

## Year 1 Curriculum Map

| <u>Year 1</u>               | <u>Seasons and celebrations!</u>                                                                                                                                                                                                                                                                                                                                                                                                       |                            | <u>Fruit and fire!</u>                                                                                                                                                                                                                                                |                            | <u>Wonderful Walton!</u>                                                                                                                                                                                                                                                        |                            |
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| <u>Class reader</u>         | Miss West's favourite picture books from our class library<br>Books for Year 1 from Pie Corbett's reading spine:<br>Where the Wild Things Are<br>Lost and Found (Oliver Jeffers) – Link Geog and Science and English<br>Elmer – Link to science materials<br>Dogger – Link History<br>Can't you Sleep Little Bear? – Link Science for length of days<br>Other texts from Oliver Jeffers<br>Percy the Park Keeper books (Seasonal link) |                            | Miss West's favourite picture books from our class library<br>Books for Year 1 from Pie Corbett's reading spine:<br>Avocado Baby – Link DT<br>Peace at Last – Link Science for senses<br>The Elephant and the Bad Baby<br>Percy the Park Keeper books (Seasonal link) |                            | Books for Year 1 from Pie Corbett's reading spine:<br>Cops and Robbers – Link Geog<br>The Tiger that came to tea<br>Beegu – Link Geog<br>Knuffle Bunny<br>Percy the Park Keeper books (Seasonal link)<br>The Whales' Song – English link                                        |                            |
|                             | <i>Autumn 1</i><br>8 weeks                                                                                                                                                                                                                                                                                                                                                                                                             | <i>Autumn 2</i><br>7 weeks | <i>Spring 1</i><br>6 weeks                                                                                                                                                                                                                                            | <i>Spring 2</i><br>6 weeks | <i>Summer 1</i><br>6 weeks                                                                                                                                                                                                                                                      | <i>Summer 2</i><br>7 weeks |
| <b>Key Questions</b>        | What is the weather like this season?<br>What clothes should I wear today?<br>What are the 5 senses?<br>How can we explore the seasons with our senses?<br>What is an evergreen?<br>Are all materials the same?<br>Where is the North Pole?<br>What are toys made from?<br>Have toys always been made from plastic?                                                                                                                    |                            | Where is Kenya?<br>Who was Samuel Pepys?<br>Why did the GFOL happen?<br>Where is London?<br>What is London like?<br>Do all animals eat the same food?<br>What is a carnivore?                                                                                         |                            | Which plants can we find in our school grounds?<br>What changes have we seen in the seasons this year?<br>What season will come next?<br>What is Walton like?<br>Why do people visit here?<br>What is the difference between London and Walton?<br>How has the seaside changed? |                            |
| <b>Brilliant Beginnings</b> | Going on a seasons hunt in our school grounds                                                                                                                                                                                                                                                                                                                                                                                          |                            | Fruity fun with Handa's fruits                                                                                                                                                                                                                                        |                            | Outdoor beach day – why do people visit Walton?                                                                                                                                                                                                                                 |                            |
| <b>Trips/events</b>         | Christmas Pantomime                                                                                                                                                                                                                                                                                                                                                                                                                    |                            |                                                                                                                                                                                                                                                                       |                            | Beach trip                                                                                                                                                                                                                                                                      |                            |
| <b>Fabulous Finishes</b>    | Christmas party                                                                                                                                                                                                                                                                                                                                                                                                                        |                            | Making Fire Engines                                                                                                                                                                                                                                                   |                            | Beach Trip and summer picnic                                                                                                                                                                                                                                                    |                            |
| <b>Walton Drivers</b>       | Global Citizenship<br>Knowledge of the world                                                                                                                                                                                                                                                                                                                                                                                           |                            | Individuality<br>Self worth                                                                                                                                                                                                                                           |                            | Tolerance<br>Aspirations                                                                                                                                                                                                                                                        |                            |

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| Focus English texts                            | The Gigantic Turnip<br>In the Spider's Pocket I<br>Found                                                                                                                                                                                                                                                                                                                                                                                                                                                               | How to Catch a Star<br>'Lost and Found' Oliver Jeffers                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Poetry - Winter is ...<br>Handa's Surprise<br>Elmer                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Handa's Hen<br>Non- Fiction GFOL books.<br>Vlad and the GFOL                                                                                                                                                                                                                                                                                                                       | Poetry- Summer seaside<br>The Storm Whale                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Big Blue Whale                                                                                                                                                                                                                                                                                                                                                                                                 |
| English Units<br><br>Talk for Writing<br>units | <p><b><u>NARRATIVE 1</u></b></p> <p><b>Class text / stimulus:</b> <i>The Gigantic Turnip</i> – Aleksei Tolstoy</p> <p><b>Fiction Model Text:</b> <i>The Enormous Turnip</i> adapted model</p> <p><b>Genre &amp; Plot Structure:</b> Traditional tale / Cumulative</p> <p><b>Focus / Outcome (Hot Task):</b> To write an innovated version e.g. the enormous potato.</p> <p><b><u>POETRY 1</u></b></p> <p><b>Model poem:</b> <i>In the spider's pocket I found</i></p> <p>Link Peace at last for a senses list poem</p> | <p><b><u>NARRATIVE 2</u></b></p> <p><b>Class text / stimulus:</b> <i>How to Catch a Star</i>- Oliver Jeffers</p> <p><b>Fiction Model Text:</b> <i>How to Catch a Star</i> adapted model</p> <p><b>Genre &amp; Plot Structure:</b> Wishing Story</p> <p><b>Focus / Outcome (Hot Task):</b> A new version of a wishing tale. Children will innovate a new way to catch a star.</p> <p><b><u>NON-FICTION 2</u></b></p> <p><b>Non-fiction Model Text:</b> Teacher written How to catch a fairy</p> <p><b>Genre &amp; Plot Structure:</b> Instructions</p> <p><b>Focus / Outcome (Hot Task):</b> To write instructions to create their own star catcher</p> | <p><b><u>NARRATIVE 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Handa's Surprise</i> – Eileen Browne</p> <p><b>Fiction Model Text:</b> <i>Handa's Surprise</i> adapted model</p> <p><b>Genre &amp; Plot Structure:</b> Journey tale / story from another culture</p> <p><b>Focus / Outcome (Hot Task):</b> A version of Handa's surprise but where Akeyo takes fruit to Handa and meets different animals on the way.</p> <p><b><u>POETRY 2</u></b></p> <p><b>Model poem:</b> <i>Winter is....</i></p> | <p><b><u>NON-FICTION 1</u></b></p> <p><b>Class text / stimulus:</b> <i>Handa's Hen</i> - Eileen Browne</p> <p><b>Non-fiction Model Text:</b> <i>Amazing Antelopes</i></p> <p><b>Genre &amp; Plot Structure:</b> Report – Information report</p> <p><b>Focus / Outcome (Hot Task):</b> To write an information report about the animals in Handa's surprise and/or Handa's hen.</p> | <p><b><u>NARRATIVE 4</u></b></p> <p><b>Class text / stimulus:</b> <i>The Storm Whale</i> –Benji Davis</p> <p><b>Fiction Model Text:</b> <i>The Storm Whale</i> adapted model</p> <p><b>Genre &amp; Plot Structure:</b> Finding tale</p> <p><b>Focus / Outcome (Hot Task):</b> To write another finding story based on the plot of finding an animal in trouble, saving it and returning it to its natural habitat.</p> <p><b><u>POETRY 3</u></b></p> <p><b>Model poem:</b> <i>Summer seaside</i></p> | <p><b><u>NON-FICTION 3</u></b></p> <p><b>Class text / stimulus:</b> <i>Big Blue Whale</i> – Nicola Davies</p> <p><b>Non-fiction Model Text:</b> Teacher written non-chronological report about Blue Whales</p> <p><b>Genre &amp; Plot Structure:</b> Information – non- chronological report</p> <p><b>Focus / Outcome (Hot Task):</b> To write a non-chronological report about a different sea creature.</p> |
| Maths Units                                    | <p><b>WHITE ROSE</b></p> <p><b>Place Value within 10 (5 weeks)</b></p> <p><b>Addition and subtraction within 10 (5 weeks)</b></p> <p><b>Shape (1 week)</b></p> <p><b>Consolidation (1 week)</b></p>                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>WHITE ROSE</b></p> <p><b>Place value within 20 (3 weeks)</b></p> <p><b>Addition and Subtraction within 20 (3 weeks)</b></p> <p><b>Place value within 50 (2 weeks)</b></p> <p><b>Length and Height (2weeks)</b></p> <p><b>Mass and Volume (2 weeks)</b></p>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>WHITE ROSE</b></p> <p><b>Multiplication and Division (3 weeks)</b></p> <p><b>Fractions (2 weeks)</b></p> <p><b>Position and Direction (1 week)</b></p> <p><b>Place value within 100 (2 weeks)</b></p> <p><b>Money (1 week)</b></p> <p><b>Time (2 weeks)</b></p> <p><b>Consolidation (1 week)</b></p>                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                |

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| Science | <p><b><u>KAPOW Unit 1 - Seasonal Changes</u></b></p> <p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name the four seasons in order and describe the typical weather in each.</li> <li>Name some activities and events in the four seasons.</li> <li>Describe the appearance of a tree's leaves in each season.</li> <li>Recall that summer has the most daylight hours and winter has the least daylight hours.</li> <li>Record data about the temperature across the four seasons.</li> <li>Label a map of the UK with capital cities and seasonal weather symbols.</li> </ul> <p>When working scientifically, pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Complete a pictogram and use it to answer simple questions.</li> <li>Record data about the temperature across the four seasons</li> </ul> <p>Nb <b>Seasonal change will be taught across the year</b> and linked to Geography field work skills by observing seasonal plant changes in our school grounds. SEE BELOW</p> | <p><b><u>KAPOW Unit 3 – Animals sensitive bodies</u></b></p> <p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Draw and label human body parts.</li> <li>Identify the body parts associated with each sense.</li> </ul> <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Compare and group body parts.</li> <li>Begin to recognise patterns in data and use these to answer questions.</li> <li>Record data in a table.</li> <li>Measure using non-standard units.</li> </ul> <p><b><u>Extra Senses investigations</u></b> will take place linked to our class story Handa's Surprise. Can they guess which fruit they are smelling, tasting, touching?</p>                                                       | <p><b><u>KAPOW Unit 5 – Introduction to plants</u></b></p> <p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Identify plants and their features.</li> <li>Recall some of the roles that flowering plant parts have.</li> <li>Name some trees and their parts.</li> <li>Identify similarities and differences between deciduous and evergreen leaves.</li> <li>Recall that seeds and bulbs come from plants.</li> <li>Recognise that seeds need water for growth.</li> </ul> <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question.</li> <li>Use a magnifying glass to observe the different parts of flowering plants.</li> <li>Draw and label a diagram of a flowering plant.</li> <li>Use an identification chart to name flowering plants.</li> <li>Sort plants into groups based on specific criteria.</li> <li>Use non-standard units to measure leaf length.</li> <li>Recognise similarities and differences in seeds and bulbs.</li> <li>Recognise that predictions do not always match observations.</li> <li>Identify which plant parts can be eaten.</li> <li>Recognise that scientific research into plants leads to important discoveries.</li> </ul> <p>Nb <b><u>Observations of plants in the school grounds will take place across the year</u></b> linking to our seasons unit and Geography fieldwork. SEE BELOW</p> |
|         | <p><b><u>KAPOW Unit 2 Materials</u></b></p> <p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name objects and identify the materials they are made from.</li> <li>Recognise that objects are made from materials that suit their purpose.</li> <li>Recall that a property is how a material can be described.</li> </ul> <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Sort objects based on the materials they are made from.</li> <li>Group objects based on their properties.</li> <li>Suggest ways to test materials for their properties.</li> <li>Make predictions and recognise whether they were accurate.</li> </ul>                                                                                                                                                                                                                                                                                                                                   | <p><b><u>KAPOW Unit 4 – Animals – comparing animals</u></b></p> <p>Unit outcomes</p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Name and describe the physical features of a range of animals.</li> <li>Sort animals into groups based on their similarities and differences.</li> <li>Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.</li> <li>Recall the diets of carnivores, herbivores and omnivores.</li> </ul> <p>When working scientifically, pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>Use a non-fiction text to find out about specific animals' diets.</li> <li>Recognise that there are different ways to gather data.</li> <li>Record data in a block graph and use this to answer questions.</li> </ul> | <p><b><u>KAPOW Unit 6 – Making Connections. Investigating science through stories.</u></b></p> <p>Unit outcomes</p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Identify the typical weather associated with each season.</li> <li>Describe animal features.</li> <li>Recognise similarities and differences between animals in the same animal group.</li> <li>Build an animal home with natural materials.</li> <li>Explain the difference between carnivores, herbivores and omnivores.</li> </ul> <p>When working scientifically, pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>Carry out online research to find answers to questions.</li> <li>Measure length in centimetres.</li> <li>Suggest how to carry out a waterproof test.</li> <li>Begin to recognise if a test is fair.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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|                                                                                                         | <ul style="list-style-type: none"> <li>• Use their observations to answer questions.</li> <li>• Begin to recognise if a test is fair.</li> </ul> <p><b>Extra investigations</b> outside of the scheme linked to stories</p> <ul style="list-style-type: none"> <li>• Link to 'Lost and Found' story - Investigate which materials from the penguin's suitcase would float or sink.</li> <li>• Link to Elmer - Which material is best for keeping Elmer dry?</li> </ul> <p>NC: <b>Materials</b><br/>Distinguish between an object and the material from which it is made.<br/>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties – floating and sinking.</p> | <ul style="list-style-type: none"> <li>• Recognise what the scientist Jane Goodall was known for.</li> <li>• Recall some of Jane Goodall's key findings.</li> </ul> <p><b>NC:Animals including humans</b><br/>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<br/>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br/><b><u>Link to the animals found in Handa's Surprise</u></b></p>                                                                                                           | <ul style="list-style-type: none"> <li>• Use data to answer questions.</li> <li>• Recognise patterns in data.</li> <li>• Group birds according to their diet.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Seasonal change unit and plant unit taught across the year in order to observe seasonal changes.</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|                                                                                                         | <p>Through exploring our school grounds in our Geography work the children will have opportunities to experience the following:</p> <p><b><u>Seasonal changes</u> - Summer / Autumn focus</b><br/>I can explain changes through summer autumn<br/>I can describe the weather in autumn, winter, spring and summer and that the days get longer and shorter.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Through exploring our school grounds in our Geography work the children will have opportunities to experience the following:</p> <p><b><u>Seasonal changes</u> - Winter / Spring focus</b><br/>I can explain changes through winter and spring.<br/>I can describe the weather in winter and spring and that the days get longer and shorter.<br/>Link 'Can't you Sleep Little Bear?' for early dark nights.</p> <p>The seasons Kapow unit from term 1 allows the children to measure temperature across the year.<br/>The seasons Kapow unit encourages observation of trees in each season</p> | <p>Through exploring our school grounds in our Geography work the children will have opportunities to experience the following:</p> <p><b><u>Seasonal changes</u> – Spring / Summer focus</b><br/>I can explain changes through spring and summer.<br/>I can describe the weather in spring and summer and that the days get longer and shorter.</p> <p>Recap on what we have learnt about all 4 seasons this year.<br/>Compare seasonal clothing, weather, plants, celebrations</p> <p>The seasons Kapow unit from term 1 allows the children to measure temperature across the year.<br/>The seasons Kapow unit encourages observation of trees in each season</p> |
|                                                                                                         | <p><b><u>Plants</u></b> Link to Science seasons work and Geography fieldwork in our school grounds<br/>Introduction to plants in our school grounds. Identify a variety of common wild and garden plants, including deciduous and evergreen trees. Introduce the evergreen trees during autumn walks.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p><b><u>Plants</u></b> Link to Science seasons work and Geography fieldwork in our school grounds<br/>Development of plants unit noting the changes that take place during winter. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees – Now that it is winter notice the difference between both trees</p>                                                                                                                                                                                                                                      | <p><b><u>MAIN PLANTS UNIT</u></b><br/><b><u>Plants</u></b> Link to Science seasons work and Geography fieldwork in our school grounds<br/>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br/>Identify and describe the basic structure of a variety of common flowering plants, including trees.<br/><b>Planting seeds at the start of term and observing them growing.</b></p>                                                                                                                                                                                                                               |

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| Geography skills | <b>Geographical enquiry</b> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Use information books/pictures as sources of information.</li> <li>Investigate their surroundings</li> <li>Make observations about where things are eg within school or local area.</li> </ul>                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Scale/Distance</b><br>Use relative vocabulary (eg bigger/smaller, like/dislike)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|                  | <b>Map knowledge</b><br>Learn names of some places within/around the UK. eg Home town, cities, countries e.g. Wales, France                                                                                                                                                                                                                                                                                                                     | <b>Drawing maps</b><br>Draw picture maps of imaginary places and from stories.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Direction/Location</b><br>Follow directions (Up, down, left/right, forwards/backwards)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                  | <b>Perspective</b><br>Draw around objects to make a plan                                                                                                                                                                                                                                                                                                                                                                                        | <b>Representation</b><br>Use own symbols on imaginary map.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Style of map</b><br>Picture maps and globes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Geography        | <b>Identify seasonal and daily weather patterns in the United Kingdom.</b> (Link to science)                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | Recording weather charts at different blocks in the year to notice seasonal patterns<br>Matching appropriate clothing and weather dependent items across the year.                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|                  | <b>Autumn 1</b><br><b>KAPOW Unit 2 What is the weather like in the UK?</b><br>Observing the weather across the day / across a week / across a season<br>Recording weather charts at different blocks in the year to notice seasonal patterns<br>Matching appropriate clothing and weather dependent items<br><br>What would the weather chart look like for the penguin? (Autumn)<br>What would the weather chart look like for Handa? (Spring) | <b>Spring 1</b><br><b>KAPOW Unit 1</b><br><b>What is it like here?</b><br><b>Use simple fieldwork and observational skills</b> to study the geography of their school building and school grounds.<br><br><b>Using maps</b><br>Use a simple picture map to move around our school.<br>Recognise that it is about a place.<br>Use locational and directional language [for example up, down, forwards / backwards, left / right) to follow directions.<br><br><b>Use simple fieldwork and observational skills</b> to study the geography of their school grounds.<br>LINK to science seasons and plants work <ul style="list-style-type: none"> <li>Make observations about where things are</li> <li>Investigate their surroundings</li> </ul> <b>Use basic geographical vocabulary to refer to key physical features, and key human features in the school grounds</b> | <b>Spring 1</b><br><b>Kapow Unit 3</b><br><b>What is it like to live by the coast?</b><br><br><b>Use simple fieldwork and observational skills</b> to study the local area<br><b>Use basic geographical vocabulary to refer to key physical features, and key human features in the local area.</b><br><b>Using maps</b><br>Use a simple picture map of Walton.<br>Recognise that it is about a place.<br>Use locational and directional language [for example up, down, forwards / backwards, left / right) to follow directions.<br>Investigate their surroundings<br>Make observations about where things are eg within the local area. Include the pier, church, shops, Naze, lifeboat, caravan parks, swimming pool, backwaters. |
|                  | <b>Drawing maps</b><br>Draw picture maps of imaginary places and from stories –<br><b>Representation</b><br>Use own symbols on imaginary map.<br>‘Where the Wild Things are.’<br>‘How to Catch a Star’<br>Make a map for Santa to find our school                                                                                                                                                                                               | <b>Drawing maps</b><br>Draw picture maps of imaginary places and from stories –<br><b>Representation</b><br>Use own symbols on imaginary map.<br>‘Handa’s Surprise’<br><br><b>Place Knowledge</b><br>Name, locate and identify the four countries and some main cities of the uk.<br>LINK with History to find out about London                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Drawing maps</b><br>Draw their own map of Walton<br>Use aerial photos of Walton                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| History skills | <p><b>Chronological understanding</b></p> <ul style="list-style-type: none"> <li>Sequence events in their life</li> <li>Sequence 3 or 4 artefacts from distinctly different periods of time</li> <li>Match objects to people of different ages</li> </ul> <p><b>Historical enquiry</b><br/>Find answers to simple questions about the past from sources of information e.g. artefacts</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Range and depth of historical knowledge</b></p> <ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives</li> </ul> <p>They know and recount episodes from stories about the past</p>                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Interpretations of history</b></p> <ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adults talking about the past – how reliable are their memories?</li> </ul> <p><b>Organisation and communication</b><br/>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>                                                                                                                                               |
| History        | <p><b>Changes in living memory.</b><br/><b>Kapow Unit 2 How have toys changed?</b><br/>Identify history as events which have happened in the past and sequence events in our lives.<br/>Use Christmas and Christmas toys (toys for babies, toddlers, young child, now) to consider how they have changed since they were born.<br/>Learn about childhood toys in the past through our Christmas experiences – read Dogger<br/>Sequence Toy artefacts – what do they tell us about the past?<br/>Recognise the difference between past and present.<br/>Christmas day 100 years ago and Christmas day today – toy focus.<br/>Find out from our extended families how Christmas toys have changed.</p> <p><b>Events beyond living memory</b><br/>The Gunpowder plot<br/>Order the story.<br/>Consider how we know if the story is true?</p> <p><b>The life of a significant individual</b> -Guy Fawkes<br/>Match items that might belong to him.</p> <p><b>Events beyond living memory</b><br/><b>Kapow Unit 1 optional lesson - How am I making history? optional lesson Remembrance day.</b><br/>Remembrance Day<br/>How do we know what happened?<br/><b>Significant historical events, people and places in their own locality</b> – Herbert Columbine - (Link to Remembrance Day)</p> | <p><b>Events beyond living memory</b><br/>The Great Fire of London<br/>Order / recount the story.<br/>Use story books / information texts to gather facts. How could we work out what is true?<br/>What evidence do we have? Use the paintings that we will also use in our art sessions.</p> <p><b>The life of a significant individual</b> - Samuel Pepys<br/>Sequence writing artefacts – what do we know about this period of time now?<br/>Match items that might belong to him.<br/>Recognise the difference between the past and present. How would we respond to a fire today?<br/>Visit from the fire service?</p> | <p><b>Changes in living memory.</b><br/><b>Link with Kapow unit – How I make history</b><br/>Identify history as events which have happened in the past and order events in our lives.<br/>The Seaside in the past<br/>Use extended families to find out about holidays at the seaside in the past.</p> <p><b>Significant historical events, people and places in their own locality</b><br/>Walton seaside in the past<br/>Recognise the difference between seaside experiences now and then.<br/>Match items that might belong at a Victorian seaside. What can we learn from this?</p> |

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| <b>Art and Design skills</b> | <p><b>Exploring and developing ideas (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Record and explore ideas from first hand observation, experience and imagination.</li> <li>Ask and answer questions about the starting points for their work and develop their ideas.</li> <li>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</li> </ul> <p><b>Evaluating and developing work (ONGOING)</b></p> <ul style="list-style-type: none"> <li>Review what they and others have done and say what they think and feel about it. eg Annotate sketchbook</li> <li>Identify what they might change in their current work or develop in their future work.</li> </ul> <p><b>Breadth of study</b></p> <ul style="list-style-type: none"> <li>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</li> <li>Use ICT</li> <li>Investigate different kinds of art, craft and design.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>Mix and match colours to artefacts and objects.</li> <li>Work on different scales.</li> <li>Mix secondary colours and shades</li> <li>using different types of paint.</li> <li>Create different textures e.g. use of sawdust.</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Make marks in print with a variety of objects, including natural and made objects.</li> <li>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>Make rubbings.</li> <li>Build a repeating pattern and recognise pattern in the environment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>3 D form</b></p> <ul style="list-style-type: none"> <li>Manipulate clay in a variety of ways, eg rolling, kneading and shaping.</li> <li>Explore sculpture with a range of malleable media, especially clay.</li> <li>Experiment with, construct and join recycled, natural and man-made materials.</li> <li>Explore shape and form.</li> </ul> <p><b>Textiles/collage</b></p> <ul style="list-style-type: none"> <li>Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca.</li> <li>How to thread a needle, cut, glue and trim material.</li> <li>Create images from imagination, experience or observation.</li> <li>Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</li> <li>Use a sketchbook to gather and collect artwork.</li> <li>Begin to explore the use of line, shape and colour</li> </ul>                                                                                                                                                                                                                                                          |
| <b>Art &amp; Design</b>      | <p><b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</b><br/> <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b><br/> <b>Use a range of materials creatively to design and make products</b></p> <p><b>Painting</b><br/>         Making a Summer leaf for our seasons display<br/>         Making an autumn tree for our seasons display</p> <p><b>Drawing</b></p> <ol style="list-style-type: none"> <li>Using colouring pencils to record their feelings in their own design of colour monster.</li> <li>Using chalks to create firework displays. Observe videos of displays first.</li> </ol> <p><b>Printing / painting</b><br/>         Using shapes to create their own decorated Christmas tree for their home mug / card design for parents to buy.</p> <p><b>3D form / Sculpture (clay) - (History link Remembrance day)</b><br/> <b>Poppy making</b><br/>         Begin to understand the safety and basic care of materials and tools. Explore mark-making using a variety of tools ie Change the surface of a malleable material. Add lines and textures. Begin to experiment and manipulate clay in a variety of ways including rolling, kneading, cutting.</p> <p><b>Collage</b><br/>         Design and make their own magical stars. Link to 'How to Catch a Star.' Children to investigate different materials to create patterns / textures for their stars.</p> | <p><b>Use drawing, painting and sculpture to develop and share their ideas, observations, experiences and imagination.</b><br/> <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b><br/> <b>Use a range of materials creatively to design and make products</b><br/> <b>Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p><b>Painting / Collage</b></p> <ol style="list-style-type: none"> <li>Making a winter tree for our seasons display.</li> <li><b>GFOL fire painting and Tudor house collage</b><br/>         Focus on colour mixing.<br/>         Use the work of artists from this time period of the GFOL such as Lieve Verschuier and Jan Griffier to consider colours, shapes and lines that we will use.<br/>         Experiment with a variety of tools and techniques including different brush sizes and types; e.g. using thick and thin paintbrushes Begin to mix secondary colours and shades.</li> </ol> <p><b>Drawing</b></p> <ol style="list-style-type: none"> <li>Observational drawings of Handa's fruit – Link English<br/>         Use oil pastels<br/>         Begin to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</li> <li>Mother's day cards – Drawing daffodils</li> </ol> | <p><b>Use drawing, painting and sculpture to develop and share their ideas, observations, experiences and imagination.</b><br/> <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b><br/> <b>Use a range of materials creatively to design and make products</b><br/> <b>Look at the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</b></p> <p><b>Painting</b><br/>         Making a Spring tree for our seasons display.<br/>         Make a summer tree for our seasons display.<br/>         Representing seascapes</p> <p><b>Printing – science link</b><br/>         Bark rubbings of the trunks in our school grounds</p> <p><b>3D form / Sculpture (clay) – Design and make a sea animal. Link to science / geography / english.</b><br/> <b>Look at the clay animal sculptures of famous sculptors.</b><br/>         Choose one of the animals that we have learnt about in science to make in clay.<br/>         Understand the safety and basic care of materials and tools.<br/>         Experiment and manipulate clay in a variety of ways including rolling, kneading, moulding and carving.</p> <p><b>Collage</b><br/> <b>Representing seascapes</b></p> |



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| D & T skills                  | Developing, planning and communicating ideas.<br>Draw on their own experience to help generate ideas <ul style="list-style-type: none"><li>• Suggest ideas and explain what they are going to do</li><li>• Identify a target group for what they intend to design and make</li><li>• Model their ideas in card and paper</li><li>• Develop their design ideas applying findings from their earlier research</li></ul>                                                              |                                                      | Working with tools, equipment, materials and components to make quality products (inc food)<br>Make their design using appropriate techniques <ul style="list-style-type: none"><li>• With help measure, mark out, cut and shape a range of materials</li><li>• Use tools eg scissors and a hole punch safely</li><li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li><li>• Select and use appropriate fruit and vegetables, processes and tools</li><li>• Use basic food handling, hygienic practices and personal hygiene</li><li>• Use simple finishing techniques to improve the appearance of their product</li></ul> |                        | Evaluating processes and products <ul style="list-style-type: none"><li>• Evaluate their product by discussing how well it works in relation to the purpose</li><li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li><li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li></ul>                    |                                                                     |
| D & T                         | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.<br>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>TEXTILES<br>Design, make and evaluate their own Christmas snowman puppet.<br><br>CONSTRUCTION<br>Designing and making Christmas cards using card mechanisms – sliders |                                                      | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.<br>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>FOOD<br>Design and make their own fruit salad linked to English ‘Handa’s Surprise.’<br><br>CONSTRUCTION<br>Make their own fire engines from construction kits and recycled materials. Add wheels and axles.                                                                                                                                                                                      |                        | Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics<br>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]<br><br>FOOD<br>Use simple tools with help to prepare food safely.<br>Design and make their own summer picnic biscuits. |                                                                     |
| Computing- Purple mash units. | Unit 1.1 - Introduction to Purple Mash<br>Unit 1.2 - Creative computing<br>Unit 1.3 - Data Explorers                                                                                                                                                                                                                                                                                                                                                                               |                                                      | Unit 1.4 – Creating and following Instructions<br>Unit 1:5 – Animated Stories                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                        | Unit 1.6 – Coding<br>Unit 1.7 – Technology around us<br>Unit 1:8 – Making Beats                                                                                                                                                                                                                                                                                                                                             |                                                                     |
|                               | ONLINE SAFETY DELIVERED THROUGHOUT THE YEAR USING 2BESAFE - BEING SAFE IN A DIGITAL WORLD                                                                                                                                                                                                                                                                                                                                                                                          |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                        |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                     |
|                               | Self image and identify<br>Online relationships<br>Online reputation                                                                                                                                                                                                                                                                                                                                                                                                               |                                                      | Online bullying<br>Managing online Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                        | Health wellbeing and lifestyle<br>Privacy and security<br>Copyright and ownership                                                                                                                                                                                                                                                                                                                                           |                                                                     |
| Music                         | Active Music Unit 3 Singing Games<br><br>Use their voices expressively and creatively by singing songs and speaking chants and rhymes – Head, shoulders, knees and toes<br>Listen with concentration and understanding to a range of high-quality live and recorded music – Learning our Christmas songs for our Christmas performance.                                                                                                                                            |                                                      | Active Music Unit 1 Rhythm and Pulse<br>Active Music Unit 2 Pitch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                        | Experiment with, creating, selecting and combining sounds using the inter-related dimensions of music<br><br>Active Music Unit 4 Instrumental Games                                                                                                                                                                                                                                                                         |                                                                     |
| RE                            | Unit 1 Philosophy – What do my senses tell me about the world?<br>Unit 2 Human and Social science – How does a celebration bring a community together?                                                                                                                                                                                                                                                                                                                             |                                                      | Unit 3 Theology - What do Jewish people remember on Shabbat?<br>Unit 4 Theology – What does the cross mean to Christians?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                        | Unit 5 Philosophy – How did the universe come to be?                                                                                                                                                                                                                                                                                                                                                                        |                                                                     |
| PSHCE                         | Beginning and Belonging<br>BB12                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Family and Friends<br>FF12<br><br>Anti-bullying AB12 | Diversity and Communities<br>DC12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Drug Education<br>DE12 | Personal Safety<br>PS12<br>Managing change                                                                                                                                                                                                                                                                                                                                                                                  | Healthy Lifestyles<br>HL12<br><br>Sex & Relationships Education SR1 |



| PE | Session 1<br>Fundamentals unit 1 -<br>Throwing and catching /<br>ball skills<br>Session 2 Gymnastics -<br>Jumping Jack Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 1<br>Fundamentals unit 2 -<br>Moving with the ball<br>Session 2<br>Dance - Moving Words<br>Unit                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Session 1<br>Attacking and defending -<br>Handball<br>Session 2<br>Gymnastics - Rock and<br>Roll unit                                                                                                                                                                                                                                                                                                                                                                                                                                       | Session 1<br>Sports Coach- Attacking<br>and defending - Football<br>Session 2<br>Dance - Weather unit                                                                                                                                                                                                                                                                                                                                  | Session 1<br>Bat and ball skills - Cricket<br>Session 2<br>Fitness - preparing for<br>sports day                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Session 1<br>Bat and ball skills - Short<br>tennis<br>Session 2<br>Fitness / Circuits/ Sports<br>day                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|    | <b>Fundamentals Unit 1</b><br>*To understand how to control movements when moving at speed.<br>*To aim a ball at a target, use throws and two handed catches.<br>*To send and receive a ball by rolling, throwing, bouncing<br>*To send a ball with control, by develop kicking and trapping skills<br><b>Gym</b><br>*To develop the range of 2 feet to 2 feet jumps and safe landing positions from low platforms<br>*Explore the other 4 types of jump and link jumping actions together, involving low platform apparatus.<br>*Create movement phrases linking jumping actions | <b>Fundamentals Unit 2</b><br>*To practice and refine the skills of running successfully and introduce the side stepping action.<br>*To practice and improve throwing and catching skills.<br>*To throw and catch on the move.<br>*To develop the agility to change direction whilst running.<br><b>Dance</b><br>*To develop the range of action words performed and introduce music to the motif.<br>*To create and perform individual dance phrase to music and start to explore a phrase with a partner.<br>* To suggest ways to improve their performance. | <b>Handball</b><br>*To practice rolling a soft ball to a partner to build hand-eye coordination.<br>*To use large, soft sponge balls to practice catching with two hands.<br>*To aim at large targets or low goals using under arm throwing and overhead throwing.<br><b>Gym</b><br>*To perform 1 rocking action showing good control<br>*To link together 2 rocking actions showing a smooth transition using other logical additional actions.<br>*To create, remember and repeat a movement phrase linking a rocking action to a rolling | <b>Football</b><br>*To develop dribbling and passing skills<br>*To pass accurately<br>*To Keep the ball away from a defender<br>*To learn skills for shooting at the goal<br><b>Dance</b><br>*To move in a controlled manner, at different speeds and directions, using different levels and strengths.<br>*To be able to respond appropriately to a range of stimuli and accompaniments<br>* To mirror a partner and lead and follow. | <b>Cricket</b><br>*To develop balance and co-ordination when using a cricket bat.<br>*To use a cricket bat to control a ball along the ground.<br>*To use a cricket bat to hit a ball with control.<br>*To apply bat and ball skills to play a small-sided game.<br><b>Fitness/Sports day prep</b><br>* To understand what stamina is<br>* To understand how to pace yourself and the importance of cardiovascular training<br>*To understand the core muscles of the body and their importance.<br>*To use the correct technique in a variety of circuit exercises | <b>Short Tennis</b><br>*To develop balance and co-ordination when using a racket.<br>*To master basic movements/apply these in a range of games<br>*To use a racket to hit a ball or beanbag with control.<br>* To hold a racket correctly and use it to control a beanbag in different ways.<br>*To apply my racket skills to play a target game.<br><b>Fitness/ Circuits</b><br>* To understand what stamina is and how to pace yourself.<br>*To understand the importance of cardiovascular training<br>*To use the correct technique in a variety of circuit exercises |