treasure chest

Healthy Me

- I can tell you something amazing about how my body works and identify some ways to keep it safe and healthy
- I can recognise how being healthy makes me feel happy
- I understand that medicines can help me if I feel unwell and I know how to use them safely
- I understand ways that I can keep myself safe and who I can get help from

RE

Ongoing

- Talk about what it means to be part of a family
- Talk about the importance of love within families
- Talk about their own identity as part of a family and part of the school community
- Talk about their own identity, beliefs and values
- Ask questions
- Reflect on who has helped them in life so far

Christianity

- Talk about what it might mean to belong to the Church family and why some babies are baptised
- Identify features of a Baptism

Islam

- To know that Muslims believe in one God (Allah)
- Suggest how Muslims might show respect for God by caring for the natural world

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Talk about why it is important to be active
- Recognise that my body changes during exercise
- Use equipment appropriately and safely

Games

- I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking a ball. - ongoing

Gymnastics

- I can perform basic gymnastic actions like traveling, rolling and jumping
- I can manage the space safely, showing good awareness of each other, mats and apparatus
- I can make up simple movement phrases

Dance

- I can Copy and explore basic body actions demonstrated by the teacher

Cognitive Skills (Real PE)

- I can understand and follow simple rules
- I can name some things that I am good at

Creative Skills (Real PE)

- I can begin to compare my movements and skills to those of others
- I can explore and describe different movements

Summer Term



Throughout this term, pupils will:

- Show flexibility
- Organise time and resources
- Adapt ideas as circumstances change
- Be creative
- Explore different ways of expression
- Communicate learning in relevant ways
- Work towards a goal

History: What was The Rocket?

Historical enquiry

- Ask and answer questions related to different sources and artefacts (ongoing)

Chronology

- Sequence events and artefacts from within living memory into a chronological order (ongoing)
- Use common words and phrases related to the passing of time, for example before, after, past, present, then, now (ongoing)

Historical Knowledge

- Use a range of sources to find out about a local event beyond living memory that is significant nationally and globally (The Rainhill Trials)

Historical Interpretation

- Begin to identify different ways to represent the past using photos, stories, ICT, drama, timelines, drawing (ongoing)
- Use stories to distinguish between fact and fiction (ongoing)

Geography: What do other places in the UK look like?

Ongoing throughout the year

- Identify seasonal and daily weather patterns in the UK
- Collect data relating to weather and identify simple patterns

Place Knowledge

- Know human and physical features of a small area of the United Kingdom

Skills and Fieldwork

- Devise simple maps
- Observe the key human and physical features of the surrounding areas
- Begin to use simple compass directions and directional language
- Collect data relating to weather and identify simple patterns

Art and Design

Exploring and Evaluating

- Develop their ideas, try things out, change their minds - ongoing
- Explore the work of different crafts people from different times and cultures
- Talk about their work and how it makes them feel - ongoing

Painting and Mixed Media

- Experiment with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces.
- Begin to explore colour mixing.
- Selecting colours, shapes and materials to suit ideas and purposes.
- To know that the primary colours are red, yellow and blue.
- To know that primary colours can be mixed to make secondary colours.

Design Technology

Design

- Know the importance of a clear design criteria

Make

- Make a stable structure from glue, tape and card
- Use a 2D net to create a 3D structure
- Follow basic instructions to make a structure

Evaluate

- Evaluate against a design criteria and make alterations
- Suggest points for improvement

Technical Knowledge

- Understand that shape can be changed to improve strength and stiffness of structures
- Understand that axles are used in structures and mechanisms used to make parts move

Cooking and Nutrition

- Chop fruit and vegetables safely
- Identify if a food is a fruit or vegetable
- Understand where and how fruit and vegetables grow
- Describe the appearance, smell and taste of food

Music

Performing

- Control instruments and voices to make both quiet and loud sounds.

Composing

- To understand that music can be represented by pictures or symbols.
- Create their own graphic score and play from it.

Appraising

- Express a basic opinion about music (like/dislike)

Listening and Applying

- Describe the differences between two pieces of music.
- To know that dynamics can change how someone listening feels about music.

PE

Knowledge and Understanding – Fitness and Health – ongoing throughout the year

- Talk about why it is important to be active
- Recognise that my body changes during exercise

Dance

- Copy simple movement patterns from each other and explore the movement
- I can compose and link simple movement patterns to make simple dances with clean beginning, middle and end.

Games (ongoing)

- I can show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking a ball.

Physical Skills (Real PE)

- I can perform a small range of skills and link two movements together
- I can perform a range of skills with some control and repeatability

Computing

Digital Imagery/Data Handling

- To understand and create a sequence of pictures.
- To take clear photos and edit them.
- Create a photo collage
- Use technology to represent data in different ways.
- Collect, record and sort data.
- To search for and import images.

Online Safety

- To understand the importance of being careful about what we share and post online.

PSHE

Relationships

- I can tell you why I appreciate someone who is special to me
- I can express how I feel about the special person

Changing Me

- I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina.
- I respect my body and understand which parts are private

RE

Ongoing

- Talk about what it means to be part of a family
- Talk about the importance of love within families
- Talk about their own identity as part of a family and part of the school community
- Talk about their own identity, beliefs and values
- Ask questions
- Reflect on who has helped them in life so far

Hinduism

- Know that Hindus believe in one God in many forms
- Talk about how and why Hindus use statues and images

Judaism

- Retell the stories of Noah and Abraham and how they put their trust in God
- Name and talk about a Jewish festival (Sukkot) or special day (Sabbath) and what happens on this day