



## Year 1

	AUTUMN	SPRING	SUMMER
<b>RELIGIOUS EDUCATION</b>	<b>Christianity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Why did Jesus teach the Lord's Prayer as a way to pray?</li> <li><input type="checkbox"/> Why are saints important to Christians?</li> <li><input type="checkbox"/> Christmas: Why is each person important in the Nativity Story?</li> </ul>	<b>Judaism</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is it like to live as a Jewish person?</li> </ul> <b>Christianity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What is the story of Noah really all about?</li> <li><input type="checkbox"/> Christianity</li> <li><input type="checkbox"/> Why is Easter the most important festival for Christians?</li> </ul>	<b>Islam</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What does it mean to be a Muslim?</li> </ul> <b>Christianity</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> What responsibility has God given people about taking care of the world?</li> </ul>
<b>ENGLISH</b>	<b>Texts studied</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fiction: In Every House on Every Street, What We'll Build, Five Minutes Peace, Peace at Last, How to be a Lion, The Jolly Postman, The Jolly Christmas Postman</li> <li><input type="checkbox"/> Poetry: The Christmas Pine</li> </ul> <b>Writing outcomes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Lists</li> <li><input type="checkbox"/> Sentences to match a picture</li> <li><input type="checkbox"/> Recounts</li> <li><input type="checkbox"/> Poem</li> <li><input type="checkbox"/> Letters to characters/Father Christmas</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leave spaces between words</li> <li><input type="checkbox"/> Orally rehearsing sentences</li> <li><input type="checkbox"/> Use a capital letter to start a sentence</li> <li><input type="checkbox"/> Use a full stop to end a sentence</li> <li><input type="checkbox"/> Capital letters for names</li> <li><input type="checkbox"/> Begin to use question marks to demarcate sentences</li> </ul> <b>Reading &amp; Comprehension</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading for enjoyment</li> <li><input type="checkbox"/> Recognising and joining in with predictable phrases</li> <li><input type="checkbox"/> Participating in discussion</li> <li><input type="checkbox"/> Discuss and clarify the meaning of words</li> <li><input type="checkbox"/> Read accurately by segmenting and blending</li> <li><input type="checkbox"/> Linking what is read to own experiences</li> <li><input type="checkbox"/> Discussing the significance of the title and events</li> <li><input type="checkbox"/> Orally retelling familiar stories</li> <li><input type="checkbox"/> Appreciate rhymes and poems, and reciting some by heart</li> <li><input type="checkbox"/> Making inferences based on what is said and done</li> <li><input type="checkbox"/> Predicting what might happen based on what has been read</li> </ul>	<b>Texts studied</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fiction: Katie Morag, Handa's Surprise,</li> <li><input type="checkbox"/> Non-fiction: Toys from the Past</li> <li><input type="checkbox"/> Poetry: A Great Big Cuddle by Michael Rosen</li> <li><input type="checkbox"/> Bible stories: Easter story</li> </ul> <b>Writing outcomes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recount</li> <li><input type="checkbox"/> Description of a toy/character</li> <li><input type="checkbox"/> Information text on toys</li> <li><input type="checkbox"/> Composing rhymes and poems</li> <li><input type="checkbox"/> Retelling the Easter story</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leave spaces between words</li> <li><input type="checkbox"/> Orally rehearsing sentences</li> <li><input type="checkbox"/> Use a capital letter to start a sentence</li> <li><input type="checkbox"/> Use full stops to end a sentence</li> <li><input type="checkbox"/> Using a capital letter for places, the days of the week and personal pronoun, I</li> <li><input type="checkbox"/> Re-reading writing to check that it makes sense</li> <li><input type="checkbox"/> Sequencing sentences to form short narratives</li> <li><input type="checkbox"/> Using adjectives</li> </ul> <b>Reading &amp; Comprehension</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading for enjoyment</li> <li><input type="checkbox"/> Explaining clearly their understanding of what is read to them</li> <li><input type="checkbox"/> Drawing on prior knowledge, background information and vocabulary provided by the teacher</li> <li><input type="checkbox"/> Participating in discussion</li> <li><input type="checkbox"/> Discuss and clarify the meaning of words</li> <li><input type="checkbox"/> Linking what is read to own experiences</li> <li><input type="checkbox"/> Read aloud their writing clearly</li> </ul>	<b>Texts studied</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fiction: Bloom, Grandad's Island, Fairy tales</li> <li><input type="checkbox"/> Poetry: Poems to Perform</li> </ul> <b>Writing outcomes</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Character description</li> <li><input type="checkbox"/> Retelling fairytales</li> <li><input type="checkbox"/> Innovating fairytales</li> <li><input type="checkbox"/> Instructions</li> <li><input type="checkbox"/> Letter writing</li> </ul> <b>Grammar &amp; Punctuation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Leave spaces between words</li> <li><input type="checkbox"/> Orally rehearsing sentences</li> <li><input type="checkbox"/> Use a capital letter to start a sentence</li> <li><input type="checkbox"/> Use full stops, question marks or exclamation marks to end a sentence</li> <li><input type="checkbox"/> Re-reading writing to check that it makes sense</li> <li><input type="checkbox"/> Using 'and' to join words and phrases</li> </ul> <b>Reading &amp; Comprehension</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Becoming familiar with fairy stories and traditional tales</li> <li><input type="checkbox"/> Listening to, discussing and expressing views about books at a level beyond that which they can read independently</li> <li><input type="checkbox"/> Discussing the significance of the title and events</li> <li><input type="checkbox"/> Linking what is read to own experiences</li> <li><input type="checkbox"/> Explaining understanding of what is read</li> <li><input type="checkbox"/> Discussing favourite words and phrases</li> <li><input type="checkbox"/> Answering and asking questions</li> <li><input type="checkbox"/> Predicting what might happen on the basis of what has been read</li> <li><input type="checkbox"/> Drawing inferences on the basis of what is being said and done</li> <li><input type="checkbox"/> Participating in discussion about what is read, taking turns and listening to others</li> <li><input type="checkbox"/> Expressing views about reading</li> <li><input type="checkbox"/> Read aloud their writing clearly</li> </ul>

<b>PHONICS</b>  <b>(ELS)</b>	<p><b>Review:</b> ay (play) ou (cloud) ie (tie) ea (eat) oy (boy) ir (shirt) ue (blue) aw (lawn) wh (whisk) ph (photo) ew (crew) oe (toe) au (pause) ey (money) a–e (lake) e–e (theme) i–e (slide) o–e (home) u–e (tune) c (city)</p> <p><b>Learn:</b> y (baby) al (walk)</p> <p><b>HRS words:</b> please, once, any, many, again, who, whole, where, two</p>	<p><b>Review:</b> Sounds and graphemes taught in Spring term</p> <p><b>Learn:</b> a (acorn) ey (they) ea (great) eigh (weight) a (father) e (he) i (find) y (by) o (go) a (was) u (push) u (music) ch (school) ch (chef) ea (head) or (world) ear (learn) ou (soup) oul (shoulder) ie (brief) ve (have) y (gym) are (care) ere (there) ear (pear) tch (catch) o (brother) g (gem) ge (fringe) dge (bridge) st (listen) ce (fence) se (house) gn (sign) kn (knee) wr (wrap) mb (lamb) se (cheese) ze (freeze) eer (cheer) ere (here) ti (patient) tion (station) al (half) augh (caught) ss (session) si (vision) –ti (scrumptious) ci (delicious) –ous, –ion, –ian</p> <p><b>HRS words:</b> here, sugar, friend, because</p>	<p><b>Review:</b> All previously taught GPCs for reading and spelling, and teach further rarely-used GPCs.</p> <p><b>Learn (with decodable reading books):</b> sc (science) bt (doubt) u (busy) ne (gone) mn (column) gh (ghastly) gu (guard) ough (cough) ough (tough) oo (flood) wh (whole) gh (rough) u (penguin) aigh (straight) ei (ceiling) l (police) eye (eyelash) is (island) uy (buy) ough (dough) eau (plateau) ear (heart) our (colour) re (centre) o (move) ui (juice) oe (shoe) eau (beautiful) ar (warm) oar (roar) oor (floor) ore (more) ough (plough) ar (scary)</p>
<b>MATHS</b>  <b>(Maths Mastery)</b>	<p><b>Number (within 10)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting objects</li> <li><input type="checkbox"/> Counting on and back</li> <li><input type="checkbox"/> One more and one less</li> <li><input type="checkbox"/> Comparing numbers</li> <li><input type="checkbox"/> The number line</li> <li><input type="checkbox"/> Part, part whole</li> <li><input type="checkbox"/> Number bonds to 10</li> <li><input type="checkbox"/> Addition</li> <li><input type="checkbox"/> Subtraction</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify, describe, sort and classify 2-D and 3-D shapes</li> </ul>	<p><b>Number (within 50)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teen numbers</li> <li><input type="checkbox"/> The number line to 50</li> <li><input type="checkbox"/> Number bonds to 20</li> <li><input type="checkbox"/> Near Doubles</li> <li><input type="checkbox"/> Addition and subtraction</li> <li><input type="checkbox"/> Tens numbers</li> <li><input type="checkbox"/> Making groups of 10s</li> <li><input type="checkbox"/> Partitioning numbers into 10s and 1s</li> <li><input type="checkbox"/> Estimating numbers on a number line</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Length</li> <li><input type="checkbox"/> Height</li> <li><input type="checkbox"/> Mass</li> <li><input type="checkbox"/> Capacity and Weight.</li> </ul>	<p><b>Numbers (within 100)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Counting in 2s, 5s and 10s</li> <li><input type="checkbox"/> Recognising and making equal groups</li> <li><input type="checkbox"/> Adding and sharing equal groups</li> <li><input type="checkbox"/> Arrays</li> <li><input type="checkbox"/> Fractions (finding halves and quarters)</li> <li><input type="checkbox"/> Counting to 100</li> <li><input type="checkbox"/> Partitioning numbers into tens and ones</li> <li><input type="checkbox"/> Comparing numbers</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> O'clock and half past</li> <li><input type="checkbox"/> Months of the year and days of the week</li> </ul> <p><b>Measures</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Money</li> </ul>
<b>SCIENCE</b>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and name a variety of common animals</li> <li><input type="checkbox"/> Group animals into carnivores, herbivores and omnivores</li> </ul> <p><b>Human Body</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify, name, draw and label the basic parts of the human body</li> </ul> <p><b>Seasonal changes (Autumn and Winter)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe changes</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between an object and the material from which it is made</li> <li><input type="checkbox"/> Identify and name a variety of everyday materials</li> <li><input type="checkbox"/> Describe physical properties of everyday materials (wood, metal, plastic and fabric)</li> <li><input type="checkbox"/> Compare and group together a variety of everyday materials on the basis of their physical properties</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li><input type="checkbox"/> Identify and describe the basic structure of a of common flowering plants, e.g. stem, leaf and petal</li> </ul>	<p><b>Scientific enquiry skills</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Observing change over time (aqua beads)</li> <li><input type="checkbox"/> Fair testing (slime experiment)</li> </ul> <p><b>Seasonal changes (Spring and Summer)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe changes</li> </ul>

<b>COMPUTING</b>	<p><b>Programmable toys</b></p> <ul style="list-style-type: none"> <li>□ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</li> <li>□ Create and debug simple programs.</li> <li>□ Use logical reasoning to predict the behaviour of simple programs.</li> <li>□ Recognise common uses of information technology beyond school.</li> </ul> <p><b>Filming steps of an algorithm</b></p> <ul style="list-style-type: none"> <li>□ Break down a process into simple, clear steps, as in an algorithm.</li> <li>□ Use different features of a video camera.</li> <li>□ Use a video camera to capture moving images.</li> <li>□ Develop collaboration skills.</li> <li>□ Discuss their work and think about how it could be improved.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>□ Understand that rules help us stay safe, both in the real world and online.</li> <li>□ Suggest strategies for staying safe in different online scenarios.</li> <li>□ Help to develop a set of online safety rules that are easily understood and appropriate for Year 1.</li> <li>□ Understand that unkind behaviour online can affect other people, even though we can't see them.</li> <li>□ Understand that the rules created can be applied to any concerns they may have about their online activities</li> </ul>	<p><b>Computer skills:</b></p> <ul style="list-style-type: none"> <li>□ Logging in</li> <li>□ Developing mouse skills</li> </ul> <p><b>Illustrating e-books</b></p> <ul style="list-style-type: none"> <li>□ Use the web safely to find ideas for an illustration</li> <li>□ Select and use appropriate painting tools to create and change images on the computer</li> <li>□ Understand how this use of ICT differs from using paint and paper</li> <li>□ Create an illustration for a particular purpose</li> <li>□ Know how to save, retrieve and change their work</li> <li>□ Reflect on their work and act on feedback received</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>□ Learn the very basic principles of what the internet is.</li> <li>□ Understand how people use the internet.</li> <li>□ Understand that using computer devices too often can be bad for us and we should take time out from technology to do other things.</li> <li>□ Discuss what to do if they see or hear something online that upsets them.</li> <li>□ Understand what is meant by 'personal information'.</li> <li>□ Recognise that anyone online who we don't know in real life is a stranger.</li> <li>□ Understand how we can protect our personal information, including reporting worries to trusted adults.</li> </ul>	<p><b>Finding images using the web</b></p> <ul style="list-style-type: none"> <li>□ Find and use pictures on the web</li> <li>□ Know what to do if they encounter pictures that cause concern</li> <li>□ Group images on the basis of a binary (yes/no) question</li> <li>□ Organise images into more than two groups according to clear rules</li> <li>□ Sort (order) images according to some criteria</li> <li>□ Ask and answer binary (yes/no) questions about their images</li> </ul> <p><b>Creating a digital card</b></p> <ul style="list-style-type: none"> <li>□ Develop basic keyboard skills, through typing and formatting text</li> <li>□ Develop basic mouse skills</li> <li>□ Use the web to find and select images</li> <li>□ Develop skills in storing and retrieving files</li> <li>□ Develop skills in combining text and images</li> <li>□ Discuss their work and think about whether it could be improved.</li> </ul> <p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>□ Understand what is meant by 'digital citizen'.</li> <li>□ Understand how to be responsible, respectful and safe online.</li> <li>□ Understand that being a good digital citizen means having a kind heart, a warning tummy and a thinking brain; all things that keep us safe online.</li> <li>□ Recall what to do if something happens online that makes them feel uncomfortable</li> <li>□ Understand the importance of playing games in shared spaces where grown-ups are available for support.</li> <li>□ Understand the importance of taking breaks away from technology</li> </ul>
<b>HISTORY</b>	<p><b>Homes and people from the past</b></p> <ul style="list-style-type: none"> <li>□ Changes within living memory by comparing Victorian homes to homes today</li> <li>□ Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about household items</li> <li>□ Learn about significant figures in local history (Horace Walpole and visit to Strawberry Hill House, Barnes-Wallis, Woffington, Adelaide, Blackmore)</li> </ul>	<p><b>Toys from the past</b></p> <ul style="list-style-type: none"> <li>□ Identify changes in living memory by understanding how toys have changed over time and using this to reveal how aspects of children's lives have changed over time</li> <li>□ Develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys</li> </ul>	<p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>□ Develop an understanding of methods of historical enquiry by using photographs and videos to find out about the past</li> <li>□ Continuity and change by comparing entertainments at the seaside now and then</li> <li>□ To know where the events they study fit into a chronological framework by understanding that Victorian seaside entertainment and homes built during the Victorian era (previous learning) co-occurred.</li> </ul>
<b>GEOGRAPHY</b>	<p><b>Maps and local area</b></p> <ul style="list-style-type: none"> <li>□ Use and make simple maps and plans (Compass points, creating aerial view maps, simple symbols in a key)</li> <li>□ Name, describe and compare familiar places (Strawberry Hill House)</li> </ul>	<p><b>Locating the U.K. and it's countries</b></p> <ul style="list-style-type: none"> <li>□ Locate the United Kingdom</li> <li>□ Name countries (England, Ireland, Wales and Northern Ireland) and their capital cities</li> <li>□ Name the seas that surround the United Kingdom</li> <li>□ Name London landmarks</li> </ul>	<p><b>Seaside</b></p> <ul style="list-style-type: none"> <li>□ Human and Physical features of the seaside</li> <li>□ Seasonal changes in weather</li> </ul>

<b>DESIGN</b>  <b>TECHNOLOGY</b>		<b>Mechanisms: Making a moving story book</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make and use sliders as a moving mechanism</li> <li><input type="checkbox"/> Use correct terminology e.g. up, down, left and right</li> <li><input type="checkbox"/> Plan their book against a design criteria</li> <li><input type="checkbox"/> Referring to their plan children construct book.</li> <li><input type="checkbox"/> Test and evaluate product.</li> </ul>	<b>Food Tech: Fruit and Vegetables</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify if a food is a fruit or a vegetable</li> <li><input type="checkbox"/> Identify where plants grow and which parts we eat</li> <li><input type="checkbox"/> Taste and compare fruits and vegetables</li> <li><input type="checkbox"/> Make a fruit and vegetable smoothie</li> </ul> <b>Textiles: Puppets</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Join fabrics together using different methods</li> <li><input type="checkbox"/> Use a template to create my design</li> <li><input type="checkbox"/> Join two fabrics together accurately</li> </ul> Embellish my design using joining methods
<b>ART</b>	<b>Drawing: Make your mark</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Know how to create different types of lines</li> <li><input type="checkbox"/> Explore line and mark-making to draw water</li> <li><input type="checkbox"/> Develop an understanding of mark-making</li> <li><input type="checkbox"/> Apply an understanding of drawing materials and mark-making to draw from observation</li> </ul> <b>Painting and Mixed Media: Colour splash</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Investigate how to mix secondary colours</li> <li><input type="checkbox"/> Apply knowledge of colour mixing when painting</li> <li><input type="checkbox"/> Explore colour when printing</li> </ul> Experiment with paint mixing to make a range of secondary colours	<b>Sculpture and 3D: Paper Play</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Roll paper to make 3D sculptures</li> <li><input type="checkbox"/> Shape paper to make a 3D drawing</li> <li><input type="checkbox"/> Apply paper-shaping skills to make an imaginative sculpture</li> <li><input type="checkbox"/> Work collaboratively to plan and create a sculpture</li> </ul> Apply painting skills when working in 3D	
<b>PHYSICAL</b>  <b>EDUCATION</b>	<b>Fundamentals</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Change direction when moving at speed.</li> <li><input type="checkbox"/> Recognise changes in my body when I do exercise.</li> <li><input type="checkbox"/> Run at different speeds.</li> <li><input type="checkbox"/> Select my own actions in response to a task.</li> <li><input type="checkbox"/> Show hopping and jumping movements.</li> <li><input type="checkbox"/> Work co-operatively with others to complete tasks.</li> <li><input type="checkbox"/> Show balance and co-ordination when static and moving at a slow speed.</li> </ul> <b>Team Building</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicate simple instructions.</li> <li><input type="checkbox"/> Follow instructions.</li> <li><input type="checkbox"/> Follow a path and lead others.</li> <li><input type="checkbox"/> Listen to others' ideas.</li> <li><input type="checkbox"/> Suggest ideas to solve tasks.</li> <li><input type="checkbox"/> Work with a partner and a small group.</li> <li><input type="checkbox"/> Understand the rules of the game.</li> </ul> <b>Ball Skills</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to catch with two hands.</li> <li><input type="checkbox"/> Begin to dribble a ball with my hands and feet.</li> <li><input type="checkbox"/> Begin to understand simple tactics.</li> <li><input type="checkbox"/> Roll and throw with some accuracy towards a target.</li> <li><input type="checkbox"/> Say when someone was successful.</li> <li><input type="checkbox"/> Track a ball that is coming towards me.</li> <li><input type="checkbox"/> Work co-operatively with a partner.</li> </ul>	<b>Sending and receiving</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to send and receive a ball using feet.</li> <li><input type="checkbox"/> Catch a ball with some success.</li> <li><input type="checkbox"/> Recognise changes in the body when doing exercise.</li> <li><input type="checkbox"/> Roll a ball towards a target.</li> <li><input type="checkbox"/> Throw a ball to a partner.</li> <li><input type="checkbox"/> Track a ball that is coming towards me.</li> <li><input type="checkbox"/> Work co-operatively with a partner.</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Throw towards a target.</li> <li><input type="checkbox"/> Begin to show balance and co-ordination when changing direction.</li> <li><input type="checkbox"/> Develop overarm throwing.</li> <li><input type="checkbox"/> Recognise changes in the body when doing exercise.</li> <li><input type="checkbox"/> Run at different speeds.</li> <li><input type="checkbox"/> Work with others and make safe choices.</li> <li><input type="checkbox"/> Try my best.</li> <li><input type="checkbox"/> Understand the difference between a jump, a leap and a hop and can choose which allows the furthest jump.</li> </ul> <b>Target games</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise changes the body when doing exercise.</li> <li><input type="checkbox"/> Use an overarm throw aiming towards a target.</li> <li><input type="checkbox"/> Roll a ball towards a target.</li> <li><input type="checkbox"/> Use an underarm throw aiming towards a target.</li> <li><input type="checkbox"/> Work co-operatively with a partner.</li> <li><input type="checkbox"/> Understand what good technique looks like.</li> </ul>	<b>Net and Wall</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hit a ball using a racket.</li> <li><input type="checkbox"/> Throw a ball to land over the net and into the court area.</li> <li><input type="checkbox"/> Track balls and other equipment sent to me.</li> <li><input type="checkbox"/> Use a ready position to move to the ball.</li> <li><input type="checkbox"/> Know how to score points.</li> <li><input type="checkbox"/> Recognise changes in the body when doing exercise.</li> <li><input type="checkbox"/> Show honesty and fair play when playing against an opponent.</li> </ul> <b>Yoga</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise how yoga makes me both feel physically and mentally.</li> <li><input type="checkbox"/> Remember and repeat actions, linking poses together.</li> <li><input type="checkbox"/> Say thoughts about someone else's work.</li> <li><input type="checkbox"/> Show an awareness of space when travelling.</li> <li><input type="checkbox"/> Work with others to create poses.</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Beginning to use counts.</li> <li><input type="checkbox"/> Copy, remember and repeat actions.</li> <li><input type="checkbox"/> Move confidently and safely.</li> <li><input type="checkbox"/> Use different parts of the body in isolation and together.</li> <li><input type="checkbox"/> Work with others to share ideas and select actions.</li> <li><input type="checkbox"/> Choose appropriate movements for different dance ideas.</li> <li><input type="checkbox"/> Say what I liked about someone else's performance.</li> </ul> Show some sense of dynamic and expressive qualities in my dance.

	<b>Gymnastics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have confidence to perform in front of others.</li> <li><input type="checkbox"/> Link simple actions together to create a sequence.</li> <li><input type="checkbox"/> Make my body tense, relaxed, stretched and curled.</li> <li><input type="checkbox"/> Recognise changes in my body when I do exercise.</li> <li><input type="checkbox"/> Remember and repeat actions and shapes.</li> <li><input type="checkbox"/> Say what I liked about someone else's performance.</li> <li><input type="checkbox"/> Use apparatus safely and wait for my turn.</li> </ul>	<b>Invasion Games</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Begin to dribble a ball with hands and feet.</li> <li><input type="checkbox"/> Change direction to move away from a defender.</li> <li><input type="checkbox"/> Recognise space when playing games.</li> <li><input type="checkbox"/> Send and receive a ball with hands and feet.</li> <li><input type="checkbox"/> Use simple rules to play fairly.</li> <li><input type="checkbox"/> Move to stay with another player when defending.</li> <li><input type="checkbox"/> Recognise changes in my body when I do exercise.</li> <li><input type="checkbox"/> Understand when being a defender or an attacker.</li> </ul>	<b>Fitness</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognise changes in my body when I do exercise.</li> <li><input type="checkbox"/> Share my ideas with other people in the class.</li> <li><input type="checkbox"/> Talk about what exercise does to my body.</li> <li><input type="checkbox"/> Recognise how exercise makes me feel.</li> <li><input type="checkbox"/> Try my best in the challenges I am set.</li> <li><input type="checkbox"/> Understand why it is important to warm up.</li> </ul>
<b>MUSIC</b>	<b>Yolanda's Band Jam / BBC Animal Tales</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing listening skills</li> <li><input type="checkbox"/> Expressing musical ideas</li> <li><input type="checkbox"/> Responding to music</li> <li><input type="checkbox"/> Singing together</li> <li><input type="checkbox"/> Matching music and movement</li> <li><input type="checkbox"/> Learning about characterisation</li> </ul> <b>Dynamics</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Noticing different volumes</li> <li><input type="checkbox"/> Understanding the effect of dynamics in music</li> <li><input type="checkbox"/> Using Italian terms to describe dynamics</li> <li><input type="checkbox"/> Controlling dynamics using voices and instruments</li> <li><input type="checkbox"/> Responding to musical instructions</li> <li><input type="checkbox"/> Using dynamics to add colour to a performance</li> </ul> <b>Graphic Notation</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understanding why there is a need to transcribe sounds and music</li> <li><input type="checkbox"/> Interpreting sounds and music using graphic notation</li> <li><input type="checkbox"/> Learning to show nuanced musical elements such as pitch, dynamics, tempo, timbre, duration and texture using symbols</li> <li><input type="checkbox"/> Beginning to understand the value of and interpret traditional western musical notation</li> </ul> <b>Christmas production</b>	<b>Introducing the Orchestra</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> How instruments make their sounds</li> <li><input type="checkbox"/> Recognising instruments visually</li> <li><input type="checkbox"/> Learning about the 4 instrument families</li> <li><input type="checkbox"/> Identifying instruments by ear</li> <li><input type="checkbox"/> Young Person's Guide to the Orchestra by Benjamin Britten</li> <li><input type="checkbox"/> What does a conductor do?</li> <li><input type="checkbox"/> Using imagination when we listen</li> </ul> <b>Musical Games</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Developing aural awareness</li> <li><input type="checkbox"/> Working collaboratively</li> <li><input type="checkbox"/> Gaining confidence exploring the inter-related dimensions of music</li> <li><input type="checkbox"/> Using classroom instruments</li> </ul>	<b>Preparing a Performance</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learning physical performance skills</li> <li><input type="checkbox"/> Developing good singing technique</li> <li><input type="checkbox"/> Understanding one another's value within a group</li> <li><input type="checkbox"/> Gaining confidence on stage.</li> </ul> <b>Creating music</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Exploring rhythm</li> <li><input type="checkbox"/> Using instruments</li> <li><input type="checkbox"/> Combining sounds</li> <li><input type="checkbox"/> Use their voices expressively</li> </ul>
<b>PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)</b>	<b>Being Me In My World</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rights and responsibilities as a member of my class</li> <li><input type="checkbox"/> Knowing my views are valued</li> <li><input type="checkbox"/> Recognising the choices I make and understand the consequences</li> </ul> <b>Celebrating Differences</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identifying similarities and differences between people in my class</li> </ul>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Setting goals</li> <li><input type="checkbox"/> Tackling challenges and understand this might stretch my learning</li> <li><input type="checkbox"/> Identifying obstacles in achieving challenges and working out how to overcome them</li> </ul> <b>Heathy Me</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differences between being healthy and unhealthy</li> </ul>	<b>Relationships</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify own family members</li> <li><input type="checkbox"/> Different types of families</li> <li><input type="checkbox"/> Qualities of a good friend</li> <li><input type="checkbox"/> Appropriate physical contact</li> <li><input type="checkbox"/> People who help us</li> </ul> <b>Changing Me</b>

	<input type="checkbox"/> Making friends <input type="checkbox"/> Identify what bullying is and what to do if I am unhappy or being bullied	<input type="checkbox"/> Keeping clean and healthy and understand how germs cause disease/illness <input type="checkbox"/> Household products safety <input type="checkbox"/> Medicines; uses and dangers <input type="checkbox"/> Road safety	<input type="checkbox"/> Lifecycles of animals and humans <input type="checkbox"/> Parts of the body using the correct names <input type="checkbox"/> Learning, growing and change, including body changes <input type="checkbox"/> Coping changes
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