- **Intent** – the extent to which schools demonstrate a rich and varied curriculum.
- **Implementation** – that teachers present all aspects of this broad and balanced curriculum and are visibly encouraging discussion and the whole-hearted engagement of pupils, without an over-concentration on outcomes and with a far greater emphasis on processes.
- **Impact** – that learners develop detailed knowledge and skills across the whole curriculum.

# Curriculum Coverage – Year 1– 2021-2022

|  | Autumn1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **KRP – Knowledge rich projects.** **ILP – imaginative learning projects.** | | | | | | |
| **Title** | **Dinosaur Planet** | **Paws, Claws and Whiskers** | **Moon Zoom** | **Rio de Vida** | **Bright Lights, Big City** | **The Enchanted Woodland (KRP)** |
| **Main focus subject** | History Focus | Art and Design Focus | Design and Technology Focus | Music Focus | Geography Focus | Science Focus |
| **KRPs** | • Whose poo? 3 hours<br>• Why do we have teeth? 3 hours | • What is camouflage for? 1 hour<br>• Can you leap like a frog? 4 hours<br>• What can our hands do? 3 hours<br>• What can worms sense? 2 hours | • What keeps us dry? 2 hours<br>• How does it feel? 2 hours | • What makes the loudest sound? 4 hours | • Taxi 3-4 days<br><br>**THIS IS A KRP PROJECT** This project teaches children about wheels, axles and chassis and how they work together to make a vehicle move. | • What's in a bid 3 hours<br>• How do leaves change? 2 hours<br>• Do pine cones know it's raining? 1 hour |
| **The Write Stuff Texts** | **RWI** | Wombat goes Walkabout – Michael Morpurgo (Narrative Adventure)<br><br>On Safari (Non – Fiction Travel Journal) | The Way Back Home – Oliver Jeffers (Narrative Science Fiction)<br><br>Ice Planet Adventure Park (non-Fiction Persuasive Leaflet) | The Song of The Sea – StudioCanal (Narrative Myth)<br><br>Firework Night (List Poem) | The Queen's Hat – Steve Anthony (Narrative Adventure)<br><br>The Train Ride – June Crebbin (Narrative Story) | Little Red Riding Hood Lari Don (Narrative Traditional Tale)<br><br>Our Trip to the Woods – (Non-Fiction Recount) |

| Class Novels | Dinosaurs and all that rubbish – Michael Foreman | Dear Greenpeace – Simon James **And Tango makes three – Gaspard the Fox – Zeb Soanes Lots – Nicola Davies** | Man on the Moon – Simon Bartram Here We Are – Oliver Jeffers If you come to Earth – Sophie Blackall Look Up – Nathan Bryan Zim Zam Zoom poetry – James Carter Hidden Figures – Margot Lee Shettery Beegu – Alexis Deacon Cakes in Space -Philip Reeve Dr Xargles book of Earthlets – Jeanne Willis Space Detectives – Mark Powers | | **Coming to England – Floella Benjamin Claude in the City – Alex T Smith Small in the City – Sydney Smith The Great Fire of London – Emma Adams** | **The Enchanted Wood – Enid Blyton** |
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| | | | **Subsidiary foci subjects** | | | |
| Art and design | **Sculpture** **Outcome - Large and small-scale modelling** Make dino eggs using resources such as mud, dough and clay. **Skills** Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. **Knowledge** Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates. Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. | **Drawing** **Outcome** - Use of pencils to make line drawings of familiar animals **Collage/Making models** **Outcome** - Use collage materials to create textures and patterns for the markings on a range of animals **Painting** **Outome** - Make large scale paintings of various big cats **Skills** Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Use textural materials including paper and fabric to create a simple collage. Identify and use paints in the primary colours. | **Drawing and painting** **Outcome - Observational drawings using chalks and sugar paper of planets. Create own planet and imagine using colour media.** Skills Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Use soft and hard pencils to create different types of line and shape. Draw features of a lunar/planetary landscape from memory/observation with some attention to detail. **Knowledge** Know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates. | **Observational drawing** **Outcome - draw a human face Represent a smiling/excited human face using pencils with attention to facial features.** **Collage** **Outcome - Collage picture of carnival using torn paper (Matisse)** **Skills** Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Use textural materials including paper and fabric to create a simple collage. Use soft and hard pencils to create different types of line and shape. **Knowledge** | **Observational Drawing** **Outcome – Observational drawing of London landmarks using a range of pencils.** **Skills** Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Use soft and hard pencils to create different types of line and shape. **Knowledge** Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the | **Sculpture - Working with natural materials** **Make a tree boggart by pressing clay onto a tree trunk and sculpt a face into it using natural materials** **Painting** **Paint a picture of a woodland creature** **Skills** Design and make art to express ideas. Communicate their ideas simply before creating artwork. Say what they like about their own or others' work using simple artistic vocabulary. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing. Identify and use paints in the primary colours. |

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| Malleable materials include rigid and soft materials such as clay, plasticine and salt dough.<br><br>**Vocabulary**<br>Colour<br>Shape<br>Technique<br>Feelings<br>Line<br>Malleable<br>Clay<br>Plasticine<br>Salt dough<br>squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.<br>Rigid<br>sculptor<br><br>**Significant artists** –<br>Identify similarities and differences between two or more pieces of art.<br><br>Faberge<br>Barbara Hepworth | Use soft and hard pencils to create different types of line and shape.<br><br>**Knowledge**<br>Know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.<br>Collage is an art technique where different materials are layered and stuck down to create art work.<br>The primary colours are red, yellow and blue.<br>Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.<br>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line<br><br>**Vocabulary**<br>Colour<br>Shape<br>Line<br>Zigzag, wavy, curved, thick, thin<br>Line drawings<br>Collage<br>Texture<br>Pattern<br>Markings<br>Hard<br>Soft<br>Opinion<br>Fabric<br>Primary colours<br>Technique | Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.<br>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line<br><br>**Vocabulary**<br>Opinions<br>Imaginary<br>Soft<br>Hard<br>Features<br>Detail<br>Colour<br>Shape<br>Technique<br>Feelings<br>Zigzag, wavy, curved, thick, thin<br>Similarities and differences<br>Colour, shape, line<br>artist<br><br>**Significant artists**<br>Identify similarities and differences between two or more pieces of art. | A human face includes features such as eyes, nose, mouth, forehead, eyebrows and cheeks. Know aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.<br>Collage is an art technique where different materials are layered and stuck down to create art work.<br>Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.<br>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line<br><br>**Vocabulary**<br>Eyes, nose, mouth, eyebrows, ears, forehead, cheeks<br>Collage<br>Opinions<br>Paper<br>Fabric<br>Soft<br>Hard<br>Layered<br>Technique<br>Lighter<br>Darker<br>Zigzag, wavy, curved, thick, thin<br>Materials<br>Colour, shape and line<br>artist<br><br>**Significant artists** | feelings that the artwork creates.<br>Soft pencils create dark lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin.<br>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line<br><br>**Vocabulary**<br>Observational drawing<br>Landmarks<br>Soft<br>Hard<br>Zigzag, wavy, straight, curved, thick, thin<br>Dark and light<br>Similarities and differences<br>Subject matter<br>Colour, shape and line<br><br>**Significant artists**<br>Identify similarities and differences between two or more pieces of art.<br><br>Stephen Wiltshire<br>Turner | **Knowledge**<br>Know aspects of art work that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings that the artwork creates.<br>Malleable materials include rigid and soft materials such as clay, plasticine and salt dough.<br>Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line<br><br>Vocabulary<br>Sculpture<br>Sculptor<br>Boggart<br>Malleable<br>Clay<br>Plasticine<br>Salt dough<br>squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.<br>Natural materials<br>Opinions<br>Subject matter<br>Colour, shape, technique<br>Rigid, soft<br>Similarities and differences |

| | | Materials<br>Layered<br>Similarities and differences<br>artist<br><br><br><br>**Significant artists**<br>Identify similarities and differences between two or more pieces of art.<br><br>Henri Matisse<br>Henri Rousseau | | Identify similarities and differences between two or more pieces of art. | | **Significant artists**<br>Identify similarities and differences between two or more pieces of art.<br><br>Andy Goldsworthy<br>Green Men |
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| **Computing** | **Computing Systems and Networks – Technology around us.**<br><br>**Skills**<br>Explain technology as something that helps us.<br>Locate examples of technology in the classroom and explain how these help us.<br>Name the main parts of a computer.<br>Switch on and log in to a computer.<br>Use a mouse to click, drag, open a programme, create a picture, click and drag to make objects on a screen.<br>Tell you that writing on a computer is called typing.<br>Type their name on a computer.<br>Save to and open from a file.<br>Use arrow keys to move the cursor.<br>Delete letters.<br>Identify rules to keep us safe and healthy when using technology in and beyond the home.<br>Give examples of some of these rules and how we benefit from them.<br><br><br>**Knowledge**<br>Children need to understand the definition of technology as something | **Creating Media – Digital Painting**<br><br>**Skills**<br>Make marks and draw lines on a screen and explain which tools where used.<br>Use paint tools to draw a picture.<br>Make marks with square and line tools.<br>Use shape and line tools effectively and use these to recreate the work of an artist.<br>Choose appropriate shape and colour choices.<br>Create a picture in the style of an artist.<br>Know that different paint tools do different jobs.<br>Choose appropriate paint tools and colours to recreate the work of an artist and say which tools where helpful and why.<br>Make dots of colour on a page and create a picture on the style of an artist on my own.<br>Change the colour and brush size.<br>Explain that pictures can be made in lots of different ways. | **Creating Media – Digital Writing**<br><br>**Skills**<br>Open a word processor<br>Recognise, identify and find keys on a keyboard.<br>Enter text into a computer<br>Use letter number and space keys and backspace to remove text.<br>Type capital letters<br>Explain what keys do<br>Identify the toolbar and use bold, italic and underline.<br>Select a word by double clicking and select all of the text by clicking and dragging.<br>Change fonts<br>Say what tool I used to change the text and decide if my changes have improved my writing.<br>Use undo to remove changes.<br>Write a message on a computer and on paper, compare these and say which I like best.<br><br><br>**Knowledge**<br>Children will need to be familiar with a word processor and specific sectors of the toolbar. | **Grouping Data**<br><br>**Skills**<br>Describe objects using labels and match objects to groups by identifying the label for a group.<br>Count and group objects<br>Describe and object and its property and find objects with similar properties.<br>Group similar objects and group objects in more than one way.<br>Count how many objects share a property.<br>Choose and describe groups of objects and record how many objects are in a group.<br>Describe how to group objects to answer a question.<br>Compare groups of objects and record and share what I have found.<br><br><br>**Knowledge**<br>A key concept throughout this unit is understanding that computers are not intelligent. Though, they may seem like they are able to complete tasks autonomously, they are using | **Programming A – Moving a robot**<br><br>**Skills**<br>Predict the outcome of a command on a device<br>Match a command to an outcome<br>Run a command on a device<br>Follow an instruction and give directions<br>Recall words that can be acted out.<br>Compare forwards and backwards movements<br>Start a sequence from the same place.<br>Predict the outcome of a sequence involving forwards and backwards commands.<br>Compare left and right turns.<br>Experiment with turn and movement commands to move a robot.<br>Predict the outcomes of a sequence involving up to four commands. | **Programming B – Programming Animations**<br><br>**Skills**<br>Find and use the commands to move a sprite<br>Compare different programming tools<br>Use more than one block by joining them together<br>Use a start block in a programme<br>Run a programme<br>Find blocks that have number and change the value and say what happens when I change the value.<br>Show that programme can include more than one sprite<br>Delete a sprite and add blocks to each sprite.<br>Choose appropriate artwork for the project<br>Decide how each sprite will move and create an algorithm for each sprite.<br>Use sprites that match my design. |

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| that has been made by people to help us.<br>Understand objects which and are not examples of technology.<br>Children need to have a knowledge of a variety of computer mouse and trackpad devices and explain the different functions they perform.<br>Children will experience use of a painting programme.<br>Children will have knowledge of the basic functions of a computer keyboard.<br>Children should be familiar with any school rules which may be in place.<br><br>**Vocabulary**<br>Technology, computer, mouse, trackpad, keyboard, screen, click, drag, draw, double-click, click and drag, Input device, shift, spacebar, capital letter, full stop, safely, responsibly. | Spot the differences between painting on a computer or using paper and say which I prefer.<br><br>**Knowledge**<br>Children will need to be familiar with free hand-painting tools for digital painting programme.<br>Be familiar with the style of Piet Mondrian and Henri Matisse<br>Be familiar with primary colours; and the line, shape, fill and undo tools in a digital painting programme.<br>Children need to be familiar with the following painting tools in a digital programme: Paintbrush, pencil, fill, erase, undo, shape, brush styles.<br><br>**Vocabulary**<br>paint programme, tool, paintbrush, erase, fill undo, Primary colours, shape tools, line tool, fill tool, undo tool, feelings, colour, brush style, brush size, pointillism, pictures, painting, computers, like, prefer, dislike.<br><br>**Artists:** Henri Matisse, Wassily Kandinsky, Piet Mondrian, George Seurat | **Vocabulary**<br>Word processor, keyboard, keys, letters, Microsoft Word, Google Docs, numbers, space, backspace, text cursor, toolbar, capital letters, bold, italic, underline, select, font, mouse, undo | input from humans, for example searching for images that have been labelled by a human, or 'counting' data that has been grouped by humans.<br><br>The term 'object' is used to describe anything that can be labelled with properties, eg animals, pencils, or trees. Objects are named to make it easier for humans to know what other humans are talking about, eg 'tree'. The name may change depending on context (sometimes 'tree' is enough, but sometimes 'oak tree' may be required), but it is always a property that an object can be labelled with. A property describes an object. A label is a property used to describe an object, eg 'green'. This is the data that is collected about the object.<br><br>Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels.<br><br>Data set is used to describe a collection of related data.<br><br>**Vocabulary**<br>Object, label, group, search, image, property, colour, size, shape, value, data set, more, less, most, fewest, least, the same. | Explain what my programme should do.<br>Choose the order of commands in a sequence<br>Debug my programme<br>Identify several possible solutions<br>Plan two programmes and use these to get to the same place.<br><br>**Knowledge**<br>Ensure you are familiar with your school's floor robots, including charging or battery requirements. You should also know how to switch the device on and off, as well as key functions such as clearing memory.<br><br>On Bee-Bot and Blue-Bot, the Go button starts a program running, but it will also stop a program while it's running.<br><br>Children should be aware of how words can be used for instructions and how those words might be used in the activities. For example, the instruction 'walk' starts a process without an end. A human might ask how far they should go, or they may stop if they encounter an obstacle. If a robot could be issued with the | Add programming blocks based on my algorithm<br>Test the programmes I have created.<br><br>**Knowledge**<br>Understanding ScratchJr, including the ability to join blocks together and run programs using Start blocks. Change backgrounds and delete sprites. Each of these skills is supported in the slides.<br>An algorithm is a precise set of ordered instructions, which can be turned into code. An algorithm is a part of the design of the program; it is not the program itself. After an algorithm has been designed, it can be implemented on a computer as 'code'. In Scratch terms, the algorithm explains precisely where you want the sprite to go; this is then turned into code by using the programming blocks.<br>Know which block categories hold blocks with values underneath and how to change these values.<br>Add and delete sprites and add programmes to each sprite.<br>Explore the design and code levels. |

| | | | | command 'walk', it would start a continuous process that wouldn't be stopped and could cause the robot to walk into obstacles. A more suitable instruction would be 'step'.<br>Be familiar with forwards, backwards, clear and go buttons on the floor robot.<br>Start from the same square on the mat to make the outcome of the robot programme repeatable and predictable.<br>Be familiar with the term commands and how they are implemented on the device.<br>Understand that most floor robots turn left or right on the spot.<br><br>Children write and test, they should always start the robot from the same square, pointing the same way<br>Press clear before entering each program<br><br>An algorithm is a precise set of ordered instructions, which can be turned into code. An algorithm is a part of the design of the program; it is not the program itself. After an algorithm has been designed, it can be implemented on a computer as code. In | Understanding of Speed blocks and how to edit sprites.<br>Explore moving between the 'task' and 'design' levels of the project.<br>'Design' in programming means choosing any sprites that are needed, creating/choosing artwork for the sprites and backgrounds, and writing algorithms so that learners are ready to move to the 'code' level where they will implement all of their choices.<br>Know how to re-size sprites<br><br>**Vocabulary**<br>Scratch junior, beebot, command, sprite, compare, programming, programming area, block, joining, command, start block, run, background, delete, reset, algorithm, predict, effect, change, value, instructions, sprite, delete, appropriate. |
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| | | | | | floor robot terms, the algorithm is explaining precisely where you want the robot to go; this is then turned into 'code' by pressing the buttons.<br>Children plan their route before creating their programme.<br><br>**Vocabulary**<br>Forwards, backwards, turn, clear, go, commands, instructions, directions, left, right, plan, algorithm, programme, route | |
| **DT** | **Designing and making**<br>Design and make dinosaur biscuits<br><br>Skills<br>Follow the rules to keep safe during a practical task.<br>Create a design to meet simple design criteria.<br><br>Select the appropriate tool for a simple practical task.<br><br>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.<br><br>Select and use a range of materials, beginning to explain their choices.<br><br>Measure and weigh food items using non-standard measures, such as spoons and cups.<br><br>Select healthy ingredients for a dinosaur biscuit. | **Designing and making** design and make animal enclosures for a particular zoo animal<br><br>Skills<br>Follow the rules to keep safe during a practical task.<br>Create a design to meet simple design criteria.<br><br>Construct simple structures, models or other products using a range of materials<br><br>Select the appropriate tool for a simple practical task.<br><br>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.<br><br>Select and use a range of materials, beginning to explain their choices.<br><br>Describe why a product is important. | **Designing and making**<br>Design and make a simple space-themed vehicles moon buggy that can move<br><br>Skills<br>Name and explore a range of everyday products and describe how they are used.<br><br>Follow the rules to keep safe during a practical task.<br><br>Use wheels and axles to make a simple moving model.<br><br>Create a design to meet simple design criteria.<br><br>Construct simple structures, models or other products using a range of materials<br><br>Select the appropriate tool for a simple practical task.<br><br>Talk about their own and each other's work, identifying strengths | **Designing and making**<br>Design and make a small fabric flag of Brazil using stitching skills.<br><br>Skills<br>Follow the rules to keep safe during a practical task.<br><br>Create a design to meet simple design criteria.<br><br>Construct simple structures, models or other products using a range of materials<br><br>Select the appropriate tool for a simple practical task.<br><br>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.<br><br>Select and use a range of materials, beginning to explain their choices. | | **Building structures**<br><br>**Making party food**<br>Create healthy treats to serve at a woodland tea party for imaginary woodland creatures.<br><br>Skills<br>Follow the rules to keep safe during a practical task.<br><br>Create a design to meet simple design criteria.<br><br>Select the appropriate tool for a simple practical task.<br><br>Talk about their own and each other's work, identifying strengths or weaknesses and offering support.<br><br>Select and use a range of materials, beginning to explain their choices. |

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| Sort foods into groups by whether they are from an animal or plant source.<br><br>Describe why a product is important.<br><br>Knowledge<br>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.<br>Design criteria are the explicit goals that a project must achieve.<br><br>Specific tools are used for particular purposes.<br><br>A strength is a good quality of a piece of work. A weakness is an area that could be improved.<br><br><br>Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine<br><br>Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts.<br><br>The importance of a product may be that it fulfils its goals and performs a useful purpose.<br><br>Vocabulary<br>Design<br>Create<br>Natural materials<br>Food technology<br>Rules<br>Safety | Knowledge<br>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.<br><br>Design criteria are the explicit goals that a project must achieve.<br><br>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink.<br><br>Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.<br><br>A strength is a good quality of a piece of work. A weakness is an area that could be improved.<br><br>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.<br><br>The importance of a product may be that it fulfils its goals and performs a useful purpose. | or weaknesses and offering support.<br><br>Select and use a range of materials, beginning to explain their choices.<br><br>Describe the similarities and differences between two products.<br><br>Describe why a product is important.<br><br><br>Knowledge<br> All products are designed for a specific purpose.<br><br>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.<br><br>An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels.<br><br>Design criteria are the explicit goals that a project must achieve.<br><br>Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. | Describe why a product is important.<br><br>Use cross stitch techniques: threading, running stitch.<br>Knowledge<br>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.<br><br>Design criteria are the explicit goals that a project must achieve.<br><br>Specific tools are used for particular purposes.<br><br>A strength is a good quality of a piece of work. A weakness is an area that could be improved.<br><br>The importance of a product may be that it fulfils its goals and performs a useful purpose.<br><br><br>Vocabulary<br>Design<br>Create<br>Rules<br>Safety<br>Design criteria<br>Simple structures<br>Tools<br>Opinions<br>Strengths<br>Developments (weaknesses)<br>Cross stitch<br>Binka<br>Needle | Describe why a product is important.<br><br><br>Measure and weigh food items using non-standard measures, such as spoons and cups.<br><br>Select healthy ingredients<br><br>Sort foods into groups by whether they are from an animal or plant source.<br><br>Knowledge<br>People eat at least five portions of fruit and vegetables every day.<br><br>Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food.<br><br>Design criteria are the explicit goals that a project must achieve.<br><br>Specific tools are used for particular purposes.<br><br><br>The importance of a product may be that it fulfils its goals and performs a useful purpose. |

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| Design criteria<br>Products<br>Tools<br>Opinions<br>Strengths<br>Developments (weaknesses)<br>Measure<br>Weigh<br>Non standard measures<br>Spoons<br>Cups<br>Healthy<br>Unhealthy<br>Fruit<br>Vegetables<br>Food groups<br>Animal source<br>Plant source<br>Equipment<br>Purposes | <u>Vocabulary</u><br>Design<br>Making<br>Create<br>Rules<br>Safety<br>Design criteria<br>Simple structures<br>Models<br>Products<br>Tools<br>Opinions<br>Strengths<br>Developments (weaknesses)<br>Materials<br>Product<br>Goals<br>Purposes<br>Properties<br>Stronger | Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking.<br><br>A strength is a good quality of a piece of work. A weakness is an area that could be improved.<br><br>Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows.<br><br>Two products can be compared by looking at a set of criteria and scoring both products against each one.<br><br>The importance of a product may be that it fulfils its goals and performs a useful purpose.<br><br><u>Vocabulary</u><br>Axle<br>chassis<br>Design<br>Create<br>Junk modelling<br>Explore<br>Evaluate<br>Mechanism<br>Rules<br>Safety<br>Design criteria<br>Simple structures<br>Models<br>Products<br>Tools<br>Opinions<br>Strengths<br>Developments (weaknesses)<br>Similarities<br>differences | | | <u>Vocabulary</u><br>Design<br>Create<br>Natural materials<br>Food technology<br>Rules<br>Safety<br>Design criteria<br>Products<br>Tools<br>Opinions<br>Strengths<br>Developments (weaknesses)<br>Measure<br>Weigh<br>Non standard measures<br>Spoons<br>Cups<br>Healthy<br>Unhealthy<br>Fruit<br>Vegetables<br>Food groups<br>Animal source<br>Plant source<br>Equipment<br>Purposes |

| Geography:<br><br>Identify seasonal and daily weather patterns of the UK. | **Locating continents and oceans**<br><br>Skills<br>Name and locate the world's seven continents and five oceans on a world map.<br><br>Knowledge<br>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.<br><br>Vocabulary<br>World map<br>Country<br>Continent<br>Extinction<br>Ocean<br>Africa<br>Antarctica<br>Asia<br>Australia<br>Europe<br>North America<br>South America<br>Arctic Ocean<br>Atlantic Ocean<br>Indian Ocean<br>Pacific Ocean<br>Southern Ocean. | **Using and making maps**<br><br>Skills<br>Identify features and landmarks on an aerial photograph or plan perspective.<br>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.<br>Embed the world's seven continents and five oceans on a world map.<br>Locate hot and cold areas of the world in relation to the equator.<br>Draw or read a simple picture map.<br><br>Knowledge<br>An aerial photograph or plan perspective shows an area of land from above.<br><br><br>A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.<br><br>Physical features are naturally-created features of the Earth.<br><br>Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The | **Directions**<br>**Satellite images**<br><br>Skills<br>Reinforce:<br>Identify features and landmarks on an aerial photograph or plan perspective.<br>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.<br>Introduce:<br>Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other<br><br>An aerial photograph or plan perspective shows an area of land from above.<br><br>Physical features are naturally-created features of the Earth.<br><br>Positional language includes behind, next to and in front of.<br>Directional language includes left, right, straight ahead and turn.<br><br>Vocabulary<br>Maps<br>Grid<br>Route<br>Sea<br>Ocean<br>Land<br>Island<br>Forest<br>City<br>Lake<br>River | **Locating the 4 countries and the 4 capital cities within the UK.**<br>**Comparing a small area of the United Kingdom (Hartlepool) to a small areas of a non European country (Rio).**<br>Skills<br>Name and describe the purpose of human features and landmarks.<br>Identify the characteristics of a settlement.<br>Describe in simple terms how a physical process has affected an area, place or human activity.<br><br>Knowledge<br>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.<br>A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.<br><br>**Vocabulary**<br>Google Earth<br>Brazil<br>Rio<br>UK<br>England<br>Northern Ireland<br>Scotland | **London:** Capital city.<br><br>Skills<br>Name and describe the purpose of human features and landmarks.<br>Identify the characteristics of a settlement.<br>Identify patterns in daily and seasonal weather.<br>Identify features and landmarks on an aerial photograph or plan perspective.<br>Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.<br>Draw or read a simple picture map..<br>Name important buildings and places and explain their importance.<br>Describe how a place or geographical feature has changed over time.<br><br>Knowledge<br>Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help | **Maps: devise a simple map using symbols and a key of Rossmere Forest School.**<br><br>Skills<br>Identify features and landmarks on an aerial photograph or plan perspective.<br>Carry out fieldwork tasks to identify characteristics of the school grounds or locality.<br>Identify natural and man-made materials in the environment.<br>Draw or read a simple picture map.<br>Use and construct basic symbols and a key.<br><br>Knowledge<br>An aerial photograph or plan perspective shows an area of land from above.<br><br>A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.<br><br>Vocabulary<br>Map<br>Plan<br>Key<br>Aerial photos<br>Symbols |
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| | | equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there.

A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.

Vocabulary
Map
Symbol
Key
Physical features
Human features
Landmark
Ariel photograph
Beach
Cliff
Coast
Forest
Hill
Mountain
Sea
Ocean
River
Soil
Valley
Vegetation
World map
Country
Continent
Extinction
Ocean
Africa | Landmarks
Aerial photographs
Beach
Cliff
Coast
Forest
Hill
Mountain
Sea
Ocean
River
Soil
Valley
Vegetation
Behind
Next to
In front of
Left
Right
Straight ahead
Turn | Wales
London
Edinburgh
Belfast
Cardiff
Landscapes
Settlement
Man made
Factories
Farms
Houses
Offices
Ports
Harbours
Shops
Monuments
Location
Town
City
Village
Population
Urban settlements
Homes
Shops
Roads
Offices | someone to establish and describe a location. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.

An aerial photograph or plan perspective shows an area of land from above.

Physical features are naturally-created features of the Earth.

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A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.

Places can be compared by size, amenities, transport, location, weather and climate.

A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places | |
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| | | | | | of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past

Geographical features can change over time.

UK
Country
England
London
Landscapes
Aerial photograph
City
Settlement
Landmarks
Google Earth
Compass | |
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| | | Antarctica
Asia
Australia
Europe
North America
South America
Arctic Ocean
Atlantic Ocean
Indian Ocean
Pacific Ocean
Southern Ocean.
Hot/cold
Equator
Northern hemisphere
Southern hemisphere
Climates | | | | |

| **Working scientifically** | Talk about what they have done and say, with help, what they think they have found out.
With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
Ask and answer simple scientific questions.
With support, use simple equipment to measure and make observations.
With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. | | | | | |
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| **Science**
**Weather**
**Board: (Link to Geog/English)**
Observe changes across the four seasons.

Observe and describe how day | ==Animals.==
**KRP Science Investigations:**
Whose poo?
Why do we have teeth?

<u>Skills</u>

Group and sort a variety of common animals based on the foods they eat.

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. | ==Animals, including humans==

<u>Skills</u>
Identify, draw and label the main parts of the human body and say which body part is associated with which sense.

Describe and compare the structure of a variety of common animals. | ==Properties of everyday materials==

<u>Skills</u>
Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.

Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.

Investigate and describe the simple physical properties of some | | | ==Plants==
**KRP Science investigations:**
Are all leaves the same?
Do pine cones know it's raining?
What's in a bud?
How do leaves change?

<u>Skills</u>
Label and describe the basic structure of a variety of common plants. covered |

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| length changes across the year.<br><br>.<br>Observe and describe different types of weather.<br><br>Observe the local environment throughout the year | Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<br><br>Knowledge.<br><br>Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.<br><br>Names of common animals.<br><br>Need to know the classifications of animals.<br><br>Vocabulary<br>Fossils<br>Animals<br>Carnivores<br>Herbivores<br>Omnivores<br>Skeleton<br>Poo<br>Data<br>Table<br>Venn diagram<br>Diagrams<br>Sorting/grouping<br>Compare<br>Names of common animals. | Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.<br><br>Knowledge<br>The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch.<br><br>Data can be recorded and displayed in different ways, including tables, pictograms and drawings.<br><br>The results are information that has been found out from an investigation.<br><br>Question words include what, why, how, when, who and which.<br><br>Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.<br><br>Simple tests can be carried out by following a set of instructions.<br><br>Animals are living things. Animals can be sorted and | everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof and magnetic or non-magnetic.<br><br>Distinguish between an object and the material from which it is made.<br><br>Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.<br><br>Data can be recorded and displayed in different ways, including tables, pictograms and drawings.<br>The results are information that has been found out from an investigation.<br><br>Question words include what, why, how, when, who and which.<br><br>Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses.<br><br>Simple tests can be carried out by following a set of instructions.<br><br>Knowledge:<br>A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric.<br><br>Materials have different properties, such as hard or soft; | | Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.<br><br>Label and describe the basic structure of a variety of common plants.<br><br>Describe how to care for plants.<br><br>Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.<br><br>Describe, following observation, how plants change over time.<br><br>Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features.<br><br>Knowledge<br><br>Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn |

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| | | grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals.<br><br>Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants.<br><br><br>Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings.<br><br>Vocabulary<br>Common animals<br>Carnivores<br>Herbivores<br>Omnivores<br>Human<br>Wild animal<br>Body parts<br>Data<br>Table<br>Venn diagram<br>Diagrams<br>Equipment<br>Observations<br>measurements<br>Compare<br>Group/sort<br>Invertebrates<br>Amphibians<br>Reptiles<br>Birds<br>Mammals | stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof; magnetic or non-magnetic.<br><br><br>Materials can be grouped according to their properties.<br><br><br>Vocabulary<br>Properties<br>Materials<br>Planet names<br>Wood<br>Plastic<br>Metal<br>Foam<br>Foil<br>Cork<br>Pot<br>Glass<br>Test<br>Data<br>Table<br>Venn diagram<br>Diagrams<br>Equipment<br>Observations<br>measurements<br>hard<br>soft<br>stretchy<br>stiff<br>rough<br>smooth<br>opaque<br>transparent<br>bendy<br>rigid<br>waterproof<br>magnetic/non-magnetic<br>compare/group<br>natural | | | are called deciduous trees. Examples include oak, beech and rowan. Trees that keep their leaves all year round are called evergreen trees. Examples include holly and pine.<br><br><br>The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk.<br><br>The local environment is a habitat for living things and can change during the seasons.<br><br>All living things (plants and animals) change over time as they grow and mature.<br><br>Vocabulary<br>Data<br>Table<br>Venn diagram<br>Diagrams<br>Equipment<br>Observations<br>Measurements<br>Evergreen<br>Deciduous<br>Circumference<br>Birds<br>Seeds<br>Woodland<br>Native<br>Wildflowers<br>Saplings<br>Habitats<br>Living things<br>Dead things<br>Never been alive things<br>Leaves |

| | | | man made recyclable/non-recyclable | | | Bud Stem Root Leaf Flower Petal Bulb Fruit Seed Trunk Animal body parts Body parts |
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| **History** | **Events beyond living memory: Age of the dinosaurs.** Investigate what happened to dinosaurs and why they became extinct **Significant individuals** Mary Anning <br><br>**Skills** Describe an aspect of everyday life within or beyond living memory. <br><br>Create stories, pictures, independent writing and role play about historical events, people and periods. <br><br>Use common words and phrases relating to the passing of time to communicate ideas and observations <br><br>Identify similarities and differences between ways of life within or beyond living memory. <br><br>Identify some key features of a significant historical event beyond living memory. <br><br>Understand the term significant and explain why a significant individual is important. <br><br>**Knowledge** | | **Significant people within History – Astronauts** Yuri Gagarin Neil Armstrong Helen Sharman: <br><br>**Skills** Create stories, pictures, independent writing and role play about historical events, people and periods. Use common words and phrases relating to the passing of time to communicate ideas and observations Identify similarities and differences between ways of life within or beyond living memory. Identify some key features of a significant historical event beyond living memory. Understand the term significant and explain why a significant individual is important. Order information on a timeline. <br><br>**Knowledge** <br><br>Stories, pictures and role play are used to help people learn about the past, understand key events | | **Significant event – beyond living memory: Great Fire of London** Understand what the Great Fire of London was and the impact it had on London <br><br>**Skills** Describe an aspect of everyday life within or beyond living memory. Create stories, pictures, independent writing and role play about historical events, people and periods. Use common words and phrases relating to the passing of time to communicate ideas and observations Identify similarities and differences between ways of life within or beyond living memory. Identify some key features of a significant historical event beyond living memory. Understand the term significant and explain | |

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| | Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures.<br><br>Identifying similarities and differences helps us to make comparisons between life now and in the past.<br><br>.<br><br>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.<br><br>**Vocabulary**<br><br>here, now, then, yesterday, last week, last year, years ago and a long time ago, in the past. | | and empathise with historical figures.<br><br>Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Identifying similarities and differences helps us to make comparisons between life now and in the past.<br><br>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.<br><br>A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think.<br><br>Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically.<br><br>**vocabulary**<br>here, now, then, yesterday, last week, last year, years ago and a long time ago, significant. | | why a significant individual is important. Describe a significant historical event in British history.<br><br>**Knowledge**<br><br>Aspects of everyday life include houses, jobs, objects, transport and entertainment. Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Identifying similarities and differences helps us to make comparisons between life now and in the past.<br><br>Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event.<br>A person who is historically significant | |

| | | | | | has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Significant historical events include those that cause great change for large numbers of people. **vocabulary** here, now, then, yesterday, last week, last year, years ago and a long time ago, Great Fire of London, Pudding Lane. | |
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| **Generic historical skills** | **Use a range of historical artefacts to find out about the past.** **Express an opinion about a historical source.** | | | | |
| **Music** | **Percussion** Change the lyrics to Wheels on the Bus and other familiar rhymes to create new dinosaur songs Using percussion instruments, everyday objects and voice to create a soundtrack to a known dinosaur movie. **Skills** Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice. **Knowledge** Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping | **Animal songs** Perform animal songs and rhymes to an audience. **skills** Play and sing pieces of music, starting and finishing together. Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice. **knowledge** A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of | **Space sounds –musical score** Create space sounds using voice, instruments and found materials Make a simple musical score using pictorial symbols for the sounds made and whether they will be played quickly/ slowly and loudly/softly **Space-themed songs** Learn and join in with space-themed rhymes, poems and songs. Select instruments to accompany **Skills** Sing traditional songs, nursery rhymes and chants clearly. | **Listen to music** Listen to carnival music and what instruments can be heard **Percussion** Listen for percussion instruments in music and play own percussion instruments in front of an audience Name percussion instruments Identify percussion instruments found in a samba band **Song lyrics** Write a class song to accompany their carnival. Listen to and sing songs associated with seasonal celebrations Listen to the Brazilian National Anthem . | **Nursery rhymes** Look at nursery rhymes and understand that they are a traditional song that were composed many years ago and written about events that had happened Understand what London's Burning is about by listening carefully London's Burning and other nursery rhymes to be learnt **Skills** | |

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| | objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.<br><br>Know and sing a variety of dinosaur songs.<br><br>**Vocabulary**<br>song<br>sing<br>diction<br>in tune<br>beat<br>tuned instrument<br>untuned instrument<br>rhythm<br>ensemble<br>tempo<br>dynamics<br>compose<br>tune<br>note<br>composition | music sound pleasing and ensure that the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians to play or sing at the same time as each other.<br>Sounds can be made by playing tuned or untuned instruments, using the voice, hitting, shaking or scraping objects, or using the body to make percussive sounds. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music.<br><br>**Vocabulary**<br>song<br>sing<br>diction<br>in tune<br>beat<br>tuned instrument<br>untuned instrument<br>rhythm<br>ensemble<br>tempo<br>dynamics<br>compose<br>tune<br>note<br>composition | Play and sing pieces of music, starting and finishing together.<br><br>**Knowledge**<br>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.<br><br>**Vocabulary**<br>song<br>sing<br>diction<br>in tune<br>beat<br>tuned instrument<br>untuned instrument<br>rhythm<br>ensemble<br>tempo<br>dynamics<br>compose<br>tune<br>note<br>composition | **Skills**<br>Sing traditional songs, nursery rhymes and chants clearly.<br>Play and sing pieces of music, starting and finishing together.<br>Copy a simple rhythm by clapping or using percussion.<br>Identify and keep a steady pulse.<br>Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.<br>Listen to sounds or a piece of music, identifying basic features.<br><br>**Knowledge**<br>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words. A rhythm is a pattern or grouping of long and short sounds and is one of the basic elements of music. A pulse is a steady beat, like a heartbeat. People can clap or tap their feet to the pulse.<br>Basic, easily identifiable features of music are the tempo (quick or slow), the dynamics (loud or quiet), instruments used and the feelings that the music engenders, such as happiness, anger or fear.<br><br>**Vocabulary**<br>song<br>sing<br>diction<br>in tune<br>beat | Sing traditional songs, nursery rhymes and chants clearly.<br><br>**Knowledge**<br>Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.<br><br>**Vocabulary**<br>song<br>sing<br>diction<br>in tune<br>beat<br>tuned instrument<br>untuned instrument<br>rhythm<br>ensemble<br>tempo<br>dynamics<br>compose<br>tune<br>note<br>composition | |

| | | | | tuned instrument<br>untuned instrument<br>rhythm<br>ensemble<br>tempo<br>dynamics<br>compose<br>tune<br>note<br>composition | | |
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| **Music singing and listening for appreciation** | **Sing for Pleasure: Boom Chicka Boom**<br>• **Voices Foundation: Have you Brought your Whispering Voice?**<br>• **Voices Foundation: Hello, How are You**<br>• **Bance: Copy Kitten**<br>• **Voicelinks: I'm a Train**<br>• **Bounce High, Bounce Low**<br>• **Singing Sherlock: Dr Knickerbocker**<br>• **Dragon Dance**<br>• **Trad. Bangladesh: Mo matchi (Song of the Bees)**<br>• **Trad. Ghana: Kye Kye Kule**<br>• **Trad. England: An Acre of Land**<br><br><br>**Western Classical Tradition and Film**<br><br>| Title | Composer | Period |<br>|---|---|---|<br>| Rondo alla Turca[1] | Mozart | Classical |<br>| Mars from *The Planets* | Holst | 20th Century |<br><br>**Popular Music**<br><br>| Style | Title | Artist(s) |<br>|---|---|---|<br>| Art Pop | Wild Man | Kate Bush |<br>| Blues | Runaway Blues | Ma Rainey |<br><br>**Musical Traditions**<br><br>| Country | Tradition | Title | Artist/Composer |<br>|---|---|---|---|<br>| Brazil | Samba | Fanfarra (Cabua-Le-Le) | Sérgio Mendes/Carlinhos Brown |<br><br>**Listen and respond to a range of high-quality live and recorded music and songs.** | | | | | |

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| | **Describe, in simple terms, the lives of composers studied.** | | | | | |
| | **Other curriculum areas** | | | | | |
| PE | **Fundamental Movement Skills 1**<br>**Skills – I CAN**<br>Run skillfully<br>Negotiate space successfully<br>Pick up, carry and put down with care<br>Run skillfully<br>Negotiate space successfully<br>Show increasing control over an object<br>Show increasing control over an object.<br>Control my emotions when playing games<br>Balance on one leg<br>Move through an obstacle course skillfully<br>Be excited about, and confident in, my jobs.<br>Encourage my teammates whilst I wait my turn<br>Thread objects<br>Play games fairly<br><br>**Knowledge – I KNOW**<br>Some effects of activity on my body<br>How to share equipment and take turns.<br>What a good space to stand in is<br>Some effects of activity on my body.<br>How to share equipment and take turns.<br>To run around with my head up<br>To be aware of other children<br>Which parts of my body help me with balancing<br>To take turns<br>To work carefully and that rushing can lead to mistakes<br>Some effects of exercise on my body | **Dance- Animals**<br>**Skills – I CAN**<br>Use my body and create theme related shapes, movements and actions.<br>How to contribute key words to a theme related mind map<br>How to translate words/ideas into theme related shapes, movements and actions<br>Use my body to express simple theme related shapes, movements and feelings<br>Show good listening skills<br>Travel safely and creatively in space<br>Show different levels when I travel<br>Communicate effectively with a partner<br>Use pictures to create shapes, movements and actions<br>Communicate effectively with a partner<br>Use poems to create shapes, movements and actions<br>Remember and perform a simple sequence of movement<br>Identify what good looks like and give feedback to help my partner improve<br><br>**Knowledge – I KNOW**<br>How to contribute key words to a theme related mind map<br>How to translate words/ideas into theme related shapes, movements and action.<br>That we need to look forwards to safely move around in space<br>That we need to control our speed to ensure safety<br>How to turn what I see into ways of moving | **Gymnastics- Balancing & spinning on points & patches.**<br><br>**Skills -  I CAN**<br>Perform controlled spins<br>Support my body weight in symmetrical balances<br>Spin on apparatus.<br>Perform asymmetrical spins on side front back and bottom<br>Demonstrate quality work on the floor and apparatus<br>Balance asymmetrically<br>Work with a partner to perform routines in different formations<br>Perform a combination of symmetrical and asymmetrical spins on patches.<br>Spin at different levels on points<br>Perform a sequence of spins on points, with a mixture of symmetrical and asymmetrical shapes,<br>Hold balances on different points of the body.<br>Hold balances at different levels<br>Spin out of balances to form a sequence.<br>Perform spins and balances in different formations as part of a wider routine<br>Perform in different formations i.e. adjacent, front and back, mirroring.<br><br>**Knowledge – I KNOW**<br>How to observe a partner and give positive feedback<br>How to start and finish a sequence<br>What symmetrical shapes are.<br>What asymmetrical work looks like<br>Demonstrate good starting and finishing positions. | **Athletics 2**<br><br>**Skills – I CAN**<br>Show a sense of anticipation to begin work.<br>React quickly.<br>Demonstrate agility, balance and coordination.<br>Jump in a variety of ways<br>Coordinate a run with a jump<br>Discover and develop different styles of jumping<br>Leap, jump and hop<br>Jump in a variety of ways competently<br>Add a short run up to my jump<br>Throw with good technique<br>Throw with a run up<br>Help a peer improve their performance with good feedback<br>Demonstrate a variety of athletic techniques competently<br><br>**Knowledge – I KNOW**<br>To retain my focus.<br>The importance of a good start.<br>To cushion my knees when landing.<br>The technique for different types of jump.<br>How to improve my technique to increase the height and distance of my jumps.<br>The difference between a leap and a jump.<br>How to increase the distance of my jumps.<br>Why is it important to warm up?<br>How to increase the distance of my throws.<br>How to keep other safe when I am throwing. | **Invasion Games Skills 1**<br><br>**Skills – I CAN**<br>Get into a good ready position to receive chest and bounce passes consistently well<br>Pass the ball from my chest using a bounce pass.<br>Change direction confidently and competently<br>Move around safely in a limited space<br>Apply attacking and defending skills<br>Move and turn under control with a stick and ball.<br>Bounce/ dribble a ball with my hands with good control<br>Move around safely whilst bouncing/dribbling<br>Push pass a hockey ball<br>Receive a hockey ball.<br>Dribble a ball with my feet with good control<br>Stop a ball on the run by trapping it.<br><br>**Knowledge – I KNOW**<br>How far to bounce a pass between me and a friend.<br>How to receive a bounce pass differently to a chest pass.<br>How to move around and be aware of others. | **Striking & Fielding Game Skills 1**<br><br>**Skills – I CAN**<br>Get in line with the ball and field it.<br>Stop a ball with 2 hands creating a barrier behind it with my feet or body<br>Hit a ball to the leg side.<br>Bowl a ball overarm at a target<br>Strike a ball off a tee through the off side.<br>Pick up a ball with one hand and throw it underarm<br>Call for runs sensibly and decisively when batting.<br>Chase and retrieve a ball<br>Make good decisions when batting about when to run and when not to.<br>Bowl either under or overarm with some accuracy<br>Wicket keep effectively<br>Apply a range of skills<br><br><br>**KNOWLEDGE – I KNOW**<br>That I need to run, after striking a ball, to accumulate runs<br>To touch my bat over the crease line and slide it on my final run.<br>When to run and when not to<br>How to form a long barrier to stop a ball.<br>That I have to bowl from on or behind the crease |

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| | | How to listen to other people's ideas and vocalise my own thoughts<br>How to turn what I read/hear into ways of moving<br>How to link ideas and movements together so that they start to flow<br>How to use simple technical language to give constructive and useful feedback | The difference between symmetrical and asymmetrical shapes<br>How to work with a partner in different formations.<br>What Points are.<br>How to start linking my moves.<br>What good gym work looks like<br>To comment positively on my partner's work.<br>What different options there are, of performing with a partner<br>That my work should involve changes of level and direction. | To demonstrate the school games values.<br>How to share equipment and take turns. | That being able to dodge off both feet makes me twice as hard to catch.<br>That a bounce in a push down with 2 hands and dribbling is with one hand<br>To use my fingers to push the ball down<br>That my hands need to 'give' and be 'soft' when receiving a hockey pass<br>To move into space after passing a ball.<br>To use 'big toe, little toe' to dribble keeping the ball close to me<br>How to trap a ball by moving in line with it and putting my foot on it | To try and bowl keeping my arms straight.<br>That I need to communicate with my partner to accumulate runs<br>The different calls used by batsmen/women when they want to run.<br>That a batsman/woman should always call after each ball<br>That, as a batter, I don't always have to run.<br>The importance of staying in my crease<br>How to adopt a wicket-keeping stance<br>To demonstrate The School Games values |
| RE | **What can we learn about Christianity from visiting a church?**<br><br>**What do Christians believe about God?**<br><br>Introducing features of a church, worship (including Harvest), leaders:<br><br>Skills<br>Recognise and name some features of a church eg cross, altar, pew, window<br>Recognise and name some ways in which Christians worship in the church on Sunday eg prayer, hymns, Bible reading<br>Recognise some of the ways a vicar leads Sunday worship.<br>Talk about what they find interesting or puzzling in a church<br>Describe God as Father, Loving Parent, King.<br>Recall the Christian story of Creation.<br>Recognise some features of a church Harvest festival. | **Why are gifts given at Christmas?**<br><br>Introducing the Christmas story, Christian beliefs & practices associated with Christmas:<br><br>Skills<br>Recall how Christians celebrate Christmas.<br>Recall the gifts given to Jesus.<br><br>Knowledge<br>Understand the special nature of Jesus shown through his special birth.<br>Know that Jesus as important as shown through his birth - Christmas.<br>Jesus was given special gifts when he was born, including the story of the Three Wise Men. | **Why is Jesus special to Christians?**<br><br>Introducing Jesus, beliefs & stories about Jesus:<br><br>**Skills**<br>State that Christians see Jesus as special and link to the birth of Jesus.<br>Retell the story of The Lost Sheep.<br>Ask questions about Jesus, give own view and simple reasons to back up view about Jesus.<br>**Knowledge**<br>Know that Jesus travelled around telling people about God.<br>Know the story of The Lost Sheep.<br>Know that Jesus befriended Zacchaeus and Zacchaeus changed his life and became kind.<br>Understand that Jesus showed power by calming the storm, healing a paralysed man (retell one of these stories). | **What is the Easter story?**<br><br>Introducing the Easter story, beliefs about Jesus & Easter:<br><br>Skills<br>**Recall how Christians celebrate Easter.**<br>**Recall the events in the Easter story.**<br><br>Knowledge<br>Know the sequence of events in the Easter story.<br>**Understand the special nature of Jesus shown through his special death.**<br>**Know that Jesus as important as shown through his death - Easter.**<br>**Vocabulary**<br>Trial<br>Betray<br>Crucifixion<br>Death | **What can we find out about Hindu beliefs about God?**<br><br>**How do Hindus worship?**<br><br>**How do Hindus show belonging?**<br>Introducing Hindu beliefs about God, worship (including at home & at the mandir):<br><br>Skills<br>Begin to describe the many forms of God.<br>Describe a murti.<br>Compare a range of mutri's that represent the same diety.<br>Recall items in a home shrine.<br>Recall what might present in a mandir.<br>Knowledge<br>Know that the Hindu religion is Belief in Brahman, the Supreme, represented in many forms/deities eg Ganesh as remover of obstacles.<br>Know that Hindu's worship in the home: the family shrine, puja.<br>Know that Hindu's worship in the mandir; describe the arti/arati ceremony.<br>Vocabulary<br>God |

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| | Knowledge<br>Know that the church building is a place for worship, community and belonging - know some features of churches (depending on the tradition visited) eg cross, pulpit, lectern, altar, candles, icons, font, statues.<br>Know that Sunday worship in takes place in a church - worship is words and actions, prayers, reading from the Bible, sermon, hymns, music, Eucharist (in some traditions).<br>Understand the role of the vicar.<br>A simple understanding of key Christian beliefs of: Creation and God.<br>Know that Christians think of God as One, creator, loving, caring, having authority. Know why Christians describe God in a number of ways, God as Father, Loving Parent, King<br>Know that the Christians think of God as Creator and responsible for Creation as shown in Genesis 1 and 2.<br>Know how Christians celebrate Harvest.<br>Understand how Christians care for God's creation (link to Harvest and God as Creator).<br>Vocabulary<br>Creator<br>Loving<br>Caring<br>God<br>Father<br>Loving Parent<br>King<br>Harvest<br>Cross<br>Pulpit<br>Lectern<br>Altar<br> Candles<br>Icons<br>Font<br>Statues | They were the kinds of gifts given to kings in the ancient world.<br>They were very valuable and were probably the first Christmas presents.<br>Know how Christians celebrate Christmas and why Christians give gifts at Christmas.<br>Vocabulary<br>King<br>Wise Men<br>Gifts<br>Gold<br>Frankincense<br>Myrrh<br>Christmas<br><br><br><br>**Belief, Authority, Expressions of Belief**<br>**Resources:**<br>**Christianity resources/photographs outside staffroom.** | **Know stories about the life and ministry of Jesus - as healer, miracle worker, teacher (eg through parables), one who helped and cared for others.**<br>**Key teaching of Jesus - love God, love your neighbour as yourself.**<br>**Recognise how Jesus is shown as special in pictures/statues/icons.**<br>**Know that Christians believe Jesus is God's son.**<br>**Know that Christian values and ways of living are based on the teaching of Jesus, "love God and love your neighbour as yourself" eg how Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.**<br>**Vocabulary**<br>**Bible**<br>**New Testament**<br>**Son**<br>**Parable**<br><br><br>**Belief, Authority**<br>**Resources:**<br>**Christianity resources/photographs outside staffroom.** | Good Friday<br>Easter Sunday<br>Resurrection<br><br>**Belief, Authority, Expressions of Belief**<br>**Resources:**<br>**Christianity resources/photographs outside staffroom.** | Deity<br>Murti<br>Puja<br>Puja tray<br>Home shrine<br>Mandir<br>Arti<br><br><br>**Belief, Expressions of Belief**<br>**Resources:**<br>**Hinduism resources/photographs outside staffroom** |

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| | **Expressions of Belief, Authority** <br> **Resources:** <br> **Christianity resources/photographs outside staffroom.** <br> **Visit St. James' Church Rossmere Way.** | | | | | | | | |
| **PSHE** | **Autumn- Relationships** | | | **Spring – Living in the wider world** | | | **Summer – Health and Wellbeing** | | |
| | **Families and Friendships** | **Safe relationships** | **Respecting ourselves and others** | **Belonging to a community** | **Media literacy and digital resilience** | **Money and Work** | **Physical health and mental wellbeing** | **Growing and changing** | **Keeping safe** |
| | **Roles of different people; families; feeling cared for.** <br><br> **knowledge** <br><br> •about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers <br> •the role these different people play in children's lives and how they care for them <br> •what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. <br> •about the importance of telling someone — and how to tel them — if they are worried about something in their family | **Recognising privacy; staying safe; seeking permission.** <br><br> **knowledge** <br> •about situations when someone's body or feelings might be hurt and whom to go to for help <br> •about what it means to keep something private, including parts of the body that are private <br> •to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) <br> •how to respond if being touched makes them feel | **How behaviour affects others; being polite and respectful** <br><br> **knowledge** <br> •what kind and unkind behaviour mean in and out school <br> •how kind and unkind behaviour can make people feel <br> •about what respect means <br> •about class rules, being polite to others, sharing and taking turns | **What rules are; caring for others' needs; looking after the environment** <br><br> **knowledge** <br><br> •about examples of rules in different situations, e.g. class rules, rules at home, rules outside <br> •that different people have different needs <br> •how we care for people, animals and other living things in different ways <br> •how they can look after the environment, e.g. recycling | **Using the internet and digital devices; communicating online** <br><br> **knowledge** <br> •how and why people use the internet <br> •the benefits of using the internet and digital devices <br> •how people find things out and communicate safely with others online | **Strengths and interests; jobs in the community** <br><br> **knowledge** <br><br> •that everyone has different strengths, in and out of school <br> •about how different strengths and interests are needed to do different jobs <br> •about people whose job it is to help us in the community <br> •about different jobs and the work people do | **Keeping healthy; food and exercise, hygiene routines; sun safety** <br><br> **knowledge** <br> •what it means to be healthy and why it is important <br> •ways to take care of themselves on a daily basis <br> •about basic hygiene routines, e.g. hand washing <br> •about healthy and unhealthy foods, including sugar intake <br> •about physical activity and how it keeps people healthy <br> •about different types of play, | **Recognising what makes them unique and special; feelings; managing when things go wrong** <br><br> **knowledge** <br> •to recognise what makes them special and unique including their likes, dislikes and what they are good at <br> •how to manage and whom to tell when finding things difficult, or when things go wrong <br> •how they are the same and different to others | **How rules and age restrictions help us; keeping safe online** <br><br> **knowledge** <br> •how rules can help to keep us safe <br> •why some things have age restrictions, e.g. TV and film, games, toys or play areas •basic rules for keeping safe online <br> •whom to tell if they see something online that makes them feel unhappy, worried, or scared |

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| | | uncomfortable or unsafe<br>•when it is important to ask for permission to touch others<br>•how to ask for and give/not give permission | | | | | including balancing indoor, outdoor and screen-based play<br>•about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors<br>•how to keep safe in the sun | •about different kinds of feelings<br>•how to recognise feelings in themselves and others<br>•how feelings can affect how people behave | |