

YEAR 1	AUTUMN	SPRING	SUMMER
History	<p align="center">Significant People Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. Who was Walter Tull and when did he live? 2. Did Walter have a happy or terrible childhood? 3. Using historical sources, can we spot the differences between Walter's life and the lives of footballers today? 4. What was it like for Walter when he played football at a match in Bristol? 5. How did Walter help our country during WWI? 6. What is special about Walter Tull and Nicola Adams? 7. to develop an awareness of the past. 8. to use parts of stories and other sources to show understanding of significance. 9. to use parts of stories and other sources to show understanding of similarity and difference. 10. to talk about who was important in a simple historical account. 	<p align="center">Significant Events Nationally</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was Stuart London like? 2. Could anyone have stopped what happened on 2 September 1666? 3. What did people do first? 4. What was it like at the height of the fire? 5. What was left of London? 6. What did the King do to make London better? 7. a vocabulary of everyday historical terms. 8. to use parts of stories and other sources to show understanding of cause and consequence. 9. to recognise why events happened and what happened as a result. 10. to make simple observations about different types of people, events, beliefs within a society. 	<p align="center">How have shops and shopping changed?</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. What was the High Street like before? 2. How has the High Street changed? 3. What was in these shops before? 4. What was it like to shop for food? 5. How were my goods packaged or stored? 6. How did I pay for my purchases? 7. common words and phrases relating to the passing of time. 8. to ask questions. 9. to use parts of stories and other sources to show understanding of continuity and change.
Geography	<p align="center">Spatial Sense - My World and Me</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. where the seven continents and five oceans of the world are located on a world map. 2. where the UK is located on a world map. 3. about the equator and the poles, and start to identify that countries near the equator are hot countries and those by the poles are cold countries. 4. Know the location of the UK and Ecuador, and compare examples of these features in Ecuador and the UK. They will use photos to 	<p align="center">Animals Around the World</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about the continents through the identification of where different animals are found all over the world. After learning the names of the continents the children are challenged to place animals or label animals based on their native continent. 2. the differences between an ocean and a sea and use the vocabulary to describe environments around the coast and the 	<p align="center">Weather Patterns and the Seasons</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about differences between seasonal weather and daily weather in the UK so they can describe typical UK weather during a given month. 2. how weather data how weather differs between different regions of the UK, especially inland and coastal areas. They may then either complete weather pictograms or draw and describe weather conditions in one or more UK regions.

	<p>help them identify a variety of physical features and compare examples of these features in Ecuador and the UK.</p> <ol style="list-style-type: none"> that Quito is the capital of Ecuador and London is the capital of the UK and ways in which the two cities are similar to and different from each other in terms of buildings, jobs, schools, food and more. where the equator and poles are on a globe and world map. about a variety of wild animals and identify where in the world they live and whether they are found in a hot or a cold climate. about a variety of geographical features, such as cliffs, valleys, mountains, rivers and lakes. They will use aerial photos of different cities around the world to identify geographical features and landmarks about the importance of using a key and will create a map of their own to show their journey to school or to show a given journey. 	<p>animals they would find in each of these environments.</p> <ol style="list-style-type: none"> about the imaginary line around the centre of the world: the equator and the temperature of different locations which various animals live in based on their distance from the equator. Children are challenged to use what they know about places and their relation to the equator to place animals in their preferred temperature environment. about the four seasons and what kind of activities, clothing and food they would do/wear/eat in summer and winter. how animal behaviours change during the seasons and how these seasonal behaviours are triggered by the shortening days and cold weather, such as hibernation, migration and winter coats. about the four countries within the UK the flags of each country and then their national animals, as well as national animals of the world's countries. about animals native to the UK, including the differences between wild animals, livestock and pets. to investigate their local area or school grounds to see which animals they can spot and record their observations in different ways. 	<ol style="list-style-type: none"> ways in which weather affects the clothes we wear and the things we do and how weather forecasts help us. They may either add weather symbols to a map or prepare and perform a weather forecast basic differences between UK, polar and equatorial climates. They may either draw and describe weather in different given locations or talk to a visitor about weather in another part of the world. how the weather in equatorial regions, like Singapore, may not only be hotter than the UK, but wetter, too. They will undertake a range of quick activities where they consider how the weather in Singapore affects human behaviour. how the weather in polar regions, like Tromsø, Norway, including that they experience periods of constant darkness/daylight. They may either draw diaries describing a typical day in a polar region or create polar region art showing winter weather activities. 		
<p>Science</p>	<p>Identifying Animals Children will learn:</p> <ol style="list-style-type: none"> to identify, name and describe a variety of common animals kept as pets. to identify a variety of mammals and 	<p>My Body Children will learn:</p> <ol style="list-style-type: none"> to identify and name several body parts and identify their location on their own bodies. <p>They will then label</p>	<p>Seasonal Changes Children will learn:</p> <ol style="list-style-type: none"> to describe the weather they can directly observe and other types of weather they know of. 	<p>Identifying Plants Children will learn:</p> <ol style="list-style-type: none"> about what a plant is and either go plant hunting or plant seeds. a variety of common garden plants, identify 	<p>Everyday Materials Children will learn:</p> <ol style="list-style-type: none"> what materials are, identify some common materials, and describe some of their uses. some of the materials a variety of objects are made from to show what they have understood, children may write lists, match objects to labels, or sort objects and materials.

	<p>compare and describe some of their features.</p> <ol style="list-style-type: none"> to compare the characteristics of a variety of birds and reptiles, then answer questions or describe animals in their own words. to consider similarities and differences between some fish and amphibians. They will also learn about some fish/amphibian life cycles and describe what they have learned in their own words. to describe what a variety of different animals eat, then sort animals using Venn diagrams or tables. to consider the needs of a variety of animals, and explain how best to care for them. to collect, present and interpret data about pets mini beasts 	<p>and/or draw diagrams.</p> <ol style="list-style-type: none"> to consider which parts of their body are used during a variety of different activities. to describe how body parts are used, or how they move. to consider why sight is an important sense, and conduct tasks where they will have to use their own sense of sight. To consider that their whole bodies can sense touch, but that we mostly use our hands to feel things. They will then feel and describe a variety of objects. to think about the different tastes of foods and use a range of vocabulary to describe taste. to sort and describe given images of foods, or conduct a taste investigation. 	<ol style="list-style-type: none"> to describe what the weather is normally like during different seasons, and what people might wear in different weather conditions. to study images, looking for clues as to which season it is including weather conditions and plant growth. to consider ways in which the changing conditions of the seasons affect the lives of animals, focussing on the behaviour of robins during each season. how the length of day and night, and the times at which they occur, change throughout the year. to complete given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn, during each season. 	<p>some of their features, and consider why they are appealing to people, e.g. easy to grow, or attracts insects.</p> <ol style="list-style-type: none"> some wild plants, and begin to consider how their seeds — which they grew from — came to be there. to identify and name trees, then learn some differences between deciduous and evergreen trees. They may either sort trees into groups or go on a tree hunt. the main parts of a variety of plants and describe their functions. Either examine plants and identify features or draw and label plant diagrams ways in which plants change over time. They many study and describe plants grown 	<ol style="list-style-type: none"> to use words such as 'soft', 'smooth', 'hard', or 'bendy' to describe and/or sort a variety of materials and objects. why the properties of materials make them suitable for certain uses. They will then select appropriate materials for use in a range of objects. methods for testing materials to determine whether or not they are waterproof. They may either test materials or produce a model of a water proof product. to show what they have understood by making model or matching objects to labels and descriptions .
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		8. to explore ways in which we use our sense of sound. They may then either produce information text to show what they have learned during this, and previous lessons, or conduct a sound investigation.		themselves, or identify ways in which plants around school have changed over time.	
Art	<p style="text-align: center;">Colour Creations</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about different colours to express their views on their favourite colour and represent this in objects that are of the same colour. 2. about and to identify the primary colours and explore works of art by artists that use primary colours, such as Piet Mondrian and create their own versions in this artistic style. 3. about mixing the primary colours together to create a secondary colour. 4. about colour wheels and how to create different shades of one secondary colour. 5. about creating light and dark shades of a colour, using these techniques to create their own artwork using one colour but different shade variations. 6. about Wassily Kandinsky and his different works of art, creating their own interpretations influenced by Kandinsky's style. 	<p style="text-align: center;">Sparks and Flames</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about light and dark in art, using chalk to create flames. 2. what a silhouette is. 3. to develop their fine motor skills by using scissors to cut out silhouettes of buildings. 4. to use the language of foreground and background to describe different areas of a picture. 5. to use collage to create flames and learn about the shapes and colours they can see in the flames in the painting by Rita Greer. 	<p style="text-align: center;">Super Sculptures</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. to use simple shapes to make sculptures of the human form by looking at Anthony Gormley's 'human' sculptures. 2. to make simple mannequins and pose them, or use found materials to create 'human' sculptures. 3. about Henry Moore's inspired clay sculptures and make a whole-class work of art featuring human silhouettes. 4. about sculptures by Barbara Hepworth and Anish Kapoor, looking at the 	<p style="text-align: center;">Yayoi Kusama</p> <p>Children will learn:</p> <ol style="list-style-type: none"> 1. about Yayoi Kusama and her artwork and the similarities and differences between each of her pieces, identifying the key theme throughout her work. 2. different ways that they can create dots using different mediums and techniques. 3. about Kusama's 'The Obliteration Room', how it was made and about its installations in various galleries. 4. to use collage to recreate the artwork in different ways. 5. about Kusama's pumpkin sculptures and their form, discussing the shape of the pumpkin sculptures. 6. create from clay using the rolling technique. 7. to recreate Kusama's pumpkins by decorating sculptures or creating a painting using their chosen dot techniques. 	

		<p>6. how to use a description of a fire as inspiration when creating their own representations of The Great Fire of London using tissue paper.</p> <p>7. to evaluate their own work, thinking about how they can improve it.</p> <p>8. to use a variety of materials and techniques to create 3-D pictures of a London landmark that was destroyed in The Great Fire. They will make their buildings before adding 3-D flames to them.</p> <p>9. to create layered 3D scenes through the arches of a bridge and think about the foreground, middle ground and background of the paintings.</p> <p>10. to use mixed media to create scenes and create dioramas of fire scenes. They can</p>	<p>structure of some natural objects and exploring sculptures with 'inside' and 'outside' spaces.</p> <p>5. to make sculptures using a range of materials and large sheets or tarpaulins.</p> <p>6. about kinetic sculptures by Alexander Calder and make mobile sculptures or windpowered spinning sculptures.</p> <p>7. about sculptures by Dale Chihuly to create Chihuly-inspired sculptures using clear plastic containers, paints, marker pens and other clear/shiny art materials or found objects.</p>	
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			use their imagination to create buildings, people and flames to depict events and scenarios.			
Design Technology	Homes Children will learn: 1. about the various types of houses people live in around the world, as well as the shapes you find in houses. 2. to join and combine shapes to make a house. 3. how they can create the interior features of a house. 4. to design a house using their previously learnt knowledge. 5. to create their houses using the knowledge they have previously learnt. 6. to evaluate their work.		Moving Pictures Children will learn: 1. what a moving mechanism is and how to create one. 2. what levers and pivots are and how to create this mechanism. 3. what a wheel mechanism is and how to create one. 4. to design a moving picture that has one of the previously learnt moving mechanisms. 5. to follow their designs to create their moving picture. 6. to evaluate their own moving pictures.		Eat More Fruit and Vegetables Children will learn: 1. fruits and vegetables. 2. to describe the different features of fruits and vegetables. 3. about food preparation using different tools safely and using the appropriate associated language. 4. about the importance of eating more fruit and vegetables than certain other groups of foods. 5. to evaluate what they have learnt about fruits and vegetables and their recipe designs.	
PE	Attack and Defend Unit 1 Children will learn: 1. to practise throwing at targets accurately. 2. to pass a beanbag between pairs with some control. 3. to explain/show ways you can pass a beanbag to a partner. 4. to experiment catching a variety of beanbags and different sized balls.	Send and Return Unit 1 Children will learn: 1. to slide a beanbag/ball over an opponent's goal line. 2. to move to defend the ball/beanbag going over your goal line. 3. to explore which objects are easier to slide and defend. 4. to practise sending a ball in a variety of ways to a partner.	Fitness Unit 1 Children will learn: 1. to keep moving during a 20 second window. 2. to raise heart rate. 3. to undertake coordination activity. 4. to work consistently across each activity 5. to discuss why we need to rest during exercise. 6. to decide which activity they liked best and why.	Hit Catch Run Unit 1 Children will learn: 1. to use a range of throwing and rolling skills to put the ball in space. 2. to move quickly with agility. 3. To be able to keep count of the score. 4. to collect a moving ball from along the ground. 5. to return the ball back to base/zone using rolls and throws. 6. to catch over a short distance to stop	Gymnastics Unit 2 Children will learn: 1. to use a magic chair landing and explain why it is necessary. 2. to experiment with rocking on different parts of the body. 3. to link rocking into simple sequences with a start, balance, rock and jump. 4. to develop flexibility through various ranges of motion.	Hit Catch Run Unit 2 Children will learn: 1. to perform quick runs. 2. to hit balls off cones. 3. to decide where to hit. 4. to attempt to hit with increasing power. 5. to identify where batters are hitting a ball. 6. to work as a team to intercept balls. 7. to attempt to position themselves

<p>Children will learn:</p>	<ol style="list-style-type: none"> 5. to recognise how can intercept a ball or beanbag. 6. to use basic defensive technique. 7. to experiment with different ways you can send a ball. 8. to roll/slide a ball or beanbag to a partner and a target. 9. to demonstrate simple defending to stop beanbag/ball going into hoops. 10. to describe how they threw a beanbag and how they defended their hoop. 11. to work with a partner to attack and defend a target against an opposition. 12. to participate in competitive games against opponent using attacking and defending skills <p style="text-align: center;">Dance</p>	<ol style="list-style-type: none"> 5. to attempt to hit a ball. 6. to move position to get in line with a ball. 7. to use a variety of return responses. 8. to work with a partner to receive and return objects. 9. to describe how you worked with your partner successfully. 10. to work as a team to score points. 11. to use skills previously learnt to move towards and return a ball. 12. to identify necessary skills to play in a rally. 13. to hit a ball over a bench to my partner. 14. to send the ball to space to make it harder for my partner to catch or return. <p style="text-align: center;">Gymnastics Unit 1</p> <ol style="list-style-type: none"> 1. to explain what is meant by “like actions” and combine two together. 	<ol style="list-style-type: none"> 7. to grasp the concept that the heart is a muscle. 8. to develop strength by performing a range of exercises. 9. to know what an AMRAP is and record personal achievements. 10. to play safely with energy in a restricted space. 11. to keep track of where they are in an exercise. 12. to work under time pressure. 13. to demonstrate determination to work quickly. 14. to relax and act in a calm manner. 15. to challenge themselves to match or improve their score. 16. to compare their score to their previous score. 17. to recognise what is happening to their body as they get tired. <p style="text-align: center;">Send and Return Unit 2</p> <ol style="list-style-type: none"> 1. to attempt to send a ball that can be 	<p>players from scoring points.</p> <ol style="list-style-type: none"> 7. to attempt to hit an object with the hand. 8. to self-feed a ball to hit. 9. to describe the movements needed to hit successfully. 10. to work with others to retrieve balls. 11. to make decisions to make it difficult for hitters. 12. to show awareness of teammates when fielding. 13. to throw and retrieve the ball. <p style="text-align: center;">Run Jump and Throw Unit 1</p> <ol style="list-style-type: none"> 1. to experience competition against themselves. 2. to run in a straight line at different speeds. 3. to show power at the start of a run. 4. to perform runs as part of a team. 5. to experience a variety of jumps. 6. to perform a standing long jump. 7. to work in partnership, 	<ol style="list-style-type: none"> 5. to perform a one-foot H and Y balance. 6. to perform a front and back support. 7. to use creativity to create their own individual balances. 8. to introduce the concept of unison. 9. to count to keep time with others. 10. to practise and perform a single jump, balance and rock movement in unison. 11. to introduce the concept of canon. 12. to transfer counting skills from unison to canon. 13. to turn and jump a quarter to turn and jump a half. 14. to choose whether to perform using unison or canon. <p style="text-align: center;">Attack and Defend Unit 2</p> <ol style="list-style-type: none"> 1. to recognise the reasons why heart rate increases during exercise. 	<p>in the path of the ball.</p> <ol style="list-style-type: none"> 8. to be introduced to the concept of bases in fielding. 9. to work together to place balls on bases to stop runners. 10. to describe reasons why runners have to stop when balls are returned to bases. 11. to attempt to catch a ball that has been hit in the air. 12. to identify how to position to cover more space. 13. to hit into space to score runs. 14. to describe key differences in the role of the striker and the role of the fielders. <p style="text-align: center;">OAA</p> <ol style="list-style-type: none"> 1. to keep record of findings. 2. to follow set rules with (some) competency. 3. to recall and recognise and remember 2 or 3 symbols. 4. to copy and perform
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	<ol style="list-style-type: none"> 1. to compose a travelling sequence using a variety of body parts. 2. to explore ideas, moods and feelings. 3. to perform with an awareness of body shape with a partner. 4. to demonstrate some musicality throughout a performance. 5. to compose a movement pattern to demonstrate unison. 6. to explore ideas and movements sowing a friendship theme. 7. to compose a sequence demonstrating mirroring and following. 8. to watch what others do and suggest improvements. 9. to show greater control, coordination and spatial awareness 	<ol style="list-style-type: none"> 2. to perform two rolls and two jumps. 3. to move apparatus safely. 4. to transfer a sequence to low apparatus. 5. to identify that shapes can be performed on large or small body parts. 6. to transfer shapes from small body parts to large ones. 7. to use body to tension to hold shapes. 8. to take off and land with some control. 9. to jump for height and distance. 10. Perform Shapes in jumps. 11. to explore ways of travelling on feet using good body tension. 12. to link types of travel together to make a sequence. 13. to create and perform a six element sequence. 	<ol style="list-style-type: none"> returned by others consistently. 2. to feed a ball/beanbag into a space to make it difficult for an opponent to return. 3. to track balls and return them over a net. 4. to use a variety of movements to track balls in different ways. 5. to chase, stop and control balls and objects. 6. to hit a moving ball from a sitting position. 7. to maintain a tucked position for an extended period. 8. to control body and limbs to move efficiently on the floor. 9. to send objects from a variety of positions such as sitting, kneeling and standing. 10. to play a game cooperatively in a competitive situation. 	<ol style="list-style-type: none"> supporting each other to do well. 8. to throw a range of objects over a distance. 9. to adapt throwing styles to different objects. 10. to use a leading arm to direct a throw over a longer distance. 	<ol style="list-style-type: none"> 2. to discuss what makes exercise fun. 3. to play a range of pulse raising activities. 4. to anticipate the direction of an attack. 5. to bounce the ball with some self-control. 6. to begin to bounce a ball to a partner. 7. to play 2-on-1 using bouncing skills to score. 8. to play with a partner using throwing, catching and bouncing skills to score points. 9. to work under pressure to hit targets. 10. to transfer target skills into a competitive games. 11. to play in a game where rules apply. 12. to adapt to play to the rules. 13. to recognise when rules have changed. 14. to identify where to stand to defend goals best. 	<ol style="list-style-type: none"> increasingly complex actions. 5. to design and demonstrate own hoop sequence. 6. to complete fitness pyramid. 7. to take part in competitive races. 8. to use strength and coordination in cooperation with others. 9. to identify and select equipment based on a symbol. 10. to find and record items on a list. 11. to use decision making skills to hide/place equipment.
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	<p>in movement patterns.</p> <p>10. to demonstrate an ability to create a dance with a clear start, middle and end.</p> <p>11. to choose and link actions to make short dance phrases that reflect rhythmic qualities.</p> <p>12. to explore repetition through a dance sequence.</p>		<p>11.to identify that there is a class of sport for people with disabilities.</p> <p>12.to identify tactics to outwit an opponent.</p> <p>13.to identify and exploit the space available on the court.</p> <p>14.to work as part of a team to score points.</p> <p>15.to describe and show the correct body position to return the ball.</p>		<p>15.to play in competitive games where there are defined rules.</p>	
Computing	<p>Just Paint and Write – Part 1 - All about Me Children will learn:</p> <ol style="list-style-type: none"> to create a number of drawings and text files. to save their drawings. to use their drawings in a JiT5 ‘Write’ and ‘Paint’ software. to produce pieces of work entitled ‘All about Me’. 		<p>Collect Photographs and Paint Pictures Part 2 Children will learn:</p> <ol style="list-style-type: none"> to create a digital album using photographs, JiT5 ‘Write, ‘Paint’ and ‘Mix’ tools 	<p>Gathering Data and Creating Charts Children will learn:</p> <ol style="list-style-type: none"> to create charts using JiT ‘Chart’ and ‘Pictogram’ tools. to develop an understanding of interpreting data from a chart using JiT ‘Mix’ to present work. 	<p>Simple Algorithms and Programs - Part 1 Children will learn:</p> <ol style="list-style-type: none"> to demonstrate logical thinking to support algorithmic thinking, prediction and debugging. to encode algorithms to a program to control a floor turtle using a mixture of unplugged and physical computing activity types. 	<p>Create Simple Programs - Part 2 Children will learn:</p> <ol style="list-style-type: none"> to use logical thinking to evaluate algorithms and route-based programs to improve outcomes.
Music	<p>Hey You Children will learn:</p> <ol style="list-style-type: none"> a song by heart. 	<p>Rhythm In The Way We Walk and The Banana Rap Children will learn:</p>	<p>In The Groove Children will learn:</p> <ol style="list-style-type: none"> a song by heart. 	<p>Round and Round Children will learn:</p> <ol style="list-style-type: none"> a song by heart. 	<p>Your Imagination Children will learn:</p> <ol style="list-style-type: none"> a song by heart. 	<p>Reflect, Rewind and Replay Children will learn:</p>

	<ol style="list-style-type: none"> 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to the sound and the names of some of the instruments they use. 5. that music has a steady pulse, like a heartbeat. 6. the names of the notes in their instrumental part from memory or when written down. 7. that improvisation is making up your own tunes on the spot. 8. that composing is like writing a story. 9. that everyone can compose. 10. that performing is sharing music with other people, called an audience. 	<ol style="list-style-type: none"> 1. a song by heart. 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. that we can create rhythms from words, our names, favourite food, colours, animals. 5. the names of the instruments they are playing. 6. to treat instruments carefully with respect. 7. that when someone improvises, they make up their own tune that belongs to them that has not been heard or written down before. 8. to help create a simple melody using one, two or three notes. 	<ol style="list-style-type: none"> 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. how they can enjoy moving to music by dancing, marching, being animals or pop stars. 5. to play a tuned instrumental part with the song they perform. 6. how the notes of the composition can be written down and changed if necessary. 	<ol style="list-style-type: none"> 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. about voices, singing notes of different pitches (high and low). 5. that they can make different types of sounds with their voices – they can rap or say words with rhythm). 6. to perform a song they have chosen and learned. 	<ol style="list-style-type: none"> 2. what the song is about. 3. to confidently sing or rap a song from memory and sing it in unison. 4. to start and stop singing when following a leader a leader. 5. to listen to and follow musical instructions from a leader. 	<ol style="list-style-type: none"> 1. to play an instrumental part using one of the differentiated parts (a one-note part, a simple part, medium part). 2. that everyone can improvise. 3. to add their ideas to the performance. 4. to record the performance and say how they were feeling about it.
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