Year One Curriculum 2026/27

Curriculum Intent Statement:

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- allow the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.

English

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Speaking and Listening skills – group and class discussions. Exploring different kinds of fiction and non-fiction texts.					
Phonics	ae, ai, ay, ea, a-e ee, e, ea, y oe, o, ow, oa, o-e	er, ir, or, ur e, ea, ai, ow, ou, oe, ow	oo, ew, ue, u-e, o ie, i , y, i-e, igh oo. u, oul ,moon, book	u, ou, o ow, u s, ss, st, c, ce, se sc	s, z, l, ll, al , el, il, Le, ol or, aw, a, ar , au, al air, are, ear, ere, eir, ayer, ayor	ue, ew, u, u-e moon, ue, oy, oi, ar, a, al, au

Writing Genres	Recounts Instructions Poetry	Letters (To Father Christmas) Narrative Story Poetry	Recounts Instructions Non- chronological Reports	Letters Narrative story Advert	Biography Newspaper-poster Non-chronological reports	Newspaper-report Narrative Story Poetry
GPS Knowledge	Word Level, Sentence/ Text structure, Punctuation, Terminology, Planning and Drafting and Editing					

Maths						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Blocks	**Number: Place value (within 10)** Counting, sorting and representing objects. Counting forwards and backwards. Finding one more, one less. Comparing numbers: greater than and less than. Using ordinal numbers; first, second third etc. **Number: Addition and Subtraction (within 10)** Addition and subtraction to 10 using number bonds. Part-whole models and fact families. Using number bonds to solve 'real life' problems. Solve missing number problems. Compare addition and subtraction statements.		**Number: Place Value (within 20)** Counting, sorting and representing objects. Counting forwards and backwards within 20. Finding one more, one less. Comparing numbers and groups of objects. Finding tens and ones. **Number: Place Value (within 50)** Place Value within 50- counting forwards and backwards, representing and ordering numbers. Finding tens and ones. Counting in 2s and 5s. **Measurement – Length and Height** We will measure, compare and order different lengths and heights. **Measurement – Weight and Volume**		**Number: Multiplication and Division** Counting in 2s, 5s and 10s. Making and adding equal groups. Make arrays. Sharing. **Number: Fractions** We will be finding halves and quarters of numbers and shapes. **Place value- Within 100** 1 more, 1 less, 10 more, 10 less, reading and writing numbers. Place value of 2 digit numbers and number bonds. **Geometry-Position and Direction** Describing position and turns. **Measurement- Money** Recognising coins and notes. Counting coins: 1p, 2p, 5p. 10p.	

	Geometry: Shape Recognising, naming and describing 2D and 3D shapes. Sorting 2-D and 3-D shapes and making patterns with them.	We will measure, compare and order different weights and volumes. **Number: Addition and Subtraction** (Within 20)	**Measurement-Time** Before and after, reading dates on a calendar. Writing and comparing time. Telling the time to the hour and half hour.

Science						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Seasonal Change Pupils should be taught to: • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. I know how to observe and describe changes across the four seasons I know how to observe and describe weather associated with the seasons and how day length varies I know that it is not safe to look directly at the sun, even when wearing dark glasses.					
Topics	**Everyday Materials** Pupils should be taught to: • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. I know how to distinguish objects from materials, describe their properties, identify and group everyday materials. I know how to distinguish between an object and the material from which it is made.		**Animals including humans** Pupils should be taught to: • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I know how to describe and compare observable features of animals from a range of groups. I know how to group animals according to what they eat.		**Plants** Pupils should be taught to: • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I know how to identify and describe the basic structure of a variety of common flowering plants, including trees. I know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	

	I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I know how to describe the simple physical properties of a variety of everyday materials. I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.	I know how to identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds I know how to identify and name a variety of common animals that are carnivores, herbivores and omnivores I know how to name and locate parts of the human body, including those related to the senses. I know how to describe and compare observable features of animals from a range of groups. I know how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) I know how to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. I know how to take care of animals taken from their habitat and understand the need to return them safely to their homes. I know how to use the vocabulary and identify: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Computing		**Using Technology** I know that there are many different technologies that we interact with in our day to day lives. UT5:	**Using Technology** I know how to take a picture on an iPad and a camera. UT3: To be able to make simple choices about	**Using Technology** I know that there are many different technologies that we interact with in our day to day lives.	**Programming and Control** I know that a program needs an algorithm to run. PC1 DECOMPOSTION*:	**Programming and Control** I know that a program needs an algorithm to run. PC1 DECOMPOSTION*:

		To recognise common uses of information technology beyond school - mobile phones/tablets/games consoles I know that there are many different technologies that we interact with in our day to day lives. UT6: To be able to discuss their use of technology at home – mobile phones, tablets, games consoles I know how to use a username and password. UT1: To begin to independently access an iPad e.g. logging on and opening programs following clear instructions. Purple Mash I can use space, enter, full stop key on a keyboard. UT2: To understand the (space, enter, full stop) keys on an iPad keyboard.	which hardware is most appropriate to use and begin to explain why. Compare iPad & camera through discussion. I know which icons to press in order to change the font and size. UT4: To begin to produce work using an iPad independently or collaboratively. Purple Mash – 2Publish (English) – 'I have found out' –change colour of font, size and pictures. **Online Safety** OS3: To be aware that people online may not be who they say they are. To demonstrate an age-related understanding of online safety when communicating online. Ensure that this is appropriate to your class e.g.	UT5: To recognise common uses of information technology beyond school - mobile phones/tablets/games consoles I know that there are many different technologies that we interact with in our day to day lives. UT6: To be able to discuss their use of technology at home – mobile phones, tablets, games consoles. I know how to use a username and password. UT1: To begin to independently access an iPad e.g. logging on and opening programs following clear instructions. Purple Mash I can use space, enter, full stop key on a keyboard. UT2: To understand the (space, enter, full	To begin to understand the term algorithm as a set of instructions to control or command a program. ***The above objective will be covered by completing the following compulsory projects:*** 1) PC1a: Program a Bluetooth Beebot (a blubot) to follow a simple command. **Using Technology** I know how to take a picture on an iPad and a camera. UT3: To be able to make simple choices about which hardware is most appropriate to use and begin to explain why. Compare iPad & camera through discussion. I know which icons to press in order to	To begin to understand the term algorithm as a set of instructions to control or command a program. ***The above objective will be covered by completing the following compulsory projects:*** 2) PC1b: Supplement this learning with the Purple Mash '2Go challenges' and iPad app 'Daisy The Dinosaur'. **Online Safety** OS3: To be aware that people online may not be who they say they are. To demonstrate an age-related understanding of Online safety when communicating online. Ensure that this is appropriate to your class e.g. only video chat when an adult is around.

		Online Safety OS1: To be able to use technology safely and respectfully, knowing which personal information should be kept private	only video chat when an adult is around.	stop) keys on an iPad keyboard. **Online Safety** OS1: To be able to use technology safely and respectfully, knowing which personal information should be kept private. OS2: To understand that the internet can be used for unkind purposes and know who to tell or what to do if they see something upsetting online – tell a trusted adult or discontinue use	change the font and size. UT4: To begin to produce work using an iPad independently or collaboratively. Purple Mash – 2Publish (English) – 'I have found out' – change colour of font, size and pictures	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
History		**Living Memory** **Substantive Knowledge** Understand current methods of transportation. List technology and ways of communicating. Understand the role of the monarchy.		**Castles** **Substantive Knowledge** Understand how castles were used to defend areas Understand how they were built and structured. Understand roles of lords, squires, cooks,		**Explorers** **Substantive Knowledge** Know that life was different in the past to today. Understand the impact of the moon landing on the world. Understand that Mae Jemison was

		Understand who King Charles is and why he rules the Country. Understand current methods of transportation from recent history. List technology and ways of communicating from recent history. Understand that King George VI ruled Britain. Understand current methods of transportation from recent history. List technology and ways of communicating from recent history. Understand that Queen Elizabeth II ruled Britain. Living Memory: End Point Understand changes in the British monarchy, transportation and technology over the last 100 years.		jesters and peasants. Understand how castles were used to defend areas. Understand how they were built and structured. Understand how weapons were used to defend castles. Understand that different castles had different purposes and the architecture differs. Know that different styles of castles were built in different periods of history. Understand that Tonbridge Castle was a Motte and Bailey Castle. Know that it was built by Richard FitzGilbert. Understand how the structure of the castle kept the community safe. Understand the purpose of a castle, people who lived in castles and their		the first black woman in space. Know that significant individuals changed the world Understand that Christopher Columbus discovered the Americas by mistake whilst looking for China. Understand that Christopher Columbus was a skilled sailor. Know that his exploration had a negative impact on the indigenous population. <u>Explorers: End Point</u> Understand how significant individuals changed the world, understand that people in the past knew less about the world than we do today. **Disciplinary Knowledge**

		Disciplinary Knowledge Use common words and phrases relating to the passing of time. Understand a basic timeline. Plot key events in the order that they happened. Ask and answer questions. Know where the people and events they study fit within a chronological framework. Understand a timeline. <u>Living Memory: End Point.</u> Identify similarities and differences between ways of life in different periods.		communities, that Richard FitzGilbert built Tonbridge Castle. **Disciplinary Knowledge** Compare and contrast different types of castles. Identify similarities and differences between ways of life in different periods. <u>Castles: End Point</u> Ask and answer questions.		Understand that historians ask questions. Know that historians use artefacts as sources of evidence about the past. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Know where the people and events they study fit within a chronological framework. Compare and contrast significant people. <u>Explorers: End Point</u> Know where the people and events they study fit within a chronological framework.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6

Geography	**Our Wonderful World** Engage: What is geography? Maps Locational and Directional language . Develop: Continents and oceans. Hot and cold places. Four countries of the United Kingdom.		**Our Wonderful World -Continued** Develop: Different types of settlement. Introduce aerial photographs. Express and assessment. **Bright Lights, Big City** Engage: The United Kingdom. Physical features of the United Kingdom. Weather in the United Kingdom. Human features of the United Kingdom.		**Bright Lights, Big City- Continued** What is a city? Develop: This is London London landmarks. Aerial photographs. Comparing capital cities. Innovate and express/Assessment: Roaming around London, Marley visiting London fact file or guide to London UK.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Art	**Spirals-** **Drawing and Sketchbooks** **Drawing, Collage, Sketchbooks**	**Simple Print making** **Print, Collage and Colour**	**Playful Making** **Working in 3 Dimensions** **Sculpture, Drawing**	**Paint, Texture, Colour** *Painting*	**Making Birds** **Working in 3 Dimensions** **Sculpture, Drawing, Collage**	**Inspired by Flora and Fauna** **Collaboration and Community**

	Pupils become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. Pupils discover an artist and will demonstrate their understanding of the artist's work by responding through a making challenge and peer discussion. Pupils consolidate their understanding of how they can make spiral drawings using their whole bodies by making "snail drawings". Pupils push exploration of different qualities of line, colour blending, and mark making using chalk and oil pastels. Pupils become familiar with what a	**Printmaking, Collage, Drawing** Pupils use their hands and feet to explore printing patterns using their bodies. Pupils are introduced to primary paint colours and will demonstrate an understanding of how they can create a 'print' using controlled pressure and paint amounts. Pupils have time to experiment with line, shape and colour to create drawings over the top of their prints. Pupils collect textured objects which they will take rubbings from, using materials such as wax crayons or pencil crayons. Pupils work in	Pupils become familiar with the term 'sculpture'. Pupils are introduced to the idea that sculptures are made by sculptors. They are involved in discussion about the work with their peers. Pupils create drawings inspired by the sculptures that they have seen. Pupils respond to prompts through making and constructing materials. They demonstrate that they can experiment with materials without having a predefined outcome. Children find out how they might attach more than one material together to construct new	Pupils become familiar with what watercolour can do. They use both primary colours and secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Pupils be introduced to the following techniques: wash, wet on dry, wet on wet, and mark making. Pupils share their responses to the work of artists Paul Klee and Emma Burleigh. They express their thoughts and feelings verbally in response to questions during class discussion. Pupils also use their sketchbooks to process the information in a visual way and make it their own. Pupils work in large scale to continue their exploration of the marks that can be	Pupils become familiar with using film as a source to create observational drawings of birds. Pupils look carefully and slowly as they draw, creating a range of different marks and line using B pencils, handwriting pens and pastels. Pupils create drawings of feathers working from real life. They will recall the mark making that they have used throughout the year and will continue to explore new ways of making marks. Pupils work in sketchbooks or on large pieces of paper to experiment with how paper size changes the nature of mark making. Pupils demonstrate that they can create marks with a range of materials and have made conscious	**Drawing, Collage, Sketchbooks** Pupils become familiar with the work of artists who are inspired by flora and fauna. Pupils think about and articulate what they think about the work in discussion and in sketchbooks. Pupils have the opportunity to choose their favourite piece of art and make studies of it, enabling them to begin building a collection of experiences relating to line, mark making and colour. Pupils spend time engaged in close looking and drawing to communicate what they can see verbally and visually. Pupils develop their seeing and drawing skills using a hand-writing pen and experimenting with scale in sketchbooks.

	sketchbook can be used for. They will make or personalise their own sketchbooks, demonstrating that they have ownership of their sketchbook and understand that it is a platform for personal creative risk taking. Pupils become familiar with the idea that they can make drawings through observation. Pupils show an understanding of what a continuous line drawing is and have had the opportunity to experiment with scale, line and materials. Pupils reflect on their drawings over the half term, sharing what they like and what they would like to try again through peer	sketchbooks or on large sheets to create compositions with their rubbings. Pupils are introduced to 'relief printing'. They demonstrate their understanding of the relationship between a plate and a print through making either impressions in plasticine or creating a deep recess in foam board. Pupils demonstrate their understanding of using controlled pressure and paint amounts to create a print. Pupils have the opportunity to demonstrate an understanding of 'repeat pattern/repetition' using collage. Pupils reflect on their drawings over the half term, sharing what they	forms through trial and error. Pupils apply what they found out about the properties of materials during lesson 2 and push their exploration further by responding to the selected brief. Using their imaginations and hands, pupils will manipulate, build and invent sculptures. Sketchbooks are used to record their findings.	made with watercolour. Pupils use their imaginations to identify the stories emerging in their paintings. Pupils work into their dry paintings using pen, pencils and crayons to build upon their paintings and to see how the materials react on watercolour. Pupils reflect on their work over the half term, sharing what they like and what they would like to try again through peer discussion. Paul Klee, Emma Burleigh	choices about which materials they want to use. Pupils demonstrate that they can intuitively transform paper to create 3d forms by tearing, crumpling, and collaging. Pupils demonstrate this by either making rubbings, turning paper into feathers or manipulating paper 2d into 3d. In each of the activities, pupils will explore and invent to develop their making and creativity skills. Pupils engage with artists work to think about and articulate what it is they think of the artwork in their sketchbooks or in class discussion. They draw upon the skills learnt in week 1, 2 & 3 to make choices about materials and structures to create their own sculptures of birds. Pupils	Pupils develop their looking and drawing skills and will introduce the use of colour and a variety of materials into their drawings. Pupils demonstrate an ability to explore with new materials (oil pastel and chunky graphite), and will adapt to the new materials by working in large scale. Pupils spend time practising cutting and collage skills to explore shape and colour to build images. Pupils will demonstrate an ability to make choices about shape, colour, and composition by inventing their own unique minibeast. Pupils communicate their thoughts and feelings about the work of artist Eric Carle in a class discussion.

	discussion. Molly Haslund.	like and what they would like to try again through peer discussion.	Pupils reflect on their sculptures over the half term, sharing what they like and what they would like to try again through peer discussion. Pupils identify what they learnt about different materials. They may photograph their work and stick photos into their sketchbooks. Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett		demonstrate an understanding of how to make things balance through exploration and play. Pupils collaborate to create a flock of birds using their individual sculptures. Pupils engage in class discussion about their individual and collective work	Pupils display the work they have created in sketchbooks and on paper, and demonstrate an ability to reflect on what they like and what they would like to try again through peer discussion. Eric Carle, Joseph Redoute, Jan Van Kessel

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
D&T			**Stable Structures** **Design** Have own ideas. Explain what I want to do . Explain what my product is for, and how it will work. Use pictures and words to plan, begin to use models. Design a product for myself following design criteria. Research similar existing products.		**Eat more Fruit and Vegetables** **Design** Have own ideas Explain what I want to do Explain what my product is for, and how it will work Use pictures and words to plan, begin to use models Design a product for myself following design criteria Research similar existing products.	

		Make 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. Explain what I'm making and why Consider what I need to do next. Select tools/equipment to cut, shape, join, finish and explain choices. Measure, mark out, cut and shape, with support. Choose suitable materials and explain choices. Try to use finishing techniques to make product look good. Work in a safe and hygienic manner. **Evaluate** Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Talk about my work, linking it to what I was asked to do. Talk about existing products considering: use, materials, how they work, audience, where they might be used. Talk about existing products, and say what is and isn't good.	**Make** 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. Explain what I'm making and why. Consider what I need to do next. Select tools/equipment to cut, shape, join, finish and explain choices. Measure, mark out, cut and shape, with support. Choose suitable materials and explain choices try to use finishing techniques to make product look good. Work in a safe and hygienic manner. **Evaluate** Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Talk about my work, linking it to what I was asked to do. Talk about existing products considering: use, materials, how they work, audience, where they might be used. Talk about existing products, and say what is and isn't good. Talk about things that other people have made.

		Talk about things that other people have made. Begin to talk about what could make product better.	Begin to talk about what could make product better.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	**Christian Beliefs: Who is a Christian and what do they believe?** Talk about some simple ideas about Christian beliefs about God and Jesus. Retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talk about issues of good, bad, right and wrong arising from the stories, Ask some questions about believing in God and offer some ideas of their own.	**Muslin Beliefs: Who is a Muslim and what do they believe?** Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 names of Allah. Retell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.	**Christians. Muslims and Jewish People: How and why do we celebrate special and sacred times?** Identify some ways Christians celebrate Christmas/Easter/ Harvest/ Pentecost and some ways a festival is celebrated in another religion. Re-tell stories connected with Christmas/Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers. Ask questions and suggest answers about stories to do with Christian festivals and a story	**Christains, Muslims and Jewish People: What does it mean to belong to a faith community?** Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Give an account of what happens at a traditional Christian baptism/ dedication and suggest what the actions and symbols mean. Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation	**Christians, Muslims and/or Jewish People: What makes some places sacred?** Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel. Ask good questions about what happens in a church, synagogue or mosque.	

			from a festival in another religion. Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.	between different people.	

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PSHE	**Me and My Relationships** To describe different feelings and how they can make our bodies feel. I can name different feelings and how they might make me behave. To know some strategies of dealing with 'not so good' feelings. I can suggest ways of dealing with 'not so good' feelings	**Valuing Difference** To know the key differences between teasing, being unkind and bullying. I can say ways in which people are similar as well as different. To recognise that everyone is different and will have different thoughts and ideas. I can say why things sometimes seem	**Keeping Safe** To know that our bodies need healthy foods, exercise, oxygen and sleep for energy. I can talk about the things my body needs to stay well (exercise, sleep, healthy foods). To recognise emotions and physical feelings associated with feeling unsafe.	**Rights and Respect** To identify ways of taking care of their health. I can wash my hands correctly. To identify how others take care of their environment. I can name ways to look after my home and school. To take care of something or someone else.	**Being my Best** To recognise how a healthy variety of food can make us feel great. I can choose a healthy meal with different food groups. To recognise that learning a new skill requires practice and the opportunity to fail, safely. I can be persistent when learning a new skill.	**Growing and Changing** To think of what babies need to stay happy and healthy. I can tell you some things that babies need. To identify the changes they have made since they were a baby. I can tell you what I can do now that I couldn't do as a toddler and some things that I am still learning to do.

	and how to help others. To understand how our actions can hurt the feelings of others. I can recognise when I need help and who to ask. To recognise the special qualities in family and friends. I can listen to others and wait my turn to speak. To know which special people keep us safe and how. I can tell you which trusted adults at home and school keep me safe.	unfair, even if they are not to me. To celebrate and begin to show empathy for those who are different. I can talk about what bullying is. To identify those who are special to them (and their special qualities). I can say ways to show kindness towards others. To identify ways in which we can show kindness towards others and how that makes them feel.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe. To learn the PANTS rule and which parts of my body are private. I can say 'no' to unwanted touch and ask for help from a trusted adult. To understand that medicines can sometimes make people feel better when they're ill. I can say when medicines can be helpful or might be harmful. To talk about safety and responsibility around medicines. I can tell you how to stay safe around medicine.	I can look after a special person or thing. To talk about the importance of looking after money. I can tell you some things that money is spent on. To learn what to do when someone is injured. I can get help if someone has hurt themselves.	I can name a few different ideas of what I can do if I find something difficult. To identify strategies to resolve conflict. I can help my friends when they fall out. To give and receive praise. I can explain why praise helps me to keep trying.	To identify the difference between a surprise and a secret. To identify who they can talk to about secrets. I can talk about how safe secrets and surprises make me feel and who to talk to if I am worried. To identify some internal organs and systems and those body parts which are private. I can name the body parts girls and boys have that are the same and which body parts are different. To identify the trusted people who have helped them grow, they can talk to if they are worried or about their private parts. I can name the adults I can talk to at home and school if I need help.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PE	**Invasion Games** Develop basic movements including running, jumping, throwing and catching. Can dribble a ball using a range of body parts. Can pass a ball accurately using a range of body parts. Can receive a ball using a range of body parts. Can shoot at a target using rolling and kicking.	**Gymnastics** To develop balance, agility and coordination. Explore basic gymnastics shapes using different actions. Perform using changes in speed and directions, including travelling, rolling, jumping and climbing. Explore travelling over apparatus with control and strength. Show awareness of space, apparatus and the actions of others. Link and repeat basic actions / shapes to copy or create and perform movement phrases	**Dance** To perform dances using simple movement patterns. Use basic actions using changes in speed and directions, including travelling, jumping, balancing and spinning. Copy and remember a short sequence of actions.	**OAA** Can work with others to solve simple problems such as get in height order. Can work as part of a team form shapes together. Co-operate with others in simple challenges such as travelling in a chain, or sending a hoop around our team without breaking arms.	**Net and wall Such as:** **Tennis** **Squash** **Badminton** **Volleyball** Master basic movements including running, jumping, throwing and catching. Can demonstrate control of a racket when balancing objects on it. Can demonstrate the correct technique when holding a racket. Can use a backhand technique to push a stationary ball along the floor. Can use a forehand technique to push a stationary ball along the floor.	**Striking and Fielding Throwing and Catching** Master basic movements including running, jumping, throwing and catching. Can demonstrate how to retrieve a moving ball. Can demonstrate the correct grip and stance with a range of equipment. Can demonstrate an understanding of how to stay safe when others are using striking equipment. Can pick up and throw a stationary ball in one movement. Can strike a ball accurately along the floor.

		with a beginning, middle and end. Begin to show strength and control when performing shapes and actions.			Can send a ball over a net using suitable body parts.	Can use an underarm technique. Can use an overarm technique. Can throw a variety of different size and weight balls using a range of styles. Can catch a variety of different size and weight balls.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Music	**Introducing Beat** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual	**Adding Rhythm and Pitch** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual	**Introducing Tempo and Dynamics** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual	**Combining Pulse, Rhythm and Pitch** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud,	**Having fun with Improvisation** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud,	**Explore Sound and create a story.** **Singing** Sing simple songs, chants and rhymes (e.g. Boom Chicka Boom) from memory. Sing collectively (in unison) and at the same pitch, responding to simple visual directions (e.g. stop, start, loud,

	directions (e.g. stop, start, loud, quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You?), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture.	directions (e.g. stop, start, loud, quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture.	directions (e.g. stop, start, loud, quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture.	quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture. **Listening** Listen to certain pieces of music and describe some of the	quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture. **Listening** Listen to certain pieces of music and	quiet) and counting in. Sing simple songs with a very small range, mi-so (Cuckoo interval e.g. Hello, How are You), then progress to slightly wider intervals (e.g. Bounce High, Bounce Low). Copy back intervals of an octave and fifth (high, low). Sing pentatonic songs (e.g. Dr Knickerbocker). Sing a wide range of call and response songs (e.g. Pretty Trees Around the World from Rhythms of Childhood), to control vocal pitch and to match the pitch they hear with accuracy. Demonstrate good singing posture. **Listening** Listen to certain pieces of music and

	Listening Listen to certain pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear. Develop shared knowledge and understanding of the stories, traditions and social context of the music	**Listening** Listen to certain pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear.	**Listening** Listen to certain pieces of music and describe some of the pictures and images they create in their imagination. Join in with the steady beat Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear.	pictures and images they create in their imagination. Join in with the steady beat Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear. Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing.	describe some of the pictures and images they create in their imagination. Join in with the steady beat Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear. Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing.	describe some of the pictures and images they create in their imagination. Join in with the steady beat Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in with sections of the song eg. call and response. Begin to understand about different styles of music. Recognise the sounds of different instruments and begin to name some of the instruments that they can hear. Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing.

	they are listening to, singing and playing. Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern.	Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or	Develop shared knowledge and understanding of the stories, traditions and social context of the music they are listening to, singing and playing. Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or	Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and	Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and	Listen to recorded performances and experience live music making in school. **Composing** Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and

	Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.	sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and	sound-makers (e.g. rustling leaves). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and	perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Rhythm	perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.	perform these for others, taking turns. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. **Musicianship (Performing)** Pulse/Beat Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance.

	Respond to the pulse in recorded/live music through movement and dance. Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk	classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.	classroom percussion to play repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat. Respond to the pulse in recorded/live music through movement and dance. Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and	Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing,	Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore sounds to enhance storytelling.	Rhythm Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore sounds to enhance storytelling.

	about the difference in sound. Explore sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).	Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).	perform their own rhythm patterns. Pitch Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).	(e.g. 4 dots = 4 taps on the drum).	Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).	Follow pictures and symbols to guide singing and playing, (e.g. 4 dots = 4 taps on the drum).