

Year 1 Curriculum Map Year 2022 - 2023

| Timescale | 7 Weeks | 7 Weeks | 6 Weeks | 6 Weeks | 6 Weeks | 7 Weeks |
|-------------------------|--|--|--|---|--|---|
| Overall theme | Awesome Animals | Fire Fire | Where am I in the World? | Beanstalk Invasion | Castles and Dragons (English) | I am Amazing! |
| Reading Key Text | Stories by the same author - Eric Carle Non –chronological reports –Animals and nocturnal animals Poems on a theme Autumn poems | The Great Fire Of London Samuel Pepys Diary Bonfire Night poems Stories with repetitive patterns –Stick Man | Writing Instructions Well known Rhymes Traditional Stories – The Three Billy Goats | Traditional Tales – The Enormous Turnip Recount –Spring walk | History of castles and information about castles Information about Florence Nightingale Stories with fantasy settings –Zog | Recounts- Walk to the beach/park Stories with Familiar Settings –No Dogs, The Fish who could Wish Non-chronological report- Butterflies |
| Reading skills | -Linking texts to own experiences -Recognising and joining in with predictable phrases -Discussing word meanings -Identify and describe main characters -Learning to appreciate rhymes and poems, and to recite some by heart -Drawing on what they already know or on background information -Predicting what might happen next -Participate in discussion | Listening to and discussing a wide range of texts -Recognising and joining in with predictable phrases -Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings -Drawing on what they already know or on background information -Predicting what might happen next -Participate in discussion | -Listening to and discussing a wide range of texts -Becoming very familiar with key stories, fairy stories and traditional tales -Learning to appreciate rhymes and poems, and to recite some by heart -Making inferences on the basis of what is being said and done -Predicting what might happen next -Participate in discussion | Becoming very familiar with key stories, fairy stories and traditional tales -Making inferences on the basis of what is being said and done -Predicting what might happen next participate in discussion -Explain clearly their understanding of what is read to them | -Discussing word meanings -Drawing on what they already know or on background information -Checking that the text makes sense to them as they read -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Participate in discussion | -Listening to and discussing a wide range of texts -Discussing word meanings -Checking that the text makes sense to them as they read -Explain clearly their understanding -Making inferences on the basis of what is being said and done -Participate in discussion |

| | | | | | | |
|-----------------------------------|---|--|---|--|--|--|
| | | -Explain clearly their understanding of what is read to them. | | | -Explain clearly their understanding of what is read to them | |
| Grammar Punctuation skills | -Leave spaces between words -Writing simple sentences -Punctuating simple sentences with a capital letter and a full stop | -Punctuating simple sentences with a capital letter and a full stop -Writing simple sentences -Using a capital letter for pronoun I, names of people, places and days of the week -Noun adjective verb | -Punctuating simple sentences with a capital letter and a full stop -Joining words using and -Punctuate sentences using exclamation marks -Noun adjective verb | -Using a capital letter for the personal pronoun -Joining words using and -Punctuate sentences using exclamation marks and question marks -Noun adjective verb | -Using a capital letter for pronoun I, names of people, places and days of the week -Punctuate sentences using exclamation marks and question marks -Noun adjective verb | -Using a capital letter for names of people, places and days of the week -Punctuate sentences using exclamation marks and question marks -Noun adjective verb |
| Phonics/ Spelling | -Apply phonic knowledge and skills as the route to decode words -Read accurately by blending sounds -Name the letters of the alphabet in order -Use letter names to distinguish alternative spellings -Common exception words | -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes -Read accurately by blending sounds -Read other words of more than one syllable -Name the letters of the alphabet in order -Use letter names to distinguish alternative spellings -Common exception words -Suffixes -s/-es for plural | -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes -Read accurately by blending sounds -Read common exception words -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Suffixes: -ing, -ed, -er and -est -Words containing each of the 40+ phonemes already taught | -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes -Read accurately by blending sounds -Read common exception words -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read other words of more than one syllable -Suffixes: -ing, -ed, -er and -est -Common exception words | -Respond speedily with the correct sound to graphemes -Read common exception words -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read words with contractions -Suffixes: -ing, -ed, -er and -est -Using the prefix un -Common exception words -The days of the week -Words containing each of the 40+ | -Respond speedily with the correct sound to graphemes -Read common exception words -Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Read words with contractions -Use letter names to distinguish alternative spellings -Using the prefix un -Suffixes -s/-es for plural -Common exception words -The days of the week |

| | | | | | | |
|---|---|--|---|--|--|--|
| | | | | | phonemes already taught | -Words containing each of the 40+ phonemes already taught |
| Writing skills | -Sequencing events to write short stories -Orally compose a sentence -Discuss writing with an adult | -Sequencing events to write short stories -Use familiar plots to structure own writing -Orally compose a sentence -Discuss writing with an adult | -Orally plan and rehearse ideas -Orally compose and write own sentences | -Orally plan and rehearse ideas -Compose and sequence own sentences | -Compose and sequence own sentences -Re read to check own sentences - Read aloud writing | -Compose and sequence own sentences -Re read to check own sentences -Read aloud writing |
| Independent Writing including cross curricular | Writing information about an animal Stories linked to Eric Carle | Instructions Cross –curricular – RE nativity story Nature journal –Autumn walk Diary of Samuel Pepys | How to make a pancake Cross –curricular –Topic Chinese New Year, Shrove Tuesday Computing – link to algorithms writing instructions | Information about broad beans Cross –curricular – nature journal –Spring walk Science broad bean diary | Story based on knights and dragons St George’s Day Write about investigation -Science Cross –curricular – History – castles | Cross –curricular – Science –butterfly diary Labelling - body |
| Mathematics | Number and place value Count to ten , forwards and backwards, Count, read and write numbers to 10 in numerals and words. Identify and represent numbers identify one more or one less. Addition and Subtraction | Number and place value Count to twenty , forwards and backwards, Count, read and write numbers to 20 in numerals and words. Identify and represent numbers Addition and Subtraction | Money Addition and Subtraction using money Recognise and know the value of different denominations of coins and notes. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers using money | Number and place value Count to 50 forwards and backwards Count, read and write numbers to 50 in numerals Identify and represent numbers identify one more or one less Fractions Recognise, find and name a half as one of two equal parts of an | Addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers Solve one step problems that involve | Number and place value Count to and across 100, forwards and backwards, Count, read and write numbers to 100 in numerals Identify and represent numbers identify one more and one less. Multiplication and division |

| | | | | | | |
|--|---|---|--|---|---|--|
| | <p>Represent and use number bonds Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers Solve one step problems that involve addition and subtraction,</p> <p>Length Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights</p> <p>2D and 3D Shape Recognise and name common 2-D shapes Recognise and name common 3-D shapes</p> | <p>Represent and use number bonds Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers</p> <p>Solve one step problems that involve addition and subtraction,</p> <p>Capacity and volume Measure and begin to record capacity and volume Compare, describe and solve practical problems for capacity and volume</p> <p>Time Sequence events in chronological order using language Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> | <p>Mass and weight Measure and begin to record mass/weight Compare, describe and solve practical problems for mass/weight</p> <p>Multiplication Count in multiples of twos, fives and tens. Solve one step problems involving multiplication</p> <p>2d/3d shape Recognise and name common 2-D shapes Recognise and name common 3-D shapes</p> | <p>object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Position and direction Describe position, direction and movement, including whole half quarter and three quarter turns</p> <p>Time Tell the time to the hour and half past Compare, describe and solve practical problems for time</p> <p>Sequencing and sorting Identify patterns including odd and even Recognise and create repeating patterns Identify criteria that things have in common, objects, shapes, numbers Sort to a given criteria</p> | <p>addition and subtraction missing number problems such as $7 = \square - 9$</p> <p>Fractions Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Division Begin to find halves Solve one step problems involving division</p> <p>Measurement Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity/volume</p> <p>2d 3D shape Recognise and name common 2-D shapes</p> | <p>Count in multiples of twos, fives and tens. Begin to find halves Solve one step problems involving multiplication and division</p> <p>Position and direction Describe position, direction and movement, including whole half quarter and three quarter turns Measure and begin to record time</p> <p>Time Tell the time to the hour and half past Compare, describe and solve practical problems for time</p> <p>Sequencing and sorting Identify patterns including odd and even Recognise and create repeating patterns Identify criteria that things have in common, objects, shapes, numbers Sort to a given criteria</p> |
|--|---|---|--|---|---|--|

| | | | | | | |
|-------------------------------|--|--|--|--|--|---|
| | | | | | Recognise and name common 3-D shapes | |
| Cross Curricular Maths | Sorting animals (Science) Pictogram –Autumn leaves (nature journal) Length –measuring in the outside (plants nature journal) | Pictogram -recording week of weather (nature journal) Capacity –measuring rainfall –which day had the most rain Which puddle is the deepest Measuring length –how long is the puddle (nature journal) | Measurement – measuring materials to make a bridge | Measuring in cm –how tall is my broad bean (science) | DT -2D 3D shapes – building castle | Sequencing - timeline |
| Science | <p>Animals</p> <p>Key Scientist: Dr. Kelly Blacklock- Veterinary surgeon</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish,</p> | <p>Seasons/Weather</p> <p>Key Scientist: Dr. Fangxian Fang- Earth Scientist</p> <p>Observe changes across the four seasons (ongoing)</p> <p>Observe and describe weather associated with the seasons and how day length varies (ongoing)</p> | <p>Materials</p> <p>Key Scientist:</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the</p> | <p>Plants</p> <p>Identify and name a variety of common deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of trees</p> | <p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees</p> | <p>Animals- Humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> |

| | | | | | | |
|-------------------------------|--|--|---|--|--|---|
| | amphibians, reptiles, birds and mammals, including pets) | | basis of their simple physical properties. | | | |
| Working Scientifically | Identifying and classifying Using their observations and ideas to suggest answers to questions | Gathering and recording data to help in answering questions. | Observing closely, using simple equipment Asking simple questions and recognising that they can be answered in different ways Performing simple tests | Observing closely, using simple equipment gathering and recording data to help in answering questions. | Asking simple questions and recognising that they can be answered in different ways Performing simple tests | Identifying and classifying Using their observations and ideas to suggest answers to questions Asking simple questions and recognising that they can be answered in different ways |
| Art and Design | Painting Colour (painting, ink, dye, textiles, pencils, crayon, pastels) Name all the colours Mixing of colours Find collections of colour Applying colour with a range of tools Matisse The Snail animals To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Pattern symmetry (paint, pencil, textiles, clay, printing) Awareness and discussion of patterns | | Sculpture Form (3D work, clay, dough, boxes, wire, paper sculpture, mod roc) Construct Use materials to make known objects for a purpose Carve, pinch and roll coils and slabs using a modelling media. Make simple joins Morecambe artist Mold simple shapes by squeezing, flattening, rolling and poking. Clay | | | Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) Extend the variety of drawings tools Explore different textures Observe and draw landscapes Observe patterns observe anatomy (faces, limbs) Colour Using charcoal, chalk, pastels and watercolours developed into digital art Self-portrait |

| | | | | | | |
|------------------|---|--|--|--|--|--|
| | repeating patterns symmetry FOR CALENDARS Artist: Henri Matisse | | To use a range of materials creatively to design and make products Sculptures in Morecambe Artist: Gordon Young | | | Artist: Vincent Van Gogh |
| Computing | <u>Using Technology Safely</u> Privacy and Security <u>Information Technology</u> <u>– Knowledge of</u> <u>technology and its uses</u> To identify IT across the home such as a TVs, mobile phones, computers, iPods, music systems, games consoles and tablets. To know the names of some basic parts of a computer i.e. mouse, screen, keyboard. Use year group visits to explore uses of computing. | <u>Using Technology Safely</u> Online Relationships <u>Information Technology</u> <u>– Usage of skills</u> To be able to log on/off. To be able to open software. To be able to exit software. To use a simple paint or writing program to produce work To begin to change colour and brush on paint. | <u>Using Technology Safely</u> Online Bullying <u>Computer Science</u> To be able to log on/off. To be able to open software. Understand what an algorithm is- a set of pictures/flow chart/written instructions to show their idea of how something will work, such as instructions for making a jam sandwich. Can follow a simple algorithm, e.g. following another child’s precise command. Can give a simple algorithm, e.g. can give another child precise commands. Throughout these, the children will identify and correct errors. | <u>Using Technology Safely</u> Managing Online Information <u>Information Technology</u> <u>– Knowledge of</u> <u>technology and it’s uses</u> To explore different technology in the classroom: taking photographs on iPads, finding photos, deleting etc. To recap parts of the computer and identifying IT across home and school. | <u>Using Technology</u> <u>Safely</u> Health, Well-being and Lifestyle Copyright and ownership <u>Information</u> <u>Technology – Usage of</u> <u>skills</u> To open and close a range of software. To type simple sentences on documents – word, powerpoint, textease. Use technology purposefully to create digital content. | <u>Using Technology Safely</u> Self-image and Identity Online Reputation <u>Computer Science</u> To recap the previous algorithm work. To use programmable toys to code and identify and correct errors. |

| | | | | | | |
|---------------------------------|--|---|--|--|---|--|
| <p>Design Technology</p> | | <p>Mechanisms</p> <p>Tech Knowledge Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.</p> <p>Designing Generate ideas based on simple design criteria Develop, model and communicate their ideas</p> <p>Making Plan by suggesting what to do next. Select and use tools, explaining their choices, to cut, shape and join paper and card. Use simple finishing techniques suitable for the product they are creating</p> <p>Evaluating Explore a range of existing books and everyday products that</p> | | <p>Food Skills (linked to keeping healthy)</p> <p>Use simple utensils and equipment to e.g., cut, slice and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Select from and use a range of tools and equipment to perform practical tasks. Evaluate their ideas and products against design criteria</p> <p>Famous Chef - Jamie Oliver Fruit Kebabs</p> | <p>Structures Designing Generate ideas based on simple design criteria and their own experiences, explaining what they could make. Develop, model and communicate their ideas through talking, mock-ups and drawings.</p> <p>Making Plan. Select and use tools, skills and techniques, explaining their choices. Select new and reclaimed materials and construction kits to build their structures. Use simple finishing techniques.</p> <p>Evaluating Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. Evaluate their product</p> | |
|---------------------------------|--|---|--|--|---|--|

| | | | | | | |
|-------------------------|---|--|--|--|---|--|
| | | <p>use simple sliders and levers. Evaluate their product CHRISTMAS CARD Designer: Mick Inkpen- Kippers Balloon story book</p> | | | <p>Generate, develop, model and communicate their ideas through talking drawing templates mock ups and where appropriate through ICT Castles linked to English Famous Designer - Gundulf (1024-1108) – Norman Romanesque Builder and Architect</p> | |
| <p>Geography</p> | <p><u>Human and Physical</u> - Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis. - Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles. - Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied.</p> | | <p><i>LOCAL FIELDWORK STUDY- THEIR JOURNEY TO SCHOOL</i> <u>Locational knowledge</u> - Name and locate the four countries making up the British Isles. - Name the capital cities of the four countries making up the UK. - Name the surrounding seas of the UK. <u>Place knowledge</u> - Recognise similarities and differences of geographical features in the immediate environment. - Talk about people and places within the local environment.</p> | <p><i>MORECAMBE AND CONTRASTING PLACE IN THE UK</i> <i>MORECAMBE AND CONTRASTING EUROPEAN COUNTRY (ITALY)</i> <u>Place Knowledge</u> - Compare Morecambe with a contrasting place in the UK. - Talk about people and places beyond the local environment. - Compare a local city/town in the UK with a contrasting city/town in a different country Contrasting European country- Italy (Florence</p> | | |

| | | | | | | |
|---------|--|--|---|--|--|--|
| | <p><u>Location knowledge</u></p> <ul style="list-style-type: none"> - Locate and name the 7 continents on a World Map. - Locate and label the five oceans. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the countries, continents, oceans, | | <ul style="list-style-type: none"> - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Identify land use around the school. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use aerial images to recognise landmarks and basic physical features. - Use simple fieldwork to observe, measure and record the human and physical features in the local area. - Use a simple key to recognise physical or human features on a map. - Draw basic map of the local environment, including appropriate symbols and pictures to represent places or features. | <p>Nightingale link with history)</p> <p><u>Human and physical</u></p> <ul style="list-style-type: none"> - Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. <p><u>Geographical Skills and fieldwork</u></p> <ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features | | |
| History | | <p><u>The Great Fire of London</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Place known events and objects in chronological order. | | <p><u>Florence Nightingale</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Place known events and objects in chronological order. -Use common | | <p><u>How I have Changed Over Time</u></p> <p>Chronological understanding</p> <ul style="list-style-type: none"> - Place known events and objects in chronological order. |

| | | | | | | |
|--|--|--|--|--|--|---|
| | | <p>-Use common words and phrases relating to the passing of time e.g. First, Next, Then</p> <p>Range and depth of historical knowledge</p> <p>-Describe some simple similarities and differences between artefacts, between their lives and the lives of people in the past</p> <p>-Use drama to actout key events.</p> <p>Historical Interpretations</p> <p>- Begin to identify different ways to represent the past e.g. photos,stories or adults talking about the past.</p> <p>Historical enquiry</p> <p>- Find answers to some simple questions about the past from simple sources ofinformation.</p> <p>- Sort artefacts from 'then' and'now'.</p> <p>- Ask and answer questions relatedto different sources and objects.</p> <p>Organising and presenting</p> | | <p>words and phrases relating to the passing of time e.g. First, Next, Then</p> <p>Range and depth of historical knowledge</p> <p>-Describe some simple similarities and differences between artefacts, between their lives and the lives of people in the past</p> <p>-Use drama to actout key events.</p> <p>Historical Interpretations</p> <p>- Begin to identify different ways to represent the past e.g. photos,stories or adults talking about the past.</p> <p>Historical enquiry</p> <p>- Find answers to some simple questions about the past from simple sources ofinformation.</p> <p>- Sort artefacts from 'then' and'now'.</p> <p>- Ask and answer questions relatedto different sources and objects.</p> <p>Organising and presenting</p> | | <p>- Sequence events and recount changes within living memory.</p> <p><i>- Describe memories and changes that have happened in their own lives;</i></p> <p>-Use common words and phrases relating to the passing of time e.g. First, Next, Then</p> <p>Range and depth of historical knowledge</p> <p>-Describe some simple similarities and differences between artefacts, between their lives and the lives of people in the past</p> <p>-Use drama to actout key events.</p> <p>Historical Interpretations</p> <p>- Begin to identify different ways to represent the past e.g. photos,stories or adults talking about the past.</p> <p>Historical enquiry</p> <p>- Find answers to some simple questions about the past from simple sources ofinformation.</p> |
|--|--|--|--|--|--|---|

| | | | | | | |
|--------------|----------------------------------|--|-----------------------------------|---|--------------------------------|--|
| | | <ul style="list-style-type: none"> - Use drama/role play to communicate their knowledge of the past. - Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing a short letter as Samuel Pepys | | <ul style="list-style-type: none"> - Use drama/role play to communicate their knowledge of the past - Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about Florence Nightingale | | <ul style="list-style-type: none"> - Sort artefacts from 'then' and 'now'. - Ask and answer questions related to different sources and objects. <p>Organising and presenting</p> <ul style="list-style-type: none"> - Use drama/role play to communicate their knowledge of the past. <p>Use simple ways of recording their learning about the past e.g. labelling pictures or photographs; simple writing tasks with a year 1 focus e.g. writing about themselves</p> <p><i>Use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.</i></p> |
| Music | Charanga –Round and Round | Christmas nativity songs | Charanga –Your Imagination | Charanga – Rhythm in the way we walk | Charanga –In the groove | Charanga – Hey you |

| | | | | | | |
|-----------|--|--|--|---|---|--|
| | <p>Listening and appraising use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>Listening and appraising use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> | <p>Listening and appraising use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music</p> | <p>Listening and appraising use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Play tuned and untuned instruments musically</p> | <p>Listening and appraising use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | <p>Listening and appraising play tuned and untuned instruments musically</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> |
| PE | <p>Fundamental Movement Skills</p> <p>Master basic movement including running, jumping and apply these skills in athletics</p> <p>Gymnastics</p> <p>Master basic movements, as well as developing balance, agility and co-ordination</p> | <p>Dance</p> <p>Perform dances using simple movement patterns</p> <p>Fundamental Movement Skills</p> <p>Master basic movement including running, jumping and apply these skills in athletics</p> | <p>Fundamental Movement Skills</p> <p>Master basic movement such as throwing and catching</p> <p>Gymnastics</p> <p>Master basic movements, as well as developing balance, agility and co-ordination</p> | <p>Fundamental Movement Skills - Throwing</p> <p>Master basic movement such as throwing and catching</p> <p>Dance</p> <p>Perform dances using simple movement patterns.</p> | <p>KS1 - Athletics</p> <p>Throwing and catching, as well as developing balance, agility and co-ordination through athletics</p> <p>Fundamental Movement Skills</p> | <p>Fundamental Movement Skills - Kicking</p> <p>Master basic movements such as running, throwing and catching, as well as developing balance, agility and co-ordination</p> <p>Gymnastics</p> |

| | | | | | | |
|----|---|---|--|---|--|--|
| | | | | | Master basic movements for agility and coordination and apply in simple games | Master basic movements, as well as developing balance, agility and co-ordination through gymnastics |
| RE | Key question: What do people say about God? | | | | | |
| | <p>Hindu dharma What do Hindus believe about God?</p> <p>Talk about the different ways that people can be seen and described consider how people might have multiple roles.</p> <p>Know that Hindus believe in one God in many forms know that Hindus believe that God is present in all living things.</p> <p>Suggest what Hindus might learn about God from the story of the blind men and the elephant.</p> <p>Talk about how and why Hindus might use statues</p> | <p>Christianity (Jesus) Why is Jesus special to Christians?</p> <p>Talk about their own beginnings and how they were welcomed into the family. Talk about the importance of looking after those who cannot help themselves.</p> <p>Know a simple version of the nativity story talk about why Christians would say that Jesus is a special baby.</p> <p>Talk about how different characters in the nativity welcome the baby Jesus identify religious aspects of Christmas celebrations.</p> <p>Talk about why Christmas is a special time for Christians</p> | <p>Judaism Why might some people put their trust in God?</p> <p>Notice that for many people, trust is an important part of human life.</p> <p>Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham). Give an example of a core value or commitment (trusting that God will keep his promise).</p> <p>Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival).</p> <p>Talk about the way that religious beliefs might</p> | <p>Christianity (God) Why do Christians say that God is a 'Father'?</p> <p>Talk about the importance of love in families. Talk about the ways in which they are cared for and supported by family members.</p> <p>Know that Christians refer to God as 'Father' talk about why Christians might compare God to a loving parent.</p> <p>Talk about how and why Christians might want to talk to God (prayer) suggest symbolic meanings of rituals and items used in Christian prayer.</p> <p>Reflect on their own role within the family</p> | <p>Islam How might beliefs about creation affect the way people treat the world?</p> <p>Talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it.</p> <p>Know that Muslims believe in one God (Allah) know that Muslims believe the world was created by God. Talk about why Muslims might value the natural world.</p> <p>Know that Islam teaches that humans should be caretakers</p> | <p>Christianity (Church) How might some people show that they 'belong' to God?</p> <p>Talk about what is means to belong to a family. Talk about the role of families in raising children.</p> <p>Know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies. Talk about what it might mean to belong to the Church family.</p> <p>Identify features of baptism – eg. the font, candles, godparents talk about why parents might want to have their child baptised.</p> |

| | | | | | | |
|---------------------------|---|--|--|--|---|--|
| | <p>and images (murtis) in their worship suggest symbolic meanings expressed in the images.</p> <p>Reflect on how others might see them talk about the different roles that they might have (friend, child, brother/sister etc.).</p> | <p>consider how and why babies might be special – and why they need love and care.</p> <p>Reflect on who has helped them in life so far.</p> | <p>influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises).</p> <p>Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals).</p> <p>Ask questions (about the importance of trust and who they can trust/rely on in their own lives).</p> | <p>discuss who they can talk to when they are happy/sad/worried.</p> | <p>(stewards/Khalifahs) of the planet.</p> <p>Suggest how Muslims might show respect for God by caring for the natural world.</p> <p>Reflect on how they treat the natural world – and if they have a duty to look after it.</p> | <p>Talk about their own identity as part of a family and part of the school community.</p> |
| Collective Worship | <ul style="list-style-type: none"> • Good relationships include giving, not just taking • Relying on others: Rama and Sita • Diwali • Trust and relationships with God • Helping each other • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU weekly videos. | <ul style="list-style-type: none"> • Happy times • How to be thoughtful • What makes a gift special? • Thinking of others with less than we have. • Christmas story • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. | <ul style="list-style-type: none"> • Resolutions • Making up with people I've upset: saying sorry • Tashlich: Jewish practice of "casting off" sins • Lent – giving up luxuries and giving the money to people in need • Lent – doing extra things for others • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. | <ul style="list-style-type: none"> • Being brave in the face of danger • Standing up for others • Facing challenges in your life • Consequences of our actions • Paying the price for bad deeds • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. | <ul style="list-style-type: none"> • Being patient with others and yourself • Letting go of mistakes • Looking forward to the future • Ramadan • Eid • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. | <ul style="list-style-type: none"> • The qualities that make a good friend • Am I a good friend? • How do friendships grow? • Judaism: the real story of Joseph and his dreams (Genesis 37-45) • Picture News - Reflecting on current issues. • Reflecting on religious stories and values - NISCU videos. |
| Values | Cooperation | Thoughtfulness | Responsibility | Tolerance | Honesty | Friendship |
| PSHE/RSE | Relationships | Health and wellbeing | Living in the wider world | Relationships | Health and wellbeing | Living in the wider world |

| | | | | | | |
|-------------------------|---|--|--|--|---|--|
| | <p>R1- about recognising how other people are feeling about sharing feelings their own feelings with others</p> <p>R6/7 about listening to others and playing cooperatively</p> <p>R11 that bodies and feelings can be hurt</p> | <p>H8/9- about growing, changing and becoming more independent</p> <p>H13/14/15-how to ask for help if they are worried about something</p> <p>H12- about rules for keeping safe (in familiar and unfamiliar situations)</p> | <p>L1/2- about group and class rules and why they are important</p> <p>L5- about looking after the local environment</p> | <p>R5- to share their views and opinions with others</p> <p>R9-about special people in their lives</p> | <p>H3- to recognise what they are good at and set simple goals</p> <p>H5- about how it feels when there is change or loss</p> <p>H6/7-about basic personal hygiene routines and why these are important</p> | <p>L8- that everybody is unique</p> <p>L9- about the ways we are the same as other people</p> |
| SMSC | Tolerance of those with different beliefs and cultures | Mutual respect | The rule of law | Tolerance of those of different faiths | Democracy | Individual liberty |
| Curriculum Links | <p>Geography - Human & Physical Identify seasonal and daily weather patterns in the United Kingdom – Autumn</p> <p>History of Matisse</p> <p>Geography – where is Matisse from</p> | <p>Geography - Human & Physical Identify seasonal and daily weather patterns in the United Kingdom – Winter</p> <p>Identify seasonal and daily weather patterns in the United Kingdom – daily weather</p> <p>History -Where is London</p> <p>Art – Fire of London paintings</p> | <p>History -Linked to Geography and DT – history of Morecambe sculptures – Eric Morecambe</p> <p>Local artist sculptures in Morecambe</p> <p>DT – plan which material to use to build a bridge (science)</p> | <p>Geography - Human & Physical Identify seasonal and daily weather patterns in the United Kingdom Spring</p> <p>DT – Talk about how the lamp works (Florence)</p> <p>Art – look at portrait of Florence Nightingale and draw/paint/collage</p> | <p>Art - observational drawings of plants linked to Science</p> <p>Geography – where are castles found on a map</p> | <p>Geography -Human & Physical Identify seasonal and daily weather patterns in the United Kingdom Summer</p> <p>Geography – where was Van Gogh born?</p> <p>DT – making a moving skeleton linked Science</p> <p>History – about Van Gogh linked to Art</p> |

| | | | | | | |
|---------------------|--|--|--|--|---|--|
| Visits/Trips | Autumn walk Animal visitor | Winter walk | Beach trip - sculptures | Spring walk | Lancaster castle/museum Beach trip | Summer walk Church -baptism |
| Display | Eric Carle Animals Fire of London Fire of London- ICT paint display Matisse The Snail RE display – Hindu dharma What do Hindus believe about God | | Where I live Traditional tales Materials Broad Bean | | Castles/dragons Self portrait Butterflies The Human body ICT- linked to Castles and Dragons- word display British Values Display- Individual Liberty | |
| Key Dates | 28.9 Healthy Eating walk to school 10.9 Ganesh Chaturthi 1.10 Black History month 5.10 Dyslexia awareness 24.10 Diwali | 8.11 Inter Faith Week 11.11 Remembrance Day 16.11 Anti-Bullying Week | 23.1 National handwriting day 1.2 Mental Health Week 5.2 National Number Day 9.2 Safer Internet Day | 14.2 Act of Kindness Day 4.3 World Book Day 5.3 Science Week 22.3 Ramadan | 21.4 Eid ul Fitr 23.4 St George's day 8.5 VE day | 26.6 Bike week, Tour de France – French day 5.6 The Big Lunch DT 21.5 Outdoor Classroom Day and Ocean day 29.6 Art Week Celebration of music Sports week |