



Whitley Abbey Primary School

Hand in hand we learn

Year 1 Curriculum

Curriculum Drivers			
Possibilities and Citizenship	Reading and Oracy	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 carefully designed to meet the needs of the children we serve, placing strong emphasis on the development of oracy skills and fluency in reading. At Whitley Abbey, we recognise that strong oracy underpins effective communication, enabling children to express themselves clearly and to understand others with confidence.</p> <p>Reading remains a cornerstone of our curriculum, supporting pupils in developing the independent learning skills they will need to thrive 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, oracy 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.

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

Deliberate practise vocabulary:

Long ago, in the past, year, old, new, modern, year, similar, different, first hand, second hand, before, yesterday, years ago, decade, century, living memory.

	Vocabulary	old, old fashioned, material, plastic, wooden, past, present, grand parent, great grand parent, metal, decades, new, similar, different.	Thomas Farriner, London, Capital city, Fire, Samuel Peeps, Past, leather buckets, bakers, River Thames, Pudding Lane, Tower of London, emergency, disaster, wooden houses.	Explorer, sail, compass ship, ocean, expedition, captain, explore, Christopher Columbus, Matthew Henson, Arctic
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<p>use 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"> • Use maps, atlases and globes • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of their school and its surrounding environment. • devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its surrounding environment. 		
	Knowledge Assessment questions:	<p>School Locality</p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children identify an aerial photograph? • Can children recognise some features on an aerial photograph? • Can children describe how the land used around the school? • Can children identify a symbol on a map? • Do children know what a key is? • Can children draw a simple map of the school using symbols? 	<p>London and UK</p> <p><u>Assessment Questions</u></p> <p>Augustus Pugin</p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children identify an aerial photograph? • Can children name the countries in the UK? • Can children use an atlas to locate the countries in the UK? • Do children know that London is the capital city? • Can children describe the difference between a city, town and village? • Can children name some London landmarks? • Can children identify why London different to Coventry? 	<p>Hot and cold Places</p> <p><u>Assessment questions</u></p> <ul style="list-style-type: none"> • Can children explain what a map is? • Can children explain what a map is used for? • Can children find a location on a map? • Can children name the 4 compass points? • Can children identify North, East, South and West on a compass? • Can children locate places in a globe or atlas? • Can children name the seven continents of the world and locate them on a map? • Can you name the five oceans of the world and locate them on a map? • Can children recognise the difference between seas and oceans? • Can children locate the equator? • Can children locate the North and South pole? • Can children describe what it might be like in a hot/cold country and what they might wear?
	Vocabulary	Local area (locality), land use, aerial view, symbol, key, building, field, path, playground, compass	Aerial photograph, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks Human features	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

Deliberate practise vocabulary: Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right

	Term	Autumn	Spring	Summer	
Science	Deliberate Practice (Skills)	<div><ul style="list-style-type: none">ask simple questions and recognise that they can be answered in different waysobserve closely, using simple equipmentperform simple testsidentify and classifyuse observations and ideas to suggest answers to questionsgather and record data to help in answering questions</div> <div>Deliberate practise vocabulary: • Question, find out, observe, describe, test, compare • Measure, length, height, mass/weight, time, temperature • Record, results, table, chart, pictograph, block graph, bar chart</div>			
	SC1	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: <ul style="list-style-type: none">Can children ask simple questions, recognising that they can be answered in different ways?Can children observe closely, using simple equipment ?Can children perform simple tests?Can children identify and classify?can children use their observations and ideas to suggest answers to questions?Can children gather and record data to help in answering questions ?			
	Knowledge Assessment questions:	Materials <u>Assessment Questions:</u> <ul style="list-style-type: none">Can children identify the material and object is made from?Can children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ?Can children describe the simple physical properties of a variety of everyday materials ?Can children compare and group together a variety of everyday materials on the basis of their simple physical properties.?	Animals Including Humans <u>Assessment Questions:</u> <ul style="list-style-type: none">Can children identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammalsCan children describe what a mammal is?Can children identify and name a variety of common animals that are carnivores, herbivores and omnivoresCan children describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)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.	Plants <u>Assessment Questions</u> <ul style="list-style-type: none">Can children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?Can children describe the difference between a deciduous and evergreen tree?Can children identify , describe and label the basic structure of a variety of common flowering plants, including trees?	Seasons <u>Assessment Questions</u> <ul style="list-style-type: none">Can children name the four seasons Spring, Summer, Autumn, Winter?Can children talk about season changes in weather?Can children talk about the sun rise and sun set and the effect this has and how this changes throughout the year?Can children talk about plants and how they change in the different seasons e.g deciduous and evergreen?
	Vocabulary	Properties, materials, objects	Fish, amphibian, reptile, bird, mammal , senses	Leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem, deciduous, evergreen	Spring, summer, autumn, winter • Day, night, light, dark, sunrise, sunset , weather

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

DT	Deliberate Practice (Skills)	<ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics explore and evaluate a range of existing products evaluate their ideas and products against design criteria build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products <div>Deliberate practise vocabulary: evaluate, evaluation, product, design, suitable, suitability, investigate, design criteria, function</div>		
	Knowledge Assessment questions:	Toys (Junk Modelling) Assessment questions https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/textiles-puppets/assessment-dt-y1-puppets/ <ul style="list-style-type: none"> Can the children explain what a joining technique is? Can children learn 3 joining techniques? Can the children identify and name the simple equipment they need to make a toy? Can the children explain what a design is? Can the children describe a materials using simple adjectives? Can the children explain the importance of a design idea? Can the children develop and communicate their ideas through talk, drawings and mock-ups? Can the children select the tools they need for the job? 	Structures – Inspired by London’s skyline Assessment questions <ul style="list-style-type: none"> Can the children explain what a structure is? Can the children identify a man-made material/object? Can the children identify a natural material/object? Can the children differentiate between strong and weak structures? Can the children explain if a structure is stable or unstable? Can the children explain the function of the product they have made? https://www.drawingtolearn.com.au/blog/cereal-box-city-from-riba-architecturecom	Smoothies Ainsley Harriet Assessment questions https://www.kapowprimary.com/subjects/design-technology/key-stage-1/year-1/fruit-and-vegetables/assessment-dt-y1-fruit-and-vegetables/ <ul style="list-style-type: none"> Can the children identify a variety of fruits and vegetables? Can the children differentiate between a fruit and a vegetable? Can the children say how certain vegetables and fruit are grown and where? Can the children explain how a blender is used to create a smoothie? Can the children cut food safely? Can the children select the correct tool to complete a task?
	Vocabulary	<i>Design, glue, decorate, model, safety pin, staple, stencil.</i>	<i>Function, man- made, strong, structure, natural</i>	<i>Blender, fruit, vegetable, seed, root, ingredients, peel, smoothie</i>
	Term	Autumn	Spring	Summer
Computing	Deliberate Practice (Skills)	<ul style="list-style-type: none"> create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; help and support when they have concerns about content or contact on the internet or other online technology <div>Deliberate practise vocabulary: Rules, Online, Private information, Email, Safe, Unsafe, Report.</div>		
	Continuous provision	<p>Our computing curriculum aims to explicitly teach Computer Science Skills.</p> <p>Digital literacy and Information Technology will be delivered in a cross curricular approach. Therefore, children will be given regular opportunities</p>		

RE		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.		
	Knowledge Assessment questions:	<p>Safety/ Technology beyond school / grouping and sorting National Online Safety Unit - Self image and identify</p> <p>1.3 Moving a robot</p> <ul style="list-style-type: none"> Explain what a given command does Predict the outcome of a sequence involving up to four commands Match a command to an outcome Understand that a program is a set of commands that a computer can run Know that a series of instructions can be issued before they are enacted Evaluate how successful they were in meeting the task requirements 	<p>Spreadsheets National Online Safety Unit - Online Relationships</p> <p>1.4 Grouping Data</p> <ul style="list-style-type: none"> Explain the key requirements of the task Explain how objects have been grouped Know that labels are used to identify a group with similar characteristics Group the same objects in more than one way Count how many objects are in group and identify which has more Record how many objects are in a group Group objects to answer a question Compare objects to group them explaining what has been found Evaluate how successful they were in meeting the task requirements 	<p>Algorithms National Online Safety Unit - Online Reputation</p> <p>1.6 Programming animations</p> <ul style="list-style-type: none"> Plan a project involving more than one sprite Explain what a sprite is Compare different programming blocks Know a series of commands can be joined together to form a program Understand that a program is a set of commands a computer can run Predict the outcome of a command List commands that can be used on a device Match a command to an outcome Recognise how to run a command Run different commands for different sprites Choose a command for a given purpose Build a sequence of commands in steps Use the start command to initialise a program Debug a program Test a program created and evaluate how successful it has been Identify how closely a plan matches the outcome
	Vocabulary	Tee-Bot, Forwards, turn, clear, go, commands, instructions, directions, algorithm, program	Object, Label, search, property, value, data, set	ScratchJr, Command, sprite, block, algorithm, predict, value, instruction
	Term	Autumn	Spring	Summer
	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean. Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. Pupils are beginning to ask ultimate questions and sharing their own possible answers to these. Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs. Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice (such as those linked to ceremonies and festivals). Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. how different festivals are celebrated or how different ceremonies are conducted) and comment on what this might mean to individuals and the community <div> <p>Deliberate practise vocabulary</p> <p>Worldviews Theology, Philosophy, Social and human science, discipline, concept</p> </div>		

	Layover Units	Hindu Enquiry Questions: How is God/supreme being understood in Hindu traditions? What is worship and why is it important for those with Hindu worldviews? What is the source of Hindu wisdom?		
	Knowledge Assessment questions:	Unit K1.1 Assessment questions <ul style="list-style-type: none"> How might your religion or worldview be seen in the choices you make? Do pupils know that sacred texts are sources of beliefs, and they are beginning to understand the authority and power these can hold for some people? Do pupils know that people can have similar beliefs but may live them out in different ways? Do pupils know that asking individuals questions about their practices/lived expressions (e.g. the prayer/reflection they engage in or the charity work they do) can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods? (e.g. surveys and interviews) 	K1.2 Assessment questions <ul style="list-style-type: none"> Where do people turn for guidance in life? Do pupils know that sacred texts are sources of beliefs (such as beliefs about God and ideas about guidance) and that they are beginning to understand the authority and power these can hold for some people? · Do pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life? 	K1.3 Assessment questions <ul style="list-style-type: none"> How do people with similar religion and worldviews share and celebrate their How do people with similar religion and worldviews share and celebrate their belief? Do pupils know that sacred texts are sources of beliefs, and they are beginning to understand the authority and power these can hold for some people? Do pupils know that observing worldviews in action (e.g. celebration of a festival or the actions of a communal worldview in a specific place of worship, such as use of artefacts for worship) can help them to better understand what is happening and why it is important for believers?
	Vocabulary	right wrong serve service duty Sewa values Zakat express	philosophy guidance Aristotle Humanism New Testament Bible Torah Qur'an Guru Granth Sahib non-religious spiritual campaigning tolerant guru Waheguru Il Onkar Mool Mantra angels Paganism supernatural	ceremony festival rite of passage belong religion belief ritual worship buildings

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	Term	Autumn	Spring	Summer
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PE	Deliberate Practice (Skills)	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching Develop balance, agility and co-ordination, and begin to apply these in a range of contexts Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns 		
	Knowledge Assessment questions:	Assessment questions Dance <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children tell you why a rehearsal is important? Can children show you a series of simple movement patterns? Can children show you a clear starting and finishing position? Gymnastics <ul style="list-style-type: none"> Do children know the importance of completing a warm up? Do children know what is meant by travelling? Can children show you a roll? (could be a log roll, forward roll, backwards roll, teddy-bear roll) Can children show you a safe way to land? (bending both knees on landing with two feet) 	Assessment questions Multi-sports <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children show you different ways of using a ball? (e.g. kick, roll, throw) Can children retrieve and stop a ball using different body parts? Can children show you how to run into space? Can children show you simple defending and attacking techniques? E.g. dodging, sprinting into spaces, following. Can children show you how to pass a ball? Can children show you how to receive a ball in different ways? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of 	Assessment Questions Athletics <ul style="list-style-type: none"> Do children know the importance of completing a warm up/ cool down? Can children show you different ways of balance? Can children show you a variety of different sporting skills? E.g. bat, ball, throw, catch, jump etc. (link to types of jumps) Can children change direction whilst running? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body?

Deliberate practise vocabulary: 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.

		<ul style="list-style-type: none"> Can children make shapes with their body? Can children move from one place to another changing the speed of movement? Can children evaluate their performance? Can children say what they need to do improve their performance? Can children talk about the importance of exercise and some of the effects it has on their body? 	exercise and some of the effects it has on their body?	
	Vocabulary	<p>Dance Performance, dance, rehearsal, dance phrases, patterns, movement.</p> <p>Gymnastics 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)	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking clearly play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 		
	Knowledge Assessment questions:	<p><u>Assessment Questions:</u></p> <p>Unit 1 - Hey You - To see how pulse, rhythm and pitch work together</p> <ul style="list-style-type: none"> Can children recognise that music has a steady beat like a heartbeat? Can children create rhythms from words? Can children create their own rhythms? Can children listen to and respond to songs with a Hip Hop theme? 	<p><u>Assessment Questions:</u></p> <p>Unit 3 - In the Groove - To know how to respond to different styles of music</p> <ul style="list-style-type: none"> Can children find the pulse of a piece of music? Can children identify 5 types of music? Can children dance to or move to the pulse of each style? Can children listen to and repeat a short phrase using 2 notes on an instrument (high / low)? Can children create with two, then three notes? 	<p><u>Assessment Questions:</u></p> <p>Unit 4 - Round and Round - To identify the pulse, rhythm and pitch in different styles of music</p> <ul style="list-style-type: none"> Can children improvise with two notes? Can children listen to and respond to songs with a Bossa Nova rhythm? Can children play as part of the performance? Can children play accurately and in time?
	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	Unit 4 - Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience, Bossa Nova
	Term	Autumn	Spring	Summer
P	Theme	Being me in my world/ Celebrating Difference	Dreams and Goals/ Healthy Me	Relationships/ Changing Me

SHE	<p>Knowledge Assessment questions:</p>	<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"> • Understand their own rights and responsibilities with their classroom • Understand that their choices have consequences • Understand that their views are important • Understand the rights and responsibilities of a member of a class • Understand that they are safe in their class • Identifying helpful behaviours to make the class a safe place • Understand that they have choices • Understanding that they are special • Identify what it's like to feel proud of an achievement • Recognise feelings associated with positive and negative consequences 	<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"> • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Know skills to make friendships • Know that people have differences and similarities • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different • Know ways to help a person who is being bullied • Identify emotions associated with making a new friend • Verbalise some of the attributes that make them unique and special 	<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"> • Know how to set simple goals • Know how to achieve a goal • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Know how to work well with a partner • Know that tackling a challenge can stretch their learning • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Recognise how they feel when they overcome a challenge/obstacle • Celebrate an achievement with a friend • Can store feelings of success so that they can be used in the future 	<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"> • Know the difference between being healthy and unhealthy • Know some ways to keep healthy • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know how to keep themselves clean and healthy • Know that germs cause disease/illness • Know about people who can keep them safe • Keep themselves safe • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help • Feel good about themselves when they make healthy choices • Realise that they are special 	<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"> • Know that everyone's family is different • Know that families are founded on belonging, love and care • Know that physical contact can be used as a greeting • Know how to make a friend • Know who to ask for help in the school community • Know that there are lots of different types of families • Know the characteristics of healthy and safe friends • Know about the different people in the school community and how they help • Can express how it feels to be part of a family and to care for family members • Can say what being a good friend means • Can identify forms of physical contact they prefer • Can say no when they receive a touch they don't like • Can show skills of friendship • Can praise themselves and others • Can recognise some of their personal qualities • Can say why they appreciate a special relationship 	<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"> • Know the names of male and female private body parts • Know that there are correct names for private body parts and nicknames, and when to use them • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these • Know who to ask for help if they are worried or frightened • Know that animals including humans have a life cycle • Know that changes happen when we grow up • Know that people grow up at different rates and that is normal • Know that learning brings about change • Understand and accept that change is a natural part of getting older • Can suggest ways to manage change, e.g. moving to a new class • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) • Can express why they enjoy learning
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	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
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