

Birley Primary Academy Curriculum Map Year 1

	Autumn	Spring	Summer
Theme	Toys Through Time	What does it mean to belong?	Under the Sea
Class Visit	Cusworth Hall	Cannon Hall Farm	The Deep
'Hook / Wow'	Visit to Cusworth Hall for the toy workshop.	Visit to Cannon Hall Farm to do their 'Farm to Fork' workshop. Visit to local Library to take artwork. Visit to local Church for Easter service.	Visit to 'The Deep'.
Enrichment			
End of theme celebration			Invite parents in to show off 'Under the Sea' theme artwork, dancing and singing.
Speaking and Listening	<p>Listen and respond appropriately to adults and their peers. Ask relevant questions to extend their understanding and knowledge. Use relevant strategies to build their vocabulary. Articulate and justify answers, arguments and opinions. Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. Speak audibly and fluently with an increasing command of Standard English. Participate in discussions, presentations, performances, role play, improvisations and debates Maintain and monitor the interest of the listener(s). Consider and evaluate different viewpoints, attending to and building on the contributions of others. Select and use appropriate registers for effective communication.</p>		
Reading	<p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions (for example, I'm, I'll, we'll), and understand the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Discussing the significance of the title and events - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far. <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions (for example, I'm, I'll, we'll), and understand the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Discussing the significance of the title and events - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far. <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings Read other words of more than one syllable that contain taught GPCs Read words with contractions (for example, I'm, I'll, we'll), and understand the apostrophe represents the omitted letter(s) Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Being encouraged to link what they read or hear read to their own experiences Becoming very familiar with key stories, fairy stories and traditional tales, re-telling them and considering their particular characteristics Recognising and joining in with predictable phrases Learning to appreciate rhymes and poems, and to recite some by heart Discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher - Checking that the text makes sense to them as they read and correcting inaccurate reading - Discussing the significance of the title and events - Making inferences on the basis of what is being said and done - Predicting what might happen on the basis of what has been read so far. <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>

	<p>- Predicting what might happen on the basis of what has been read so far.</p> <p>Participate in discussions about what is read to them, taking turns and listening to what others say</p> <p>Explain clearly their understanding of what is read to them</p>											
Writing	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Discussing what they have written with the teacher or other pupils 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Discussing what they have written with the teacher or other pupils 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Saying out loud what they are going to write Composing a sentence orally before writing it Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 	<p>Pupils should be taught to write sentences by:</p> <ul style="list-style-type: none"> Composing a sentence orally before writing it Sequencing sentences to form short narratives Re-reading what they have written to check it makes sense Read aloud their writing clearly enough to be heard by their peers and the teacher 				
Writing Outcome	<p>Narrative</p> <p>Link to topic - Toys This the Bear by Sarah Hayes.</p>	<p>Narrative</p> <p>Link to topic - Toys Kipper's Toybox by Mick Inkpen</p>	<p>Narrative</p>	<p>Recount</p>	<p>Narrative Recount</p> <p>Ugly Duckling</p>	<p>Narrative</p> <p>Farmer Duck For the Birds</p>	<p>Smiley Shark Poetry Instructions</p>	<p>Recount The night pirates Letter writing</p>				
Grammar	Active English	Active English	Active English	Active English	Active English	Active English	Active English	Active English				
Spelling	<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs - ai, oi, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words</p>				<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs - ai, oi, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words</p>				<p>The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck</p> <p>The /ŋ/ sound spelt n before k</p> <p>Division of words into syllables</p> <p>-tch</p> <p>The /v/ sound at the end of words</p> <p>Adding s and es to words (plural of nouns and the third person singular of verbs)</p> <p>Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word</p> <p>Adding -er and -est to adjectives where no change is needed to the root word</p> <p>Vowel digraphs and trigraphs - ai, oi, a-e, e-e, i-e, o-e, u-e, ar, ee, ea, er, ir, ur, oo, oa, oe, ou, ow, ue, ew, ie, igh, or, ore, aw, au, air, ear, are</p> <p>Words ending -y (/i:/ or /ɪ/)</p> <p>New consonant spellings ph and wh</p> <p>Using k for the /k/ sound</p> <p>Adding the prefix -un</p> <p>Compound words</p> <p>Common exception words</p>			
Handwriting	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p>				<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p>				<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form capital letters</p>			

	Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these.	Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these.	Form digits 0-9 Understand which letters belong to which handwriting 'families' and to practise these.			
Maths	<p>Number and Place Value (3 weeks)</p> <p>Count, read and write numbers to 10 in numerals and words. Identify and represent numbers using objects and pictorial representations including the number line.</p> <p>Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Given a number, identify one more or one less.</p> <p>Addition and subtraction (3 weeks)</p> <p>Add one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving addition (+) and equals (=) signs.</p> <p>Solve one step problems that involve addition, using concrete objects and pictorial representations and missing number problems.</p> <p>Subtract one digit numbers (to 10), including zero. Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs.</p> <p>Solve one step problems that involve subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Represent and use number bonds and related subtraction facts (within 10).</p> <p>Geometry (1 week)</p> <p>Recognise and name common 2D and 3D shapes, including rectangles, squares, circles, and triangles (2D) and spheres, pyramids and cuboids (3D). Describe position, direction and movement, including whole, half, quarter and three quarter turns.</p> <p>Time (1 week)</p>	<p>Number and Place Value</p> <p>Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number</p> <p>Count, read and write numbers to 20 in numerals and words</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than, fewer, most, least</p> <p>Count in multiples of 2, 5 and 10</p> <p>Addition and Subtraction</p> <p>Add one and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving addition (+) and equals (=) signs</p> <p>Subtract one and two digit numbers to 20, including zero.</p> <p>Read, write and interpret mathematical statements involving subtraction (-) and equals (=) signs</p> <p>Measures (2-3 weeks)</p> <p>Compare, describe and solve practical problems for lengths and heights: (<i>long/short/longer/shorter/tall/short/double/half</i>)</p> <p>Measure and begin to record lengths and heights.</p> <p>Sequence events in chronological order using language (for example - before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p>	<p>Fractions (2 weeks)</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p>Measures Time (1 week)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Addition and Subtraction (3 weeks)</p> <p>Solve one-step problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations including those involving numbers, quantities and measures.</p> <p>Using the addition (+) and equals (=) signs.</p> <p>Solve one-step problems with addition and subtraction:</p> <p>Using concrete objects and pictorial representations including those involving numbers, quantities and measures.</p> <p>Using the subtraction (-) and equals (=) signs.</p> <p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p>	<p>Length and height (1 week)</p> <p>Compare, describe and solve practical problems for mass/weight <i>for example – heavier, lighter,</i> Measure and begin to record mass/weight.</p> <p>Addition and Subtraction (2 weeks)</p> <p>Add and subtract one and two digit numbers to 20, including zero.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p> <p>Multiplication and Division (2 weeks)</p> <p>Count in multiples of twos, fives and tens. Solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p>	<p>Count to and across 100, forwards and backwards, beginning with 0 or 1, from any given number.</p> <p>Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line and use the language of; equal to, more than, less than, most, least</p> <p>Count, read and write numbers from 1-100 in numerals and words.</p> <p>Recognise and know coins and notes</p> <p>Adding coins to make amounts.</p> <p>Solve one step money problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.</p> <p>Measure and begin to record capacity and volume</p> <p>Compare, describe and solve practical problems for capacity and volume (for example – full/empty, more than/less than, half, quarter)</p>	<p>Multiplication and Division</p> <p>Solve one-step problems involving multiplication, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Solve one-step problems involving division, calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</p> <p>Measures (time)</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Compare, describe and solve practical problems for: lengths and heights and mass or weight</p> <p>Geometry</p> <p>Recognise and name common 2-D and 3-D shapes, including: 2-D shapes (e.g. rectangles (including squares), circles and triangles) 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).</p> <p>Addition and Subtraction</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, & missing number problems such as $7 = ? - 9$.</p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, & missing number problems such as $7 = ? - 9$.</p>

	<p>Compare, describe and solve practical problems for time (for example - quicker, slower, earlier, later)</p> <p>Sequence events in chronological order using language (for example - before, after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)</p>					
<p>Working Scientifically</p>	<p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>					
<p>Science</p>	<p>Materials</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 basis of their simple physical properties.</p> <p>Assessment Statements</p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> I distinguish between an object and the material it is made from. I explain the materials that an object is made from. I name wood, plastic, glass, metal, water and rock. I describe the properties of everyday materials. <p>I group objects based on the materials they are made from.</p>	<p>Seasonal changes and Light</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Assessment Statements</p> <ul style="list-style-type: none"> I observe and comment on changes in the seasons. I name the seasons and suggest the type of weather in each season. 			<p>Animals including humans</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, amphibians, reptiles, birds and mammals, including pets)</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> <p>Assessment Statements</p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> I name a variety of animals including fish, amphibians, reptiles, birds and mammals. I classify and name animals by what they eat (carnivore, herbivore and omnivore). I sort animals into categories (including fish, amphibians, reptiles, birds and mammals). I sort living and non-living things. I name the parts of the human body that I can see. I link the correct part of the human body to each sense. 	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Assessment Statements</p> <p><u>Plants</u></p> <ul style="list-style-type: none"> I name a variety of common wild and garden plants. I name the petals, stem, leaf and root of a plant. I name the roots, trunk, branches and leaves of a tree.

Computing	Algorithms and programming I can create a series of instructions I can plan a journey for a programmable toy.		Knowledge, understanding and skill I know I must tell a trusted adult immediately if anyone tries to meet me via the internet. I can follow the schools internet safety rules. I can use the search engines agreed by the school. I can use the internet for learning and communicating with others, making choices and navigating through sites. I can use a password to access the secure network. I know that personal information should not be shared online.	Information Technology I can create digital content I can store digital content I can retrieve digital content I can use a website I can use a camera I can record sound and play it back	Digital Literacy I can use technology safely I can keep personal information private.	
National Curriculum – Key Stage 1 <ul style="list-style-type: none"> understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 						
History	I can ask and answer questions about old and new objects including phrases like 'old', 'new' and 'a long time ago'. I can spot old and new things in a picture.	I can talk about someone famous who was born or lived near our town. I can use words and phrases like; before, after, past, present, then and now. I can give examples of things that were different when my grandparents were children.	I can explain how I have changed since I was born.	I know why there is a monument to a famous person or event in the town centre. I can talk about someone famous who was born or lived near our town.		
National Curriculum <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality. 						
Geography						
National Curriculum – Key Stage 1 Locational knowledge <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 						
PSHE	Being Me in My World I can explain why my class is a happy and safe place to learn. I can give different examples where I or others make my class happy and safe.	Celebrating Difference I can tell you some of the ways that I am different and similar to other people in my class, and why this makes us all special. I can explain what bullying is and how being bullied might make somebody feel.	Dreams and Goals I can explain how I feel when I am successful and how this can be celebrated positively. I can say why my internal treasure chest is an important place to store positive feelings.	Healthy Me I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. I can give examples of when being healthy can make me feel happy.	Relationships I can explain why I have some special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. I can give examples of behaviour I other people that I appreciate and behaviours that I don't like.	Changing Me I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct name for penis, testicles, anus, vagina, and vulva and give reasons why they are private. I can explain why some changes I might experience might feel better than others.
RE	Celebrations and Festivals: <ul style="list-style-type: none"> I can explore stories and celebrations of Easter and Id ul Fitr, finding out about what the stories told at the festivals mean, I can select examples of religious artefacts from Christianity or Islam that interest me, raising lists of questions about them and finding out what they mean and how they are used. 		Myself <ul style="list-style-type: none"> I can hear three moral stories and think and talk about whether they are saying the same things about how we should behave. I can express creatively (e.g. in art, poetry or drama) my own ideas about the questions: Who am I? Where do I belong? How we all are connected? I can notice and talk about the fact that people come from different religions. I can explain how we can tell that someone is from a different religion. 		Stories of Jesus <ul style="list-style-type: none"> I can retell two different stories about Jesus, considering what they mean. I can think about what Christians today learn from stories from The Bible. I can respond to stories about Jesus, such as the nativity, in a variety of ways. I can identify and talk about the values which different characters in the stories showed 	

	<ul style="list-style-type: none"> I can find out about what different religions and world views do to celebrate the fruitfulness of the earth. I can respond sensitively to questions about being generous and being thankful. I can notice and talk about the fact that people come from different religions. 		<ul style="list-style-type: none"> I can ask simple questions about goodness. I can create simple sentences that say what happens when people are kind, thankful, fair or generous. I can create simple sentences about what happens when people are unkind, ungrateful, unfair or mean. 		<ul style="list-style-type: none"> I can ask and answer 'who', 'when', 'where', 'how' 'what if...' and 'why' questions about religious stories I can think about and respond to respond 'big questions' in a classroom enquiry. 	
Art	I use pencils to create different thickness of lines in my drawing.	I use IT to create a picture. I can name the primary and secondary colours.	I describe what I can see and give an opinion about the work of an artist.	I show how people feel in paintings and drawings. I can use IT to create a picture. I use pencils to create lines of different thickness in drawings.	I create moods in art work. I create a repeating pattern in print.	I cut, roll and coil materials. I can ask questions about a piece of art.
<p>National Curriculum - Key Stage 1</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work 						
Design and Technology	I can make a simple plan before making. I can use my own ideas to make something.	I can choose appropriate resources and tools. I can cut food safely. build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products	Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics	
<p>National Curriculum - Key Stage 1</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 						
PE	Use of a ball/ball skills & sports hall activities	FUNDamentals (multi-skills) & Gymnastics	FUNDamentals (multi-skills) & dance	Team Building/Basic Problem Solving & Handball	Simplified striking and fielding games e.g. kick rounders & gymnastics and/or dance	Athletics & Sports Day Preparation
PE Outside agencies			S.U.F.C.	S.U.F.C.		