



# Whitley Abbey Primary School

Hand in hand we learn

Year 1 Curriculum

## Curriculum Drivers

Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children’s health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences. The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

## Curriculum Organisation

The curriculum at Whitley Abbey Primary School is planned to meet the needs of the diverse school community, placing great focus on vocabulary development and exploiting opportunities to read. The curriculum determines what children will know and do, but also helps them discover possibilities by making links to employment and helping pupils to identify their talents and passions. Throughout our curriculum, we promote our C.O.R.E learning values: Commitment, Opportunity, Respect and Excellence and ‘The Whitley Abbey Character Values’ (Friendship, Kindness, Gratitude, Honesty, Resilience and Courage) which support children in becoming confident people, able to take their place in society as happy, healthy, responsible citizens who care for others in the diverse world they live in.

Whilst our curriculum is not organised into ‘themes’ we exploit natural links between subjects to support children in making connections- when logical and practical to do so. We believe that this approach facilitates the promotion of ‘depth of knowledge’ surrounding a subject or idea and as such the development of Cultural Capital. Despite these links, each subject still retains its autonomy and is taught explicitly to support the development of semantic memory. Teachers plan opportunities for knowledge retrieval at spaced intervals to support the creation of long term memories and knowledge.

We intentionally plan visits, visitors and special events at midway or end points so that pupils have developed the language and knowledge they need to help them to fully immerse in the experience. Our ‘Everyone D.O.E.S Promise’ provides a programme of extra-curricular and enrichment opportunities to ensure that all children, regardless of their socio-economic status, have a wealth of experiences and memorable events which bring the curriculum to life.

Our curriculum is planned to allow pupils to consolidate learning through regularly revisiting skills (deliberate practise); skills which are framed within the development of new knowledge. The consolidation of these skills allowing children to master key learning that can then be independently applied.

The curriculum delivers Programmes of Study from the National Curriculum 2014 and allows children to embrace a wide range of exciting, challenging and opportunity rich learning experiences that celebrate the differences and diversity in our school community whilst promoting SMSC development and British Values.

	Term	Autumn	Spring	Summer	
<b>History</b>	<b>Deliberate Practice Skills</b>	<ul style="list-style-type: none"> <li>• Use common words and phrases relating to the passing of time</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Sequence events in chronological order.</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</li> <li>• Know some ways in which we can find out about the past, documents, stories, letters, pictures, photographs, first hand accounts, newspapers, articles, museums, recordings etc..</li> <li>• They should use a wide vocabulary of everyday historical terms.</li> <li>• They should know where the people and events they study fit within a chronology</li> </ul>			<p><b>Deliberate practise vocabulary:</b></p> <p>Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.</p>
	<b>Knowledge Assessment questions:</b>	<p style="text-align: center;"><b>Toys</b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children make suggestions for how they could find out about what toys were like in the past?</li> <li>• Do children know that toys in the past were different to toys today?</li> <li>• Can children describe toys of the past?</li> <li>• Can children discuss toys and ask questions about them?</li> <li>• Do children understand the term 'decade'?</li> <li>• Can children order decades chronologically?</li> <li>• Can children identify some of the toys that were popular in particular decades?</li> <li>• Can children recognise differences between old toys and new toys?</li> <li>• Can children describe old and new toys using appropriate vocabulary?</li> <li>• Can children sort old and new toys into categories?</li> <li>• Do children know that some of the types of toys they play with were played with by children in the past too?</li> <li>• Can children identify similarities between old and new toys?</li> <li>• Can children use a range of sources of information?</li> </ul>	<p style="text-align: center;"><b>Bright Lights Big City</b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Can children Explain who Thomas Farriner was and why he is remembered?</li> <li>• Can children recall the names of significant places associated with the great fire?</li> <li>• Can children recall some of the contributing factors that caused the acceleration of the fire?</li> <li>• Can children describe what the buildings were made of at this time and how that has changed?</li> <li>• Can the children tell you how long the fire lasted?</li> <li>• Can the children tell you how they stopped the fire?</li> <li>• Can children discuss why this would not happen again today?</li> <li>• Can children make deductions about the past from a variety of sources?</li> <li>• Can children tell you about Samuel Peeps and give some details of his diary?</li> <li>• Can children describe how the people of the time look different to people today?</li> <li>• Can children use a range of sources of information?</li> <li>• Can children place these time periods on a time-line?</li> <li>• Can children place key events in chronological order?</li> </ul>	<p style="text-align: center;"><b>Our Wonderful world – Explorers</b></p> <p><b><u>Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Do the children know who Matthew Henson was?</li> <li>• Do the Children know who Christopher Columbus was?</li> <li>• Can the children describe the achievements of these two individuals?</li> <li>• Can children compare the lives of these two explorers?</li> <li>• Can the children describe what life was like for them in their time-period?</li> <li>• Can the children recognise similarities and differences between their own lives and the lives of the two explorers?</li> <li>• Can children use a range of sources of information?</li> <li>• Can children place these time periods on a time-line?</li> <li>• Can children place key events in chronological order?</li> </ul>	

		<ul style="list-style-type: none"> <li>Can children place these time periods on a time-line?</li> <li>Can children place key events in chronological order?</li> </ul>		
	Vocabulary	Rocking horse, spinning top, yoyo, old, old fashioned, material, plastic, wooden, train, doll house, past, present, grand parent, great grand parent, metal, decades, new, similar, different.	Thomas Farriner, London, Capital city, Fire, Spread, Samuel Peeps, Past, leather buckets, bakers, River Thames, Pudding Lane, Monument, Tower of London, emergency, disaster, wooden houses.	Explorer, Atlantic Ocean, captain's log, mast, sailing ship, journey, sail, compass, sailor, expedition, captain, explore, Christopher Columbus, Matthew Henson, Artic



	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Geography</b>	<b>Deliberate Practice (Skills)</b>	<p>simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</p> <ul style="list-style-type: none"> <li>Use maps, atlases and globes</li> <li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>devise a simple map; and use and construct basic symbols in a key</li> <li>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.</li> </ul>		
		<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Deliberate practise vocabulary: Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right</p> </div> <p style="text-align: right;">use</p>		

<b>Geography</b>	<b>Knowledge Assessment questions:</b>	<p><b>School Locality</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children explain what a map is?</li> <li>Can children explain what a map is used for?</li> <li>Can children find a location on a map?</li> <li>Can children name the 4 compass points?</li> <li>Can children identify North, East, South and West on a compass?</li> <li>Can children identify an aerial photograph?</li> <li>Can children recognise some features on an aerial photograph?</li> <li>Can children describe how the land used around the school?</li> <li>Can children identify is a symbol on a map?</li> <li>Do children know what a key is?</li> <li>Can children draw a simple map of the school using symbols?</li> </ul>	<p><b>London and UK</b></p> <p><u>Assessment Questions</u></p> <p>Augustus Pugin</p> <ul style="list-style-type: none"> <li>Can children explain what a map is?</li> <li>Can children explain what a map is used for?</li> <li>Can children find a location on a map?</li> <li>Can children name the 4 compass points?</li> <li>Can children identify North, East, South and West on a compass?</li> <li>Can children identify an aerial photograph?</li> <li>Can children name the countries in the UK?</li> <li>Can children use an atlas to locate the countries in the UK?</li> <li>Do children know that London is the capital city?</li> <li>Can children describe the difference between a city, town and village?</li> <li>Can children name some London landmarks?</li> <li>Can children identify why London different to Coventry?</li> </ul>	<p><b>Hot and cold Places</b></p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> <li>Can children explain what a map is?</li> <li>Can children explain what a map is used for?</li> <li>Can children find a location on a map?</li> <li>Can children name the 4 compass points?</li> <li>Can children identify North, East, South and West on a compass?</li> <li>Can children locate places in a globe or atlas?</li> <li>Can children name the seven continents of the world and locate them on a map?</li> <li>Can you name the five oceans of the world and locate them on a map?</li> <li>Can children recognise the difference between seas and oceans?</li> <li>Can children locate the equator?</li> <li>Can children locate the North and South pole?</li> <li>Can children describe what it might be like in a hot/cold country and what they might wear?</li> </ul>
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	<b>Vocabulary</b>	Local area (locality), land use, aerial view, symbol, key, building, field, path, playground	Aerial photograph, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway Physical features – river, soil, woods	Continent, Europe, Asia, Africa, Antarctica, North America, South America, Australasia, oceans, Atlantic, Pacific, Indian, Southern, Arctic, human, physical, hot, cold, equator, North and South poles
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	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Science</b>	<b>Deliberate Practice (Skills)</b>	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <b>Deliberate practise vocabulary:</b> • Question, find out, observe, describe, test, compare • Measure, length, height, mass/weight, time, temperature • Record, results, table, chart, pictograph, block graph, bar chart         </div> <ul style="list-style-type: none"> <li>ask simple questions and recognise that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use observations and ideas to suggest answers to questions</li> <li>gather and record data to help in answering questions</li> </ul>		
	<b>SC1</b>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Can children ask simple questions, recognising that they can be answered in different ways?</li> <li>Can children observe closely, using simple equipment ?</li> <li>Can children perform simple tests?</li> <li>Can children identify and classify?</li> <li>can children use their observations and ideas to suggest answers to questions?</li> <li>Can children gather and record data to help in answering questions ?</li> </ul>		

	<b>Knowledge Assessment questions:</b>	<p><b>Materials</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children identify the material and object is made from?</li> <li>Can children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ?</li> <li>Can children describe the simple physical properties of a variety of everyday materials ?</li> <li>Can children compare and group together a variety of everyday materials on the basis of their simple physical properties.?</li> </ul>	<p><b>Animals Including Humans</b></p> <p><u>Assessment Questions:</u></p> <ul style="list-style-type: none"> <li>Can children identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Can children describe what a mammal is?</li> <li>Can children identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>Can children describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Can children identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Plants</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</li> <li>Can children describe the difference between a deciduous and evergreen tree?</li> <li>Can children identify, describe and label the basic structure of a variety of common flowering plants, including trees?</li> </ul>	<p><b>Seasons</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children name the four seasons Spring, Summer, Autumn, Winter?</li> <li>Can children talk about season changes in weather?</li> <li>Can children talk about the sun rise and sun set and the effect this has and how this changes throughout the year?</li> </ul>
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				<ul style="list-style-type: none"> <li>Can children talk about plants and how they change in the different seasons e.g deciduous and evergreen?</li> </ul>
Vocabulary	Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece, cotton, wool, polyester, cotton wool • Names of common objects made from these materials e.g. door, building block, window, pencil sharpener, teddy etc. • Soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent	Fish, amphibian, reptile, bird, mammal • Common names of fish, amphibians, reptiles, birds, mammals including pets and those found in the local environment • Common structure of animals and humans including: head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers • Herbivore, carnivore, omnivore • See, look, hear, listen, touch, feel, taste, smell	Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem • Names of plants in their local environment for example grass, clover, daisy, buttercup, dandelion, oak, holly, daffodil, tulip etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc.	Spring, summer, autumn, winter • Day, night, light, dark, sunrise, sunset • Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover • Deciduous, evergreen tree

	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
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<b>Art</b>	<b>Deliberate Practice (Skills)</b>	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <b>Deliberate practise vocabulary: Colour, Pattern, Texture, Line, Shape, Form, Space, Same, Different, Similar, Compare, Record, Drawing, Painting, collage</b> </div> <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>Compare and describe, differences and similarities between different practices and disciplines, and make links to their own work</li> </ul>		
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<b>Art</b>	<b>Knowledge Assessment questions:</b>	<p>Andy Goldsworthy – Wax Resist Autumn Leaves / Squiggle Drawing</p> <p><b>Assessment questions</b></p> <ul style="list-style-type: none"> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children use natural materials to create?</li> <li>Can children use wax rubbing technique to record images?</li> <li>Can children use the work of artists as a stimulus for their own work?</li> <li>Can children use the squiggle drawing technique to capture an image at speed?</li> </ul> <p><a href="https://www.accessart.org.uk/squiggle-drawings-autumn-floor-drawings/">https://www.accessart.org.uk/squiggle-drawings-autumn-floor-drawings/</a></p>	<p>GFL Art – Using Charcoal and paint – mixed media</p> <p><b>Assessment questions</b></p> <ul style="list-style-type: none"> <li>Can children make lines of different sizes/ thickness and shapes and describe them?</li> <li>Can children use more than one media to create an image?</li> <li>Can children describe the techniques they are using – painting, sketching, shading, drawing?</li> <li>Can children comment on the work of other artist giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children mix paints to make lighter and darker colours?</li> </ul>	<p>Kandinsky / Alma Thomas– Links to Seasons – Exploring tone/ collage</p> <p><b>Assessment questions</b></p> <ul style="list-style-type: none"> <li>Can children comment on the work of other artists giving an opinion?</li> <li>Can children comment on the materials and techniques used by an artist?</li> <li>Can children identify similarities and difference between pieces of work?</li> <li>Can children evaluate their own work and the work of others?</li> <li>Can children identify primary colours?</li> <li>Can children identify secondary colours?</li> <li>Can children explain what happens when two colours are mixed and know how to make green, orange and purple?</li> <li>Can children categories colours – cold colours and warm colours?</li> <li>Can children describe the tone of a colour – light or dark?</li> </ul>
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	<a href="https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/">https://www.accessart.org.uk/wax-resist-autumn-leaves-by-rosie-james/</a>	<a href="https://romeromac.com/wp-content/uploads/2020/02/Year-2.-The-Great-Fire-of-London.pdf">https://romeromac.com/wp-content/uploads/2020/02/Year-2.-The-Great-Fire-of-London.pdf</a>	<a href="https://www.accessart.org.uk/spiral-snails-drawing-spirals/">https://www.accessart.org.uk/spiral-snails-drawing-spirals/</a>
Vocabulary	soft, broad, bold, narrow, fine, pattern, line, shape, detail, dots, rounded, symmetrical, long Shapes: e.g. Long, oval, curvy, wavy Observational drawing, wax resist, Materials: charcoal, drawing pencil, graphite, wax crayons, watercolour, pen	Describe lines and brush strokes or brushes- <i>Thick, thin, soft, broad, bold, narrow, fine, pattern, line, shape, detail</i> Shapes: e.g. Long, oval, curvy, wavy Materials: charcoal, drawing pencil	Light Dark, Thick, Thin, Tone, Warm, Cold, Shade e.g. naming different shades , rip, tear, collage Spiral, circle, continuous, movement <b>Primary colours:</b> Red, yellow and blue <b>Secondary colours:</b> green, orange, purple



Term	Autumn	Spring	Summer
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<b>DT</b>	<b>Deliberate Practice (Skills)</b>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <b>Deliberate practise vocabulary:</b> evaluate, evaluation, product, design, suitable, suitability, investigate, design criteria, function         </div> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li><b>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</b></li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li><b>explore and evaluate a range of existing products</b></li> <li><b>evaluate their ideas and products against design criteria</b></li> <li>build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</li> </ul>		
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<b>DT</b>	<b>Knowledge Assessment questions:</b>	<p style="text-align: center;"><b>Puppets</b></p> <p><u>Assessment questions</u> <a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/assessment-dt-y1-puppets/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/assessment-dt-y1-puppets/</a></p> <ul style="list-style-type: none"> <li>Can the children explain what a joining technique is?</li> <li>Can the children identify and name the simple equipment they need to make a puppet?</li> <li>Can the children explain what a template is?</li> <li>Can the children describe a fabric using simple adjectives?</li> <li>Can the children explain the importance of a design idea?</li> <li>Can the children develop and communicate their ideas through talk, drawings and mock-ups?</li> <li>Can the children select the tools they need for the job?</li> </ul>	<p style="text-align: center;"><b>Structures – Inspired by London’s skyline</b></p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> <li>Can the children explain what a structure is?</li> <li>Can the children identify a man-made material/object?</li> <li>Can the children identify a natural material/object?</li> <li>Can the children differentiate between strong and weak structures?</li> <li>Can the children explain if a structure is stable or unstable?</li> <li>Can the children explain the function of the product they have made?</li> </ul> <p><a href="https://www.drawingtolearn.com.au/blog/cereal-box-city-from-riba-architecturecom">https://www.drawingtolearn.com.au/blog/cereal-box-city-from-riba-architecturecom</a></p>	<p style="text-align: center;"><b>Smoothies Ainsley Harriet</b></p> <p><u>Assessment questions</u> <a href="https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/fruit-and-vegetables/assessment-dt-y1-fruit-and-vegetables/">https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/fruit-and-vegetables/assessment-dt-y1-fruit-and-vegetables/</a></p> <ul style="list-style-type: none"> <li>Can the children identify a variety of fruits and vegetables?</li> <li>Can the children differentiate between a fruit and a vegetable?</li> <li>Can the children say how certain vegetables and fruit are grown and where?</li> <li>Can the children explain how a blender is used to create a smoothie?</li> <li>Can the children cut food safely?</li> <li>Can the children select the correct tool to complete a task?</li> </ul>
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	Vocabulary	<i>Design, glue, decorate, model, hand puppet, safety pin, staple, stencil, template</i>	<i>Function, man- made, stiff, stable, strong, structure, natural</i>	<i>Blender, fruit, vegetable, seed, root, ingredients, peel, peeler, smoothie</i>
	<b>Term</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Computing</b>	<b>Deliberate Practice (Skills)</b>	<div style="border: 2px solid black; padding: 5px; margin-bottom: 10px;"> <b>Deliberate practise vocabulary:</b>  Rules, Online, Private information, Email, Safe, Unsafe, Report. </div> <ul style="list-style-type: none"> <li>• create and debug simple programs</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>• 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 technologie</li> </ul>		
	<b>Continuous provision</b>	Our computing curriculum aims to explicitly teach Computer Science Skills.  Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities to practise word processing skills, use search engines, save and edit their work and present ideas in a variety of forms through other areas of the curriculum.		
	<b>Knowledge Assessment questions:</b>	<b>Safety/ Technology beyond school / grouping and sorting</b> <b>National Online Safety Unit - Self image and identify</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children know how to keep themselves safe online?</li> </ul> <b>Unit 1.9</b> <ul style="list-style-type: none"> <li>• Can children name 4 ways which technology is used at home?</li> <li>• Can children 4 ways technology is used outside of school and home?</li> <li>• Can children explain what is mean by technology?</li> <li>• Can children describe how technology helps us to communicate?</li> </ul> <b>Unit 1.2</b> <ul style="list-style-type: none"> <li>• Can children sort and classify objects?</li> <li>• Can children use a simple computer program to present their findings?</li> </ul>	<b>Spreadsheets</b> <b>National Online Safety Unit – Online Relationships</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children know how to keep themselves safe online?</li> </ul> <b>Unit 1.8</b> <ul style="list-style-type: none"> <li>• Can children enter data into cells</li> <li>• Can children save files?</li> <li>• Can children manipulate data?</li> <li>• Can children explain what a spreadsheet is and how it might be used?</li> </ul>	<b>Algorithms</b> <b>National Online Safety Unit – Online Reputation</b> <u>Assessment Questions:</u> <ul style="list-style-type: none"> <li>• Do children know how to keep themselves safe online?</li> </ul> <b>2Code –Unit 1.7</b> <ul style="list-style-type: none"> <li>• Can children understand that an algorithm is a set of instructions?</li> <li>• Can children use an algorithm to solve a problem of achieve an objective?</li> <li>• Do children know that an algorithm written for a computer is called a program?</li> </ul>
	Vocabulary	Technology, communication, program, present, sort,	Rows, columns, cells, arrow keys, delete back space	Algorithm, Program, instruction, order, debug



	Term	Autumn	Spring	Summer
RE	Deliberate Practice (Skills)			
	Knowledge Assessment questions:	<p><u>Assessment Questions:</u></p> <p><b>Autumn 1: Who is a Christian and what do they believe? (part 1)</b>            Who do Christians believe in?            Why is God special to Christians?            How do Christians describe God?            Which symbol reminds Christians of God?            How do Christians worship God? What do they do to show their respect for him?</p> <p><b>Autumn 2: How and why do we celebrate special and sacred times? (part 1)</b>            Can you name a Christian festival?            What does the festival represent?            How is it celebrated?            Can you name a Muslim festival?            Why do Muslims celebrate Eid? How is it celebrated?</p>	<p><u>Assessment Questions:</u></p> <p><b>Spring 1: Who is a Muslim and what do they believe? (part 1)</b>            What is the Muslim faith called?            Who do Muslims believe in?            Can you explain what the Pillars of Islam are?            What do Muslims do during Ramadan?</p> <p><b>Spring 2: What does it mean to belong to a faith community?</b>            Can you name groups that you and some of your friends belong to?            What is the symbol of belonging for Christians?            What is the symbol of belonging for Muslims?            Why are symbols of belonging important?            Can you explain what happens in a baptism/welcoming ceremony?</p>	<p><u>Assessment Questions:</u></p> <p><b>Summer 1 and 2: What makes some places sacred?</b></p> <ul style="list-style-type: none"> <li>Can children name the sacred places of worship for people of the Islam, Christian and Jewish faith?</li> <li>Can you name the holy book for each faith?</li> <li>Can you identify some features in a mosque and explain their meaning to believers?</li> <li>Can you identify some features of a synagogue and explain their meaning to believers?</li> <li>Can you identify some features of a church and explain their importance?</li> </ul>
	Vocabulary	Autumn 1: Christian, Jesus, God, bible, cross, church, worship. Autumn 2: Christmas, Easter, Eid. Jesus. Palm Sunday, palm leaf, bread, wine, hot crossed bun, cross Ramadan, fasting,	Spring 1: Islam, God, Allah, Prophet Muhammed. Five pillars of Islam. Ramadan, Eid. Spring 2: belonging, shared interests, shared beliefs, baptism/welcoming ceremony.	Sacred, holy. Islam, Judasiasm, Christianity. Mosque, Synagogue, Church. Bible, altar, cross, lectern, stained-glass window, font, pews, pulpit. Qur'an, washroom, mihrab, qubba, prayer mat, crescent moon and star. Torah scroll, kippah, ark, tallit, shabbat candles.

REVISION

	Term	Autumn	Spring	Summer
PE	Deliberate Practice (Skills)	<p><b>Deliberate practise vocabulary:</b> run, jump (star, tuck, bunny hop, leap, hop, straight, half) throw (over arm, underarm) catch, balance, counter balance, agility, co-ordination, team, attack and defend, movement pattern, warm up, cool down, healthy, exercise, fitness, Evaluate.</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching,</li> <li>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>Participate in team games, developing simple tactics for attacking and defending</li> <li>Perform dances using simple movement patterns</li> </ul>		
	Knowledge Assessment questions:	<p><u>Assessment questions</u></p> <p>Dance</p> <ul style="list-style-type: none"> <li>Do children know the importance of completing a warm up/ cool down?</li> <li>Can children tell you why a rehearsal is important?</li> </ul>	<p><u>Assessment questions</u></p> <p>Multi-sports</p> <ul style="list-style-type: none"> <li>Do children know the importance of completing a warm up/ cool down?</li> </ul>	<p><u>Assessment Questions</u></p> <p>Athletics</p> <ul style="list-style-type: none"> <li>Do children know the importance of completing a warm up/ cool down?</li> <li>Can children show you different ways of balance?</li> </ul>



	<ul style="list-style-type: none"> <li>Can children show you a series of simple movement patterns?</li> <li>Can children show you a clear starting and finishing position?</li> </ul> <p>Gymnastics</p> <ul style="list-style-type: none"> <li>Do children know the importance of completing a warm up?</li> <li>Do children know what is meant by travelling?</li> <li>Can children show you a roll? (could be a log roll, forward roll, backwards roll, teddy-bear roll)</li> <li>Can children show you a safe way to land? (bending both knees on landing with two feet)</li> <li>Can children make shapes with their body?</li> <li>Can children move from one place to another changing the speed of movement?</li> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<ul style="list-style-type: none"> <li>Can children show you different ways of using a ball? (e.g. kick, roll, throw)</li> <li>Can children retrieve and stop a ball using different body parts?</li> <li>Can children show you how to run into space?</li> <li>Can children show you simple defending and attacking techniques? E.g. dodging, sprinting into spaces, following.</li> <li>Can children show you how to pass a ball?</li> <li>Can children show you how to receive a ball in different ways?</li> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>	<ul style="list-style-type: none"> <li>Can children show you a variety of different sporting skills? E.g. bat, ball, throw, catch, jump etc. (link to types of jumps)</li> <li>Can children change direction whilst running?</li> <li>Can children evaluate their performance?</li> <li>Can children say what they need to do improve their performance?</li> <li>Can children talk about the importance of exercise and some of the effects it has on their body?</li> </ul>
Vocabulary	<p><b>Dance</b> Performance, dance, rehearsal, dance phrases, patterns, movement.</p> <p><b>Gymnastics</b> Warm up, heart rate, shapes, travelling, apparatus, timing, direction.</p>	Passing, throwing, underarm, overarm, defend, attack, techniques, breathing, fast, slow, control, space, dodging, sprinting, pass.	Active, space, skills, actions, combination, accuracy, control, control, co-ordination



	Term	Autumn	Spring	Summer
Music	Deliberate Practice (Skills)	<p><b>Deliberate practise vocabulary: pitch, high, low, pulse, perform, opinion, listen, respond.</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		
	Knowledge Assessment questions:	<p><u>Assessment Questions:</u></p> <p><b>Unit 1 – Hey You</b> - To see how pulse, rhythm and pitch work together</p> <ul style="list-style-type: none"> <li>Can children recognise that music has a steady beat like a heartbeat?</li> <li>Can children create rhythms from words?</li> </ul>	<p><u>Assessment Questions:</u></p> <p><b>Unit 3 - In the Groove</b> - To know how to respond to different styles of music</p> <ul style="list-style-type: none"> <li>Can children find the pulse of a piece of music?</li> <li>Can children identify 5 types of music?</li> <li>Can children dance to or move to the pulse of each style?</li> </ul>	<p><u>Assessment Questions:</u></p> <p><b>Unit 4 - Round and Round</b> - To identify the pulse, rhythm and pitch in different styles of music</p> <ul style="list-style-type: none"> <li>Can children improvise with two notes?</li> <li>Can children listen to and respond to songs with a Bossa Nova rhythm?</li> </ul>

	<ul style="list-style-type: none"> <li>Can children create their own rhythms?</li> <li>Can children listen to and respond to songs with a Hip Hop theme?</li> </ul>	<ul style="list-style-type: none"> <li>Can children listen to and repeat a short phrase using 2 notes on an instrument (high / low)?</li> <li>Can children create with two, then three notes?</li> </ul>	<ul style="list-style-type: none"> <li>Can children play as part of the performance?</li> <li>Can children play accurately and in time?</li> </ul>
Vocabulary	Unit 1 - Pulse, rhythm. Pitch, rap, improvise. Compose, melody, bass guitar, drums, decks, perform	Unit 3 - Blues, Baroque, Latin, Folk and Funk, rhythm, pitch, compose, improvise, perform, groove	U Unit 4 - Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience, Bossa Nova



Term	Autumn	Spring	Summer
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Theme	Being me in my world/ Celebrating Difference	Dreams and Goals/ Healthy Me	Relationships/ Changing Me
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PSHE	Knowledge Assessment questions:	<p><i>The children will discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.</i></p> <ul style="list-style-type: none"> <li>Understand their own rights and responsibilities with their classroom</li> <li>Understand that their choices have consequences</li> <li>Understand that their views are important</li> <li>Understand the rights and responsibilities of a member of a class</li> <li>Understand that they are safe in their class</li> <li>Identifying helpful behaviours to make the class a safe place</li> </ul>	<p><i>The children explore the similarities and differences between people and how these make us unique and special. They learn what bullying is and what it isn't. They discuss friendship, how to make friends and that it is OK to have differences.</i></p> <ul style="list-style-type: none"> <li>Know what bullying means</li> <li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>Know that people are unique and that it is OK to be different</li> <li>Know skills to make friendships</li> <li>Know that people have differences and similarities</li> <li>Identify what is bullying and what isn't</li> <li>Understand how being</li> </ul>	<p><i>The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them.</i></p> <ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> <li>Recognise things that they do well</li> <li>Explain how they learn best</li> <li>Recognise their own feelings when</li> </ul>	<p><i>The children learn about healthy and less healthy choices. They explore hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.</i></p> <ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> </ul>	<p><i>Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships and why these are special and important. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.</i></p> <ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know that families are founded on belonging, love and care</li> <li>Know that physical contact can be used as a greeting</li> <li>Know how to make a friend</li> <li>Know who to ask for help in the school community</li> <li>Know that there are lots of different types of families</li> <li>Know the characteristics of healthy and safe friends</li> <li>Know about the different people in</li> </ul>	<p><i>Children are introduced to life cycles and compare with a human life cycle and look at simple changes from baby to adult. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change.</i></p> <ul style="list-style-type: none"> <li>Know the names of male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know that animals including humans have a life cycle</li> </ul>
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	<ul style="list-style-type: none"> <li>Understand that they have choices</li> <li>Understanding that they are special</li> <li>Identify what it's like to feel proud of an achievement</li> <li>Recognise feelings associated with positive and negative consequences</li> </ul>	<ul style="list-style-type: none"> <li>bullied might feel</li> <li>Recognise ways in which they are the same as their friends and ways they are different</li> <li>Know ways to help a person who is being bullied</li> <li>Identify emotions associated with making a new friend</li> <li>Verbalise some of the attributes that make them unique and special</li> </ul>	<p>faced with a challenge/obstacle</p> <ul style="list-style-type: none"> <li>Recognise how they feel when they overcome a challenge/obstacle</li> <li>Celebrate an achievement with a friend</li> <li>Can store feelings of success so that they can be used in the future</li> </ul>	<ul style="list-style-type: none"> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease/illness</li> <li>Know about people who can keep them safe</li> <li>Keep themselves safe</li> <li>Recognise how being healthy helps them to feel happy</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> <li>Feel good about themselves when they make healthy choices</li> <li>Realise that they are special</li> </ul>	<p>the school community and how they help</p> <ul style="list-style-type: none"> <li>Can express how it feels to be part of a family and to care for family members</li> <li>Can say what being a good friend means</li> <li>Can identify forms of physical contact they prefer</li> <li>Can say no when they receive a touch they don't like</li> <li>Can show skills of friendship</li> <li>Can praise themselves and others</li> <li>Can recognise some of their personal qualities</li> <li>Can say why they appreciate a special relationship</li> </ul>	<ul style="list-style-type: none"> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Know that learning brings about change</li> <li>Understand and accept that change is a natural part of getting older</li> <li>Can suggest ways to manage change, e.g. moving to a new class</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>Can express why they enjoy learning</li> </ul>
Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping