

Year One Curriculum						
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Topic	All About Me Science: Seasons	Mini Beasts Art: Paul Klee	Bright Lights, Big Cities Geography: UK	Moon Zoom! Design Technology: Space	How Does Your Garden Grow? Science: Plants	Dinosaur Planet History: Mary Anning
Laudato Si' and Gospel Values	Compassion	Integrity	Kindness	Courage	Justice	Humility
Key Question	How can we care for one another?	How can we stop bugs losing their natural habitat?	What do you love about the UK?	Can we build a rocket to fly to the moon?	How can we produce enough food for everyone?	Could we have saved the dinosaurs?
Hook	Toys Pets					Trip to go fossil hunting Lulworth/Charmouth
Topic Sessions	Science History Geography Art	Art Science Geography	Geography	DT Science History Geography Art	Science Design Technology	History Science Art Geography PHONICS SCREENING
English Texts	Dogger Winnie the Pooh Toy Story		Paddington Bear		Jack and the Beanstalk	
English	Sentences Sequencing stories Retelling a story					
Phonics	Practise recognition and recall Phase Two, Three and FIVE graphemes learned. Teach new graphemes for reading (about four per week). Practise reading and spelling words with adjacent consonants and words with newly learned graphemes. Learn new phoneme /zh/ in words such as treasure. Teach reading the words oh, their, people, Mr, Mrs, looked, called, asked. Teach spelling the words said, so,	Practice recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative spellings of phonemes for spelling. Practice reading and spelling words with adjacent consonants and words with newly learned graphemes. Teach spelling the words oh, their, people, Mr, MRs, looked, called, asked. Practice reading and spelling high-frequency words. Practice reading and spelling polysyllabic words. Practice reading sentences. Practice writing sentences.				

	<p>have, like, some, come, were, there.</p> <p>Practise reading and spelling high-frequency words.</p> <p>Practice reading and spelling polysyllabic words.</p> <p>Practise reading sentences.</p> <p>Practise writing sentences.</p> <p>Practise recognition and recall of graphemes and different pronunciations of graphemes as they are learned. Teach alternative pronunciations of graphemes for reading (about four per week).</p> <p>Practise reading and spelling words with adjacent consonants and words with newly learned graphemes.</p> <p>Teach reading the words water, where, who, again, thought, through, work, mouse, many, laughed, because, different, any, eyes, friends, once, please.</p> <p>Teach spelling the words little, one, do, when, what, out.</p> <p>Practise reading and spelling high-frequency words.</p> <p>Practise reading and spelling polysyllabic words.</p> <p>Practise reading sentences.</p> <p>Practise writing sentences.</p>					
<b>Vocabulary, Grammar and Punctuation</b>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9.</p> <p>Write sentences by; saying out loud what they are going to write</p>

	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Name the letters of the alphabet; naming the letters of the alphabet in order, and using letter names to distinguish between alternative spellings of the same sound</p> <p>read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Spell days of the week</p>	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Spell common exception words</p>	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Spell words containing each of the 40+ phonemes already taught</p> <p>Apply simple spelling rules and guidance</p> <p>understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these</p>	<p>about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Develop their understanding of concepts by; leaving spaces between words, beginning to punctuate sentences using a capital letter and a full stop, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p> <p>Add prefixes and suffixes; using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs, using the prefix un-, and using –ing, –ed, –er and –est where no change is needed in the spelling of root words</p>
<b>Maths</b>	<p><b>Number: place value (within 10)</b> Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 10 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p><b>Number: addition and subtraction (within 10)</b> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and</p>	<p><b>Number: addition and subtraction (within 20)</b></p> <p><b>Number: place value (within 50)</b></p>	<p><b>Number: place value (multiples of 2, 5 and 10)</b></p> <p><b>Measurement: length and height</b></p> <p><b>Measurement: weight and volume</b></p>	<p><b>Number: multiplication and division (reinforce multiples of 2, 5 and 10)</b></p> <p><b>Number: fractions</b></p> <p><b>Geometry: position and direction</b></p>	<p><b>Number: place value (within 100)</b></p> <p><b>Measurement: money</b></p> <p><b>Measurement: time</b></p>

	<p><b>Number: addition and subtraction (within 10)</b> Represent and use number bonds and related subtraction facts within 10. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one digit numbers to 10, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</p>	<p>pictorial representations and missing number problems</p> <p><b>Geometry: shape</b> Recognise and name common 2D shapes, including rectangles, squares, circles and triangles. Recognise and name common 3D shapes including: cuboids, cubes, pyramids and spheres.</p> <p><b>Number: place value (within 20)</b> Count, read and write numbers to 20 in numerals and words. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>				
Science	<p><b>Activities:</b> Build up a seasons board Learn about parts of our body Look at our pets</p>	<p><b>Activities:</b> Build up a seasons board</p>	<p><b>Activities:</b></p>	<p><b>Activities:</b> Build up a season board Build a space rocket</p>	<p><b>Activities:</b> Make our own green house and grow a plant</p>	<p><b>Activities:</b> Build up a seasons board Dinosaurs</p>
	<p><b>NC:</b> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is</p>	<p><b>NC:</b> Observe seasonal changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>NC:</b></p>	<p><b>NC:</b> Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Observe seasonal changes across</p>	<p><b>NC:</b> asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p> <p>Identify and name a variety of common wild and garden plants,</p>	<p><b>NC:</b> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Observe seasonal changes across the 4 seasons.</p>

	<p>associated with each sense.</p> <p>Observe seasonal changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>			<p>the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p>
	<p><b>Skills:</b> QCA Units Ourselves</p> <p><b>Ideas and Evidence in Science</b> To collect evidence to try to answer a question</p> <p><b>Investigating Skills - Obtaining and Presenting Evidence</b> To make observations using appropriate senses</p>	<b>Skills:</b>	<b>Skills:</b>	<p><b>Skills:</b> QCA Units Sorting and using materials</p> <p><b>Ideas and Evidence in Science</b> To collect evidence to try to answer a question</p> <p><b>Investigate Skills – Planning</b> To test ideas suggested to them and say what they think will happen</p> <p><b>Investigating Skills - Obtaining and Presenting Evidence</b> To make some measurements of length using standard and non-standard measures</p> <p><b>Investigating Skills – Considering Evidence and Evaluating</b> To make simple comparisons and groupings that relate to differences and similarities between living things and objects</p> <p>Say what their observations show, and whether it was what they expected</p> <p>To draw simple conclusions and explain what they did</p>	<p><b>Skills:</b> QCA Units Growing plants</p> <p><b>Obtaining and Presenting Evidence</b> To present some findings in simple tables and block graphs</p> <p><b>Investigating Skills – Considering Evidence and Evaluating</b> To make simple comparisons and groupings that relate to differences and similarities between living things and objects</p> <p>Say what their observations show, and whether it was what they expected</p> <p>To draw simple conclusions and explain what they did</p>	<b>Skills:</b>
History	<p><b>Activities:</b> Differences in past and present toys.</p>	<b>Activities:</b>	<b>Activities:</b>	<p><b>Activities:</b> Learn about Neil Armstrong. Differences in TVs/cameras. Acting out moon landing</p>	<b>Activities:</b>	<p><b>Activities:</b> Learn about Mary Anning. Go on a fossil hunt.</p>

	<p><b>NC:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p><b>NC:</b></p>	<p><b>NC:</b></p>	<p><b>NC:</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>	<p><b>NC:</b></p>	<p><b>NC:</b> Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Significant historical events, people and places in their own locality.</p>
	<p><b>Skills:</b> <b>Chronological understanding</b> Sequence artefacts from distinctively different periods of time</p> <p>Match objects to people of different ages</p> <p><b>Range and depth of historical knowledge</b> Recognise the difference between past and present in their own and others' lives</p> <p>Account episodes from stories about the past.</p> <p><b>Historical Questioning</b> Find answers to simple questions about the past from sources of information</p> <p><b>Organisation</b> Communicate their knowledge through writing</p>	<p><b>Skills:</b></p>	<p><b>Skills:</b></p>	<p><b>Skills:</b> <b>Range and depth of historical knowledge</b> Recognise the difference between past and present in their own and others' lives</p> <p>Account episodes from stories about the past.</p> <p><b>Interpretations of history</b> Use stories to encourage children to distinguish between fact and fiction</p> <p>Compare adults talking about the past – how reliable are their memories?</p> <p><b>Organisation</b> Communicate their knowledge through role play, making models</p>	<p><b>Skills:</b></p>	<p><b>Skills:</b> <b>Chronological understanding</b> Sequence artefacts from distinctively different periods of time</p> <p><b>Range and depth of historical knowledge</b> Recognise the difference between past and present in their own and others' lives</p> <p>Account episodes from stories about the past.</p> <p><b>Historical Questioning</b> Find answers to simple questions about the past from sources of information</p> <p><b>Organisation</b> Communicate their knowledge through writing, making models, pictures</p>
Geography	<p><b>Activities:</b> Build up a seasons board</p>	<p><b>Activities:</b> Build up a seasons board</p>	<p><b>Activities:</b> Maps of the UK, capital cities, Weymouth</p>	<p><b>Activities:</b> Build up a seasons board</p>	<p><b>Activities:</b></p>	<p><b>Activities:</b> Build up a seasons board Maps of the local area and fossil</p>

			Create their own map			guides
	<p><b>NC:</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>NC:</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>NC:</b> Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Use basic geographical vocabulary to refer to; key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>	<p><b>NC:</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p><b>NC:</b></p>	<p><b>NC:</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>

	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b> <b>Geographical Enquiry</b> Teacher led enquiries, to ask and respond to simple closed questions  Use information books/pictures as source of information  Investigate their surroundings  Make observations about where things are  <b>Communicating in different ways</b> Expressing own views.  Give simple reasons for likes and dislikes  Use simple geographical vocabulary  <b>Fieldwork</b> Recognise a photo taken by a teacher as a record of what they have seen  <b>Map Skills</b> Use simple picture map to move around school  Learn names of places within/around the UK	<b>Skills:</b>	<b>Skills:</b>	<b>Skills:</b> <b>Geographical Enquiry</b> Teacher led enquiries, to ask and respond to simple closed questions  Use information books/pictures as source of information  Investigate their surroundings  Make observations about where things are  <b>Communicating in different ways</b> Use simple geographical vocabulary  <b>Fieldwork</b> Draw simple features they observe in their familiar environment  <b>Map Skills</b> Draw picture maps of imaginary places and from stories  Use own symbols on imaginary map
Art	<b>Activities:</b> Seasons artwork with leaves	<b>Activities:</b> Seasons artwork Bug pictures in the style of Paul Klee with shapes 2D and 3D Picture of Bethlehem in the style of Paul Klee	<b>Activities:</b>	<b>Activities:</b> Designing a space rocket Seasons artwork	<b>Activities:</b>	<b>Activities:</b> Make ammonite Fossil Prints Seasons artwork
	<b>NC:</b> To use a range of materials creatively to design and make	<b>NC:</b> To use a range of materials creatively to design and make products.	<b>NC:</b>	<b>NC:</b> To use a range of materials creatively to design and make	<b>NC:</b>	<b>NC:</b> To use a range of materials creatively to design and make products.



	products.	<p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		products.		
	<u><b>Skills:</b></u>	<p><u><b>Skills:</b></u></p> <p><b>Exploring and Developing Ideas</b></p> <p>Record and explore ideas from first hand observation, experience and imagination.</p> <p>Ask and answer questions about the starting points for their work, and develop their ideas.</p> <p>Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><b>Evaluating and Developing Work</b></p> <p>Identify what they might change in their current work or develop in their future work.</p> <p><b>Drawing</b></p>	<u><b>Skills:</b></u>	<u><b>Skills:</b></u>	<u><b>Skills:</b></u>	<p><u><b>Skills:</b></u></p> <p><b>3D Form</b></p> <p>Manipulate clay in a variety of ways</p> <p>Explore shape and form</p> <p><b>Breadth of Study</b></p> <p>Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.</p> <p>Use ICT</p> <p>Investigate different kinds of art, craft and design.</p> <p><b>Printing</b></p> <p>Make marks in print with a variety of objects, including natural and made objects.</p> <p>Carry out different printing techniques e.g. monoprint, block, relief and resist printing.</p> <p>Make rubbings.</p> <p>Build a repeating pattern and</p>

		<p>Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media.</p> <p>Use a sketchbook to gather and collect artwork.</p> <p>Begin to explore the use of line, shape and colour.</p> <p><b>Painting</b></p> <p>Use a variety of tools and techniques including the use of different brush sizes and types.</p> <p>Work on different scales.</p> <p>Mix secondary colours and shades using different types of paint.</p>				recognise pattern in the environment.
Design Technology	Activities:	Activities:	Activities:	Activities: Design and build a rocket to fly to the moon	Activities: Healthy eating	Activities:
	NC:	NC:	NC:	<p><b>NC:</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>	<p><b>NC:</b></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p>	NC:

				<p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, in their products.</p>		
	<p><b>Skills:</b> Working with tools, equipment, materials and components to make quality products</p> <p>how to use tools <i>eg scissors and a hole punch</i> safely</p>	<p><b>Skills:</b> Working with tools, equipment, materials and components to make quality products</p> <p>how to use tools <i>eg scissors and a hole punch</i> safely</p>	<p><b>Skills:</b> Working with tools, equipment, materials and components to make quality products</p> <p>how to use tools <i>eg scissors and a hole punch</i> safely</p>	<p><b>Skills:</b> <b>Developing, Planning and Communicating Ideas</b> To draw on their own experiences to help generate ideas</p> <p>To suggest ideas and explain what they are going to do</p> <p>To identify a target group for what they intend to design and make</p> <p>To model their ideas in card and paper.</p> <p><b>Working with tools, equipment, materials and components to make quality products</b></p> <p>to make their design using appropriate techniques</p> <p>With help measure, mark out, cut and shape a range of materials</p> <p>how to use tools <i>eg scissors and a hole punch</i> safely</p> <p>to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</p> <p><b>Evaluating Processes and Products</b></p>	<p><b>Skills:</b> <b>Working with tools, equipment, materials and components to make quality products</b></p> <p>to select and use appropriate fruit and vegetables, processes and tools</p> <p>basic food handling, hygienic practices and personal hygiene</p> <p>use simple finishing techniques to improve the appearance of their product</p>	<p><b>Skills:</b> <b>Working with tools, equipment, materials and components to make quality products</b></p> <p>how to use tools <i>eg scissors and a hole punch</i> safely</p>

				<p>to evaluate their product by discussing how well it works in relation to the purpose</p> <p>to evaluate their products as they are developed, identifying strengths and possible changes they might make</p> <p>to evaluate their product by asking questions about what they have made and how they have gone about it</p>		
Music	<p>NC:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>					
	<p>Skills:</p> <p>To find their singing voice and use their voices confidently.</p> <p>Sing a melody accurately at their own pitch.</p> <p>Sing with a sense of awareness of pulse and control of rhythm.</p> <p>Recognise phrase lengths and know when to breathe.</p> <p>Sing songs expressively.</p> <p>Follow pitch movements with their hands and use high, low and middle voices.</p> <p>Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>Sing with an awareness of other performers.</p>	<p>Skills:</p> <p>Recall and remember short songs and sequences and patterns of sounds.</p> <p>Respond physically when performing, composing and appraising music.</p> <p>Identify different sound sources.</p> <p>Identify well-defined musical features.</p>	<p>Skills:</p> <p>Identify the pulse in different pieces of music.</p> <p>Identify the pulse and join in getting faster and slower together.</p> <p>Identify long and short sounds in music.</p> <p>Perform a rhythm to a given pulse.</p> <p>Begin to internalise and create rhythmic patterns.</p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>Skills:</p> <p>To explore different sound sources.</p> <p>Make sounds and recognise how they can give a message.</p> <p>Identify and name classroom instruments.</p> <p>Create and chose sounds in response to a given stimulus.</p> <p>Identify how sounds can be changed.</p> <p>Change sounds to reflect different stimuli.</p>	<p>Skills:</p> <p>Play instruments in different ways and create sound effects.</p> <p>Handle and play instruments with control.</p> <p>Identify different groups of instruments.</p> <p>Contribute to the creation of a class composition.</p> <p>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</p>	<p>Skills:</p> <p>Perform long and short sounds in response to symbols.</p> <p>Create long and short sounds on instruments.</p> <p>Play and sing phrase from dot notation.</p> <p>Record their own ideas.</p> <p>Make their own symbols as part of a class score.</p> <p>Perform together and follow instructions that combine the musical elements.</p> <p>Choose sounds and instruments carefully and make improvements to their own and others' work.</p>
PE	<p>NC:</p> <p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>					

	Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.					
RE	<b>Creation and New Beginnings</b> <b>Prayers, Feasts and Saints</b> AT1: Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe some of the actions and choices of believers that arise because of their belief	<b>Sacraments</b> <b>Islam</b> <b>Advent</b> <b>Christmas</b> AT1: Recognise that people act in a particular way because of their beliefs.  Describe some of the actions and choices of believers that arise because of their belief.  Recognise key people in the local, national and global Church.  Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe different roles of some people in the local, national and global Church  Recognise key figures in the history of the People of God  Recognise religious signs and symbols used in worship  Describe some religious symbols and the steps involved in religious actions and worship	<b>Feast of Christmas</b> <b>Revelation</b> AT1: Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe some of the actions and choices of believers that arise because of their belief  Recognise key people in the local, national and global Church  Describe different roles of some people in the local, national and global Church  Recognise key figures in the history of the People of God  Describe the life and work of some key figures in the history of the People of God  Recognise religious signs and symbols used in worship Describe some religious symbols and the steps involved in religious actions and worship	<b>Judaism</b> <b>Lent</b> <b>Holy Week</b> AT1: Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe some of the actions and choices of believers that arise because of their belief  Recognise key people in the local, national and global Church  Describe different roles of some people in the local, national and global Church  Recognise key figures in the history of the People of God  Describe the life and work of some key figures in the history of the People of God  Recognise religious signs and symbols used in worship  Describe some religious symbols and the steps involved in religious actions and worship.	<b>Easter</b> <b>Pentecost</b> AT1: Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe some of the actions and choices of believers that arise because of their belief  Recognise key people in the local, national and global Church  Describe different roles of some people in the local, national and global Church  Recognise key figures in the history of the People of God  Describe the life and work of some key figures in the history of the People of God  Recognise religious signs and symbols used in worship  Describe some religious symbols and the steps involved in religious actions and worship	<b>Pentecost</b> <b>Sikhism</b> <b>Hinduism</b> <b>Big Questions of Faith</b> AT1: Recognise religious stories Retell, in any form, a narrative that corresponds to the scripture source used  Recognise religious beliefs  Recognise that people act in a particular way because of their beliefs  Describe some of the actions and choices of believers that arise because of their belief  Recognise key people in the local, national and global Church  Describe different roles of some people in the local, national and global Church  Recognise key figures in the history of the People of God  Describe the life and work of some key figures in the history of the People of God  Recognise religious signs and symbols used in worship  Describe some religious symbols and the steps involved in religious actions and worship

	<p>Use a developing religious vocabulary widely, accurately and appropriately.</p> <p>AT2:</p> <p>Say what they wonder about</p> <p>Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.</p> <p>Talk about their own feelings, experiences and the things that matter to them</p> <p>Ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>
<b>PHSE</b>	Thrive Activities
<b>Computing</b>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of information technology beyond school.</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies.</p>