

**YEAR 1 – CURRICULUM MAP**

<b>Term &amp; Values</b>	<b>Autumn 1 Thankfulness Kindness &amp; Generosity Friendship</b>	<b>Autumn 2 Peace Trust Compassion</b>	<b>Spring 1 Perseverance Courage Responsibility</b>	<b>Spring 2 Humility Justice Forgiveness</b>	<b>Summer 1 Wisdom Service Creation</b>	<b>Summer 2 Respect &amp; Reverence Hope Truthfulness</b>
<b>Thematic Enquiry Title</b>	<b>Adversity/Community The Great Fire of London</b>	<b>Individuality/Diversity/Creativity /Stewardship Toys</b>	<b>Choice/Sustainability Food for Thought</b>	<b>Equality/Diversity/ Consequences/Sustainability/ Community/Change/Fairness Global Village</b>	<b>Stewardship/Responsibility/ Freedom/Change Deadly 60</b>	<b>Belonging/Community/Duty/ Cohesion Our School</b>
<b>Entry Point/visits &amp; Landings/ Special events such as Science week/production /</b>	Entry: Building a bakery – Fire! Fire!  Visit: Fordingbridge Fire Station  Landing: Sharing our writing and artwork about the Fire of London	Entry: Our toys (from family generations)  Landing: Sharing our moving pictures	Entry: Taste Test!  Visit: Ice cream factory/ Pizza Express  Landing: Making our healthy salads with parents	Entry: Making maps  Landing: Sharing our floating gardens and the experience of Bangladeshi farmers with parents	Entry: Animal Lab role play set up  Visit: New Forest Wildlife Park  Landing: Sharing our animal enclosures and animal knowledge with parents	Entry: “Our School – Our Community” display  Visit: Village History Walk  Landing: Our school – bringing history to life
<b>Global awareness and responsibility</b>				<b>Global Development and Citizenship – Water</b> <ul style="list-style-type: none"> <li>• Similarities and differences between peoples in local setting and also wider context</li> <li>• Links between local community and wider world</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative impacts of people’s actions (including personal choices) on others and the environment</li> <li>• How people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and negative impacts of people’s actions (including personal choices) on others and the environment</li> <li>• How people can damage or improve the environment</li> </ul>
<b>Learning How to Learn</b>	Critical and creative thinking	Independence	Reflection	Working together	Independence	Working together
<b>Developing Self (health, safety, spirituality, self-esteem, confidence, relationships)</b>	SEAL New Beginnings	SEAL Say No to Bullying	SEAL Getting on & Falling out	SEAL Good to be Me	SEAL Relationships	SEAL Change
<b>Mathematics (key areas of maths learning)</b>	Number: <ul style="list-style-type: none"> <li>- Place Value within 10</li> <li>- Addition &amp; Subtraction within 10</li> </ul>	Number: <ul style="list-style-type: none"> <li>- Addition &amp; Subtraction within 10</li> <li>- Place value within 20</li> </ul> Geometry: <ul style="list-style-type: none"> <li>- Shape</li> </ul>	Number: <ul style="list-style-type: none"> <li>- Addition &amp; Subtraction within 20</li> <li>- Place value within 50 (including multiples of 2, 5 and 10)</li> </ul>	Number: <ul style="list-style-type: none"> <li>- Place value within 50 (including multiples of 2, 5 and 10)</li> </ul> Measurement: <ul style="list-style-type: none"> <li>- Length &amp; Height</li> <li>- Weight &amp; Volume</li> </ul>	Number: <ul style="list-style-type: none"> <li>- Multiplication and Division (reinforce multiples of 2, 5 and 10)</li> </ul> Fractions	Geometry: <ul style="list-style-type: none"> <li>- Position &amp; Direction</li> </ul> Number: <ul style="list-style-type: none"> <li>- Place value within 100</li> </ul> Measurement: <ul style="list-style-type: none"> <li>- Money</li> </ul> Time
<b>English (Learning Journey Title, Purpose, Key text drivers)</b>	The Great Fire – A child’s tale  Narrative – in character retelling of story  Noun phrases  Fire of London factual texts	Lost in The Toy Museum – An Adventure (David Lucas)  Narrative: <ul style="list-style-type: none"> <li>- Story structure</li> <li>- Noun phrases – describing setting</li> <li>- Punctuation – demarcating sentences</li> </ul>	Mr Wolf’s Pancakes Plus different versions of traditional stories – Little Red Hen, Chicken Licken, Three Little Pigs, Little Red Riding Hood, Gingerbread Man  Narrative – traditional tales, story structure, repetitive language	Meerkat Diary - Emily Gravett (Other Emily Gravett texts esp Elvis)  Informal letters	Dorling Kindersley Find Out! series – text and online resources  Information texts	Jack and the Beanstalk Plus other stories derived from Jack and the Beanstalk  Narrative

	Narrative - Recount	Winter Poetry - Word choices	Instructions  Healthy Eating advice			
<b>Science</b>	<p><b>Seasonal Changes</b></p> <p><b>Creating a class record of the daily/weekly weather</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> <li>Gather and record data</li> <li>Recognise findings and talk about them</li> <li>Use observations to suggest answers to questions</li> </ul>	<p><b>Everyday Materials</b></p> <p><b>Investigating materials in the context of toys:</b></p> <ul style="list-style-type: none"> <li><b>Different materials used through history</b></li> <li><b>Suitability of different materials for different purposes</b></li> </ul> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <ul style="list-style-type: none"> <li>Ask simple questions when prompted</li> <li>Suggest ways of answering a question</li> <li>With support, able to identify possible hazards &amp; how keep themselves safe</li> </ul> <ul style="list-style-type: none"> <li>Conduct simple tests, with support</li> <li>Has awareness of working safely</li> <li>With prompting, suggest how findings could be recorded e.g. simple diagram, models</li> <li>Gather and record data</li> <li>Recognise findings and talk about them</li> <li>Use observations to suggest answers to questions</li> <li>Begin to identify and classify</li> </ul> <p><b>Seasonal Changes</b></p> <p><b>Creating a class record of the daily/weekly weather</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> <li>Gather and record data</li> <li>Recognise findings and talk about them</li> <li>Use observations to suggest answers to questions</li> </ul>	<p><b>The Human Body</b></p> <p><b>Linking our understanding of the human body to eating and diet</b></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense</li> </ul> <ul style="list-style-type: none"> <li>Ask simple questions when prompted</li> <li>Suggest ways of answering a question</li> <li>With support, able to identify possible hazards &amp; 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<b>RE</b>	<p>Understanding Christianity: Creation Who made the world?</p> <ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>Recognise that ‘Creation’ is the beginning of the ‘big</li> </ul>	<p><b>Understanding Christianity: Incarnation</b> <b>Why does Christmas matter to Christians?</b></p> <ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.</li> </ul>	<p>Discovery RE: Jesus as a friend Was it always easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> <li>I can remember a story about Jesus showing friendship and talk about it. I can talk about my friends and why I like</li> </ul>	<p>Understanding Christianity: God What do Christians believe God is like?</p> <ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply, and recognise a</li> </ul>	<p>Discovery RE: Shabbat Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in</li> </ul>	<p>Discovery RE: Rosh Hashanah and Yom Kippur Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals,</li> </ul>

	<p>story' of the Bible.</p> <ul style="list-style-type: none"> <li>- Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation.</li> <li>- Think, talk and ask questions about living in an amazing world.</li> </ul> <p>Festival Matters: Harvest</p>	<ul style="list-style-type: none"> <li>- Recognise that stories of Jesus' life come from the Gospels.</li> <li>- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>- Decide what they personally have to be thankful for at Christmas time.</li> </ul> <p>Divali</p>	<p>them.</p> <ul style="list-style-type: none"> <li>- I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can talk about times when I have been a good friend</li> <li>- I can describe how difficult Jesus might have found it to show friendship in a story and explain why. I can identify when it is easy or hard for me to show friendship</li> </ul>	<p>link with the concept of God as a forgiving Father.</p> <ul style="list-style-type: none"> <li>- Give clear, simple accounts of what the story means to Christians.</li> <li>- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</li> <li>- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> <li>- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul>	<p>order to find out about the meanings behind them.</p> <ul style="list-style-type: none"> <li>- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</li> </ul>	<p>worship, rituals and ways of life, in order to find out about the meanings behind them.</p> <ul style="list-style-type: none"> <li>- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</li> <li>- Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry</li> </ul>
<b>History</b>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>• Events beyond living memory, which are significant nationally or globally</li> <li>• Place known events and objects in chronological order</li> <li>• Relate his/her own account of an event and understand that others may give a different version</li> <li>• Understand key features of events</li> <li>• Identify some similarities and difference between ways of life in different periods</li> <li>• Talk, draw or write about aspects of the past</li> </ul>	<p>Toys</p> <ul style="list-style-type: none"> <li>• Describe some simple similarities and differences between artefacts</li> <li>• Sort artefacts from "then" and "now"</li> <li>• Place known events and objects in chronological order</li> <li>• Talk, draw or write about aspects of the past</li> </ul>				<p>Our School</p> <p>Project comparing present village to historic village – focus on impact of plague on village location</p> <ul style="list-style-type: none"> <li>• Changes in living memory, which reveal changes in national life</li> <li>• Significant historical events, people and places in their own locality <i>Our School</i></li> <li>• Sequence events and recount changes within living memory</li> <li>• Use common words and phrases relating to the passing of time</li> <li>• Find answers to some simple questions about the past from simple sources of information</li> <li>• Ask and answer relevant basic questions about the past</li> <li>• Understand key features of events</li> <li>• Identify some similarities and difference between ways of life in different periods</li> <li>• Talk, draw or write about aspects of the past</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul> <p>Global Village</p> <ul style="list-style-type: none"> <li>• Understand the geographical similarities and differences through studying the human</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe seasonal weather changes</li> </ul> <p>Our School</p> <p>School Survey</p> <ul style="list-style-type: none"> <li>• Ask and respond to simple</li> </ul>

				<p>and physical geography of a <i>small area</i> of the UK and a contrasting non-European country</p> <ul style="list-style-type: none"> <li>• Ask and respond to simple geographical questions</li> <li>• Know about some present changes that are happening in the local environment</li> <li>• Use simple maps of the area</li> <li>• Use locational and directional language to describe the location of features and routes</li> <li>• Make simple maps and plans</li> </ul>		<p>geographical questions</p> <ul style="list-style-type: none"> <li>• Use simple maps of the area</li> <li>• Use locational and directional language to describe the location of features and routes</li> <li>• Make simple maps and plans</li> <li>• Use simple observational skills to study the geography of the school and its grounds</li> <li>• Name, describe and compare familiar places</li> <li>• Link homes with other places in their local community</li> <li>• Suggest ideas for improving the school environment</li> </ul>
<b>Art</b>	<p>Drawing and painting</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <ul style="list-style-type: none"> <li>• Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines</li> <li>• Explore mark-making using a variety of tools.</li> <li>• Experiment with tones using pencils, chalk or charcoal.</li> <li>• Represent things observed, remembered or imagined using colour/tools.</li> <li>• Use artwork to record ideas, observations and experiences.</li> <li>• Experiment with different materials to design and make products</li> <li>• Explain what he/she likes about the work of others.</li> <li>• Know the names of tools, techniques and elements that he/she uses.</li> </ul>			<p>Collage</p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <ul style="list-style-type: none"> <li>• Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.</li> <li>• He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials</li> <li>• Use artwork to record ideas, observations and experiences.</li> <li>• Experiment with different materials to design and make products</li> <li>• Explain what he/she likes about the work of others.</li> <li>• Know the names of tools, techniques and elements that he/she uses.</li> </ul>		<p><b>Textiles</b></p> <p><b>Banner/quilt to represent aspects of school/local community history</b></p> <ul style="list-style-type: none"> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <ul style="list-style-type: none"> <li>• Sort, cut and shape fabrics and experiment with ways of joining them</li> <li>• Develop techniques to join fabrics and apply decorations such as a running or over stitch</li> <li>• Use artwork to record ideas, observations and experiences.</li> <li>• Experiment with different materials to design and make products</li> <li>• Explain what he/she likes about the work of others.</li> <li>• Know the names of tools, techniques and elements that he/she uses.</li> </ul>
<b>Design &amp; Technology</b>		<p><b>Levers and Sliders</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p><b>Food preparation</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>I can talk about what I eat at home and begin to discuss what healthy foods are</p>		<p><b>Free standing structures</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication</p>	

		<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>I can create a simple design for my product.</p> <p>I can use pictures and words to describe what I want to do.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can use wheels and axles in a product.</p> <p>I can ask simple questions about existing products and those that I have made.</p>	<p>I can say where some food comes from and give examples of food that is grown.</p> <p>I can use simple tools with help to prepare food safely.</p>		<p>technology</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>I can create a simple design for my product.</p> <p>I can use pictures and words to describe what I want to do.</p> <p>I can select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>I can use a range of simple tools to cut, join and combine materials and components safely.</p> <p>I can build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>I can use wheels and axles in a product.</p> <p>I can ask simple questions about existing products and those that I have made.</p>	
<b>Music</b>	N/A	<p><b>Music unit: Toys (HMS 'Toys' Unit)</b> Dimensions: Tempo &amp; Dynamics Play percussion instruments musically. Use their voices expressively and creatively in a number of ways.</p>	<p><b>Music Unit: Noah's Ark</b> Dimensions: Structure Use their voices expressively and creatively in a variety of different ways. Listen to a range of recorded and live music.</p>	N/A	<p><b>Music unit: Deadly 60. (HMS 'Creepy Crawlies' Unit)</b> Dimensions: Duration &amp; Texture. Experiment with, create, select and combine sounds using the inter related dimensions of music. Use their voices expressively and creatively in a variety of different ways. Listen to a range of recorded and live music.</p>	
<b>P.E. &amp; Games</b>	Real PE – Personal skills unit	Real PE – Social skills unit	Real PE – Cognitive skills unit	Real PE – Creative skills unit	Real PE – Agility skills unit	Real PE – Health and Fitness skills
	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>	<ul style="list-style-type: none"> <li>Children talk about how to exercise safely and how their bodies feel during activities.</li> <li>Children can Identify the importance of having friends</li> <li>Children can listen to advice.</li> <li>Children understand the importance of having family.</li> <li>Children can share an opinion or view.</li> <li>Children can describe and</li> </ul>

	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Games unit – Anton Junior</p> <ul style="list-style-type: none"> <li>Practise skills and techniques used in simple games.</li> <li>Catch a bean bag</li> <li>Throw a small ball underarm, using the correct technique</li> </ul>	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Gymnastics – Anton Junior</p> <ul style="list-style-type: none"> <li>Begin to explore the 5 basic shapes (straight/tucked/star/straddle/pike)</li> <li>Begin to travel on hands and feet (hands flat on floor and fully extend arms)</li> <li>Monkey walk (bent legs and extended arms)</li> <li>Pencil roll – from back to front keeping body and limbs in straight shape</li> <li>Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength</li> <li>Begin to balance in the five basic shapes on large body parts: back, front, side, bottom</li> <li>Begin explore shape in the air when jumping and landing with control (e.g. star shape)</li> </ul>	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Dance Unit – Val Sabin</p> <ul style="list-style-type: none"> <li>Begin to move spontaneously showing some control and co-ordination</li> <li>Demonstrate good balance.</li> </ul>	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Wall bars unit – Anton Junior</p>	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Athletics – Anton Junior</p> <ul style="list-style-type: none"> <li>Run for 30-60 seconds.</li> <li>Describe different types of running.</li> <li>Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1).</li> <li>Throw towards a target</li> <li>Begin to show control in take-off and landing.</li> <li>Begin to use rolling, and underarm throws to aim towards a target.</li> </ul>	<p>comment on their own movements.</p> <ul style="list-style-type: none"> <li>Children are able to think of improvements for their movements and begin to apply them.</li> </ul> <p>Cricket – Chance to Shine</p> <ul style="list-style-type: none"> <li>Practise skills and techniques used in simple games.</li> <li>Catch a bean bag</li> <li>Throw a small ball underarm, using the correct technique</li> </ul>
<b>French</b>						
<b>Computing</b>	<p>E-safety Understanding algorithms Coding Be-Bots Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> <li>Predict the behaviour of simple programs</li> <li>Understand what algorithms are and how they are implemented on digital devices.</li> </ul>	<p>E- safety Computer simulations Captioning images of toys Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> <li>Use technology purposefully to create digital content.</li> <li>Predict the behaviour of simple programs</li> <li>Understand what algorithms are and how they are implemented on digital devices.</li> </ul>	<p>E- safety Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> </ul>	<p>E- safety Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> </ul>	<p>E – safety Using the computer and internet for research Presenting information using ICT</p> <p>Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> <li>Use technology purposefully to create digital content.</li> <li>Pupils explore websites and to say whether like them or not.</li> <li>Understand that they can find information from a website.</li> </ul>	<p>E – safety Using the computer and internet for research Presenting information using ICT</p> <p>Weather tracking – updating and saving a file</p> <p>Lexia and Maths apps usage</p> <ul style="list-style-type: none"> <li>Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies</li> <li>Understands why we have passwords and can remember and use one.</li> <li>Can identify rules to add to an acceptable use policy for class.</li> <li>Use technology purposefully to create digital content.</li> <li>Pupils explore websites and to say whether like them or not.</li> <li>Understand that they can find information from a website.</li> </ul>