



# Key Stage 1 Curriculum Overview

2023-2024

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Rotation 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	All About Me	Seasons	Hot & Cold	Explorers & Adventurers: Space	Farm to Fork	Our Planet
<b>Big question</b>	How were my grandparents' lives different to mine?	How does the weather change through the year?	Why are some areas of the world hot and others cold?	Why does the Earth move?	Why are farms important?	How can I look after the Earth?
<b>Engage Activity</b>	Grandparent day in school	Calke Abbey Park visit – meet a Park Ranger	Peak Wildlife Park visit Penguin Walkthrough & Grouping Animals workshop Guest speaker - Wendy	National Space Centre Visit	Tori & Ben's Farm Supermarket visit Invite in a supermarket	Holmebrook Valley Park, Chesterfield: Young Explorer's Day
<b>Inspire Day</b>	Autumn Antics: Harvest Pumpkin carving	Winter Religious Festivals Day: Diwali Chanukah Christmas	Chinese New Year	World Book Day Spring Religious Festivals Day: Easter Pesach Eid al-Fitr	May Day Festival	Summer Celebration Day
<b>Forest Schools</b>	<p><b>Forest School Safety;</b></p> <ul style="list-style-type: none"> <li>▪ To co-construct safety rules for Forest School area</li> <li>▪ To explore the area with reference to safe risk taking</li> </ul> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>▪ Identifying shapes in natural objects</li> <li>▪ Comparing homes and habitats for humans and animals</li> <li>▪ Identifying natural</li> </ul>	<p><b>Shelter:</b></p> <ul style="list-style-type: none"> <li>▪ Identify different animals and insects that use forest school</li> <li>• Identify how they shelter from dangers</li> <li>• Explore waterproof materials</li> <li>• Construct a shelter for yourself and for animals</li> </ul>	<p><b>Warmth:</b></p> <ul style="list-style-type: none"> <li>▪ How to stay warm in cold weather</li> <li>▪ Identify changes seen during winter</li> <li>▪ Identify how animals stay warm</li> <li>▪ Explore materials for insulation and warmth</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>▪ Identify how plants grow</li> <li>▪ Prepare vegetable beds</li> <li>▪ Sow seeds</li> <li>▪ Maintain veg beds</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>▪ Identify different materials around forest school</li> <li>▪ Explore uses for different materials</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>▪ Draw up safety rules for tool use</li> <li>▪ Identify uses for each tool</li> <li>▪ Explore using different tools safely</li> <li>▪ Construct a carved model/tool</li> </ul>	<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>▪ Identify sources of food</li> <li>▪ Harvest and identify foods from veg beds.</li> <li>▪ Observational drawing of foods.</li> <li>▪ Cook and eat foods harvested</li> </ul>

	materials <ul style="list-style-type: none"> <li>Constructing structures of different sizes</li> </ul>					
<b>English</b>	<b>Fiction:</b> Funny bones <b>Non-fiction:</b> Human Body (Shine a Light) <b>Outcome:</b> Writing to entertain: Recount of Funnybones	<b>Fiction:</b> Percy the Park Keeper: After the Storm <b>Non-fiction:</b> A Year in Nature <b>Outcome:</b> Writing to entertain: Write a story about what happened to Percy in the park	<b>Fiction:</b> Lost & Found <b>Non-fiction:</b> Frozen Planet (BBC) <b>Outcome:</b> Writing to inform: Recount: When I walked with penguins	<b>Fiction:</b> On the Way Back Home <b>Non-fiction:</b> Look Inside: Space <b>Outcome:</b> Writing to inform: Write a letter home from space	<b>Fiction:</b> Oliver's Fruit Salad Oliver's Vegetables <b>Non-fiction:</b> What in my lunch box? <b>Outcome:</b> Writing to inform: Write instructions to make a fruit salad	<b>Fiction:</b> Dear Greenpeace <b>Non-fiction:</b> LPBD: David Attenborough Blue Planet (BBC) <b>Outcome:</b> Writing to inform: Letter to David Attenborough about environmental issues
<b>Read Write Inc</b>	Read Write Inc. is closely matched to the National Curriculum in England 2014 The programmes of study include:					
<b>Word Reading</b>	Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.					
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>Develop pleasure in reading.</li> <li>Daily BSL stories, fiction and non fiction texts.</li> <li>Sequence events in stories.</li> <li>Make inferences and predictions</li> </ul>					

<p><b>Transcription</b></p>	<p><b>Sounds are introduced sequentially in a structured and systematic way:</b></p> <ul style="list-style-type: none"> <li>▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur</li> </ul> <p><b>Get Writing activities:</b></p> <ol style="list-style-type: none"> <li>1 Play 'Fred Rhythms' to learn to spell the words – encoding</li> <li>2. Play 'Fred Fingers' to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> <li>8. Write About</li> </ol> <p>Name Letters of the alphabet</p>
<p><b>Handwriting</b></p>	<p>Sit and hold pencil correctly.'</p> <p>Begin to form lower case letters in correct direction.'</p> <p>Capital letters.'</p> <p>'Digits 0-9.</p>
<p><b>Composition</b></p>	<p>Extended pieces of writing, applying developing phonic knowledge and language comprehension.</p>
<p><b>Vocabulary grammar and punctuation</b></p>	<p>Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.</p>

<p><b>BSL</b></p>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: How did the deaf community live back in time?</i></p> <ul style="list-style-type: none"> <li>▪ Living as a deaf person in our grandparents age</li> <li>▪ Compare communication methods</li> <li>▪ Compare adaptive methods</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ Placements</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Identify deaf and hearing people in our community</li> </ul>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: What are the different seasons?</i></p> <ul style="list-style-type: none"> <li>▪ Describing weather types</li> <li>▪ Seasonal clothes</li> <li>▪ Seasonal food</li> <li>▪ Seasonal activities</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NM</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Recognise and access basic devices to alert deaf people and explain the differences between technical equipment</li> </ul>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: The changes between hot and cold?</i></p> <ul style="list-style-type: none"> <li>▪ Describing weather types</li> <li>▪ Animals</li> <li>▪ Countries</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Communication and language difference between deaf and hearing people</li> </ul>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: Can deaf people travel to space?</i></p> <ul style="list-style-type: none"> <li>▪ Deaf astronauts</li> <li>▪ Deaf people in the Space sector</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Compare and describe the difference in living with deaf and hearing people in the wider community</li> </ul>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: Are there deaf farmers?</i></p> <ul style="list-style-type: none"> <li>▪ Deaf experiences of farm life</li> <li>▪ Farm animals</li> <li>▪ Farm foods</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Explore deaf inventors</li> </ul>	<p><b>BSL (Topic Related)</b>  <i>Enquiry question: Is there a 'deaf' David Attenborough?</i></p> <ul style="list-style-type: none"> <li>▪ The work of John Denerley</li> <li>▪ Animals</li> <li>▪ Nature</li> </ul> <p><b>Key BSL Linguistics:</b></p> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <p><b>Deaf Studies curriculum</b></p> <ul style="list-style-type: none"> <li>▪ Explore deaf role models</li> </ul>
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<p style="text-align: center;"><b>SaLT</b></p>	<p><b>Interactive Story sharing: Squash and a Squeeze</b>  <b>Action Song:</b>  <ul style="list-style-type: none"> <li>▪ Jump like a frog</li> </ul> <b>Board Book:</b> It's a little Baby Julia Donaldson  <b>Principles:</b>  <ul style="list-style-type: none"> <li>▪ Interacting with a shared story</li> </ul> <b>Language skills</b>  <ul style="list-style-type: none"> <li>▪ Blanks level 1</li> <li>▪ Categorising animals</li> <li>▪ Odd one out (take it out)</li> <li>▪ <b>Communication skills</b></li> <li>▪ Shared eye contact,</li> <li>▪ Social interaction</li> <li>▪ Vocal Turns</li> <li>▪ 1WL BSL</li> </ul> </p>	<ul style="list-style-type: none"> <li>▪ <b>Role Play</b></li> <li>▪ <b>Meal times (Christmas party)</b></li> <li>▪ <b>Communication in school canteen</b></li> <li>▪ <b>Song:</b></li> <li>▪ We wish you a merry Christmas</li> <li>▪ <b>Board Book:</b></li> <li>▪ Spots 1<sup>st</sup> Christmas / That's not my Christmas Tree</li> <li>▪ <b>Craft (Christmas)</b></li> <li>▪ <b>Principles</b></li> <li>▪ Imaginative Play</li> <li>▪ Social interaction</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>▪ Play development</li> <li>▪ PECS, Vocal turns</li> <li>▪ Repetitive words in context linked with craft activity</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>▪ Ask, make a choice, Decline item as wrong choice</li> </ul>	<p><b>Pre Lego Therapy</b>  <b>Theme: Pre Lego Therapy</b>  <b>Song:</b>  <ul style="list-style-type: none"> <li>▪ Build it up Build it up Build it higher</li> </ul> <b>Board Book:</b>  <ul style="list-style-type: none"> <li>▪ Busy Day Builder An Action Play book</li> </ul> <b>Principles</b>  <ul style="list-style-type: none"> <li>▪ Paired working</li> <li>▪ Shared play with lego</li> <li>▪ Builder and shop keeper roles (hard hat/apron)</li> <li>▪ Copying patterns and pictures</li> </ul> <b>Language Skills:</b>  <ul style="list-style-type: none"> <li>▪ Blanks 1</li> <li>▪ Matching</li> </ul> <b>Communication Skills</b>  <ul style="list-style-type: none"> <li>▪ Request using BSL / PECS / Vocal turn</li> </ul> </p>	<p><b>Blanks 1 Activities</b>  <b>Song:</b>  <ul style="list-style-type: none"> <li>▪ Zoom Zoom Zoom we're going to the moon</li> </ul> <b>Board Book:</b>  <ul style="list-style-type: none"> <li>▪ That's not my rocket</li> </ul> <b>Principles</b>  <ul style="list-style-type: none"> <li>▪ Naming</li> <li>▪ Categorising</li> <li>▪ Same-Different</li> <li>▪ Another one</li> </ul> <b>Language Skills</b>  <ul style="list-style-type: none"> <li>▪ Blanks 2</li> <li>▪ Who, What, Where</li> </ul> </p>	<p><b>Theme: Small World Play</b>  <b>Farm Yard Set</b>  <b>Song:</b>  <ul style="list-style-type: none"> <li>▪ Old McDonald had a farm</li> </ul> <b>Book:</b>  <ul style="list-style-type: none"> <li>▪ Spot on the farm</li> </ul> <b>Principles</b>  <ul style="list-style-type: none"> <li>▪ Shared interaction</li> <li>▪ Imaginative play</li> </ul> <b>Language Skills</b>  <ul style="list-style-type: none"> <li>▪ Blanks 1</li> <li>▪ Request &amp; name using BSL, PECS, spoken English</li> </ul> <b>Communication Skills</b>  <ul style="list-style-type: none"> <li>▪ Sharing toys</li> <li>▪ Sequenced play</li> <li>▪ BSL animals and their actions</li> </ul> </p>	<p><b>Theme: SaLT Primary picnic and games</b>  <b>Songs:</b>  <ul style="list-style-type: none"> <li>▪ Who took the cookie from the cookie jar (biscuit)</li> <li>▪ Are you hungry – yes I am</li> </ul> <b>Board Book:</b>  <ul style="list-style-type: none"> <li>▪ Spot bakes a cake</li> </ul> <b>Principles</b>  <ul style="list-style-type: none"> <li>▪ Role play</li> <li>▪ Dressing up</li> <li>▪ Simple shared games</li> </ul> <b>Language Skills</b>  <ul style="list-style-type: none"> <li>▪ PECS</li> <li>▪ BSL</li> <li>▪ Vocal turns and approximations of words</li> </ul> <b>Communication Skills</b>  <ul style="list-style-type: none"> <li>▪ Shared play</li> <li>▪ Approaching an adult and passing them a picture</li> </ul> </p>
	<p style="text-align: center;"><b>Maths</b></p>	<p>Place Value  Addition and Subtraction</p>	<p>Place Value  Addition  Length and Height  Mass and Volume</p>	<p>Multiplication and Division  Fractions  Position and direction  Place Value  Money</p>		

					Time	
<b>Science</b>	<b>Animals including humans:</b> <ul style="list-style-type: none"> <li>Animal and human senses</li> </ul>	<b>Plants:</b> <ul style="list-style-type: none"> <li>Flowering linked to seasons</li> </ul>	<b>Animals including humans:</b> <ul style="list-style-type: none"> <li>Why penguins live near the equator?</li> </ul>	<b>Animals including humans:</b> <ul style="list-style-type: none"> <li>Why do we have night and day?</li> </ul>	<b>Farm to Fork:</b> <ul style="list-style-type: none"> <li>What food do you need in a healthy diet and why</li> </ul>	<b>Everyday Materials:</b> <ul style="list-style-type: none"> <li>Which materials can be recycled and why?</li> </ul>
<b>History</b>	<p>Find out about our grandparents. How have lives changed over time?</p> <p>Florence Nightingale Why was her life significant?</p>	<p>Find out about Guy Fawkes and the Gunpowder Plot.</p>	<p>Why is Dr. Roe so important for deaf education and culture?</p>	<p>Find out about journeys to the moon Who was the first person to reach the moon? Find out about the lives of Neil Armstrong and Tim Peak</p>	<p>Ask questions about the past How has farming changed through time?</p>	<p>Find out about the life of David Attenborough.</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Where do I live?</li> <li>The street where I live What is in my local area?</li> <li>Where is my school?</li> <li>Map work.</li> <li>Use plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use a simple plan to</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal and daily weather patterns in the UK.</li> <li>Fieldwork &amp; observational skills to study the school grounds and locality.</li> </ul>	<ul style="list-style-type: none"> <li>Where in the World? Name and locate the world's seven continents.</li> <li>Where are the hot and cold areas of the world?</li> </ul>	<ul style="list-style-type: none"> <li>Follow directions: up, down, left, right, forwards and backwards.</li> <li>Compass directions</li> <li>Satellite images.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the geographical features of farms and farming.</li> </ul>	<ul style="list-style-type: none"> <li>The World Where we live- describing the features of our environment.</li> <li>City, town, village, factory, farm, house, office, shop.</li> </ul>

	follow a route.					
<b>Art &amp; Design</b>	<b>Self Portraits</b> <ul style="list-style-type: none"> <li>Using clay and sketching</li> </ul>	<b>Seasons</b> <ul style="list-style-type: none"> <li>Georges Seurat</li> <li>Pointillism.</li> <li>Seasons paintings</li> </ul>	<b>Kandinsky (artist)</b> <ul style="list-style-type: none"> <li>Pattern</li> <li>Colour</li> <li>Shape</li> </ul>	<b>Van Gogh (painter)</b> <ul style="list-style-type: none"> <li>Colour</li> <li>Colour mixing</li> <li>Shape</li> <li>Texture</li> </ul>	<b>Giuseppe Archimboldo (painter)</b> <ul style="list-style-type: none"> <li>Shape</li> <li>Form</li> </ul>	<b>Andy Goldsworthy (sculptor)</b> <ul style="list-style-type: none"> <li>Form</li> <li>Space</li> </ul>
<b>Food Technology</b>	<p>The Eat Well Guide.  Cooking food safely and hygienically- 'Get Ready for Cooking'  Name dairy produce- cheese, milk, eggs. –  Where does the food come from plant/ animal?  Seasonal produce  Where does it grow? On, under or above the ground?  Likes and dislikes  Where do ingredients come from. (shop, home grown)  Use a basic range of equipment  Basic cooking skills</p> <p>Practical work will include:  Making a cheese sandwich  Cheese on toast  Cheese straws  Eggs- scramble, poached  Tasting different breads  Pumpkin soup  pizza</p>	<p>What is a balanced meal?  How does food and drink keeps us healthy?  Food allergies- Why is this important?  Name and use basic equipment found in the kitchen.  Food for Celebrations  Basic cooking skills  Foods for different times throughout the day.</p> <p>Practical work will include:  Making milkshakes  Cereal tasting  Tasting different flavoured yoghurts  Making a hot chocolate  Pancakes.  Chocolate melting and tasting  Easter cakes</p>	<p>What are our '5 A Day'?  How to prepare different foods.  Where do we store foods fridge/ freezer?  Basic cooking skills.</p> <p>Practical work will include:  Design and make a fruit smoothie  Fruit tasting  Make a fruit salad  Fruit kebabs  Grow Cress – make cress sandwiches  Design and prepare a salad  Make ice cream  ice cream tasting</p>			



	Pumpkin scones Festive bakes.					
<b>Design &amp; Technology</b>	D&T: Templates & joining techniques Make puppets of yourself/family	Make a warm coat for teddy  Christmas card with moving parts.	Make a boat to sail to the South Pole.	Make a Space rocket	Make a tractor with moving parts – recycled materials.	Design and Make bug hotels
<b>Music</b>	<p><b>Music and Your Emotions</b></p> <p><b>Explore the following emotions through instruments:</b></p> <ul style="list-style-type: none"> <li>▪ Happy/Angry/Sad/scared</li> <li>▪ Represent and perform each of these emotions using instruments and describe using simple vocabulary?</li> <li>▪ Respond to and describe different styles of music and categorise it according to an emotion and how it makes them feel</li> <li>▪ Make links to key vocabulary:</li> </ul>	<p><b>Music Representing Weather</b></p> <ul style="list-style-type: none"> <li>▪ Look at the four seasons and different types of weather</li> <li>▪ Make sounds to represent the different seasons and different types of weather</li> <li>▪ Categorise and choose and manipulate different instruments according to different types of weather and create short musical soundscapes to represent environmental</li> </ul>	<p><b>Contrasts in Music and Sound</b></p> <ul style="list-style-type: none"> <li>▪ Explore extremes in music and sound, from high to low, fast and slow, loud and quiet.</li> <li>▪ Can students combine these ideas together so create sounds that are: <ul style="list-style-type: none"> <li>▪ Fast and loud</li> <li>▪ Slow and loud</li> <li>▪ Fast and quiet</li> <li>▪ Slow and quiet</li> </ul> </li> <li>And/or <ul style="list-style-type: none"> <li>▪ High and loud</li> <li>▪ High and quiet</li> <li>▪ Low and loud</li> <li>▪ Low and quiet</li> </ul> </li> <li>▪ Use visual stimuli, vibration and vibratactile</li> </ul>	<p><b>Exploring the Universe with Musical Instruments</b></p> <ul style="list-style-type: none"> <li>▪ Represent different planets using different instruments and sounds.</li> <li>▪ Create and record a soundscape representing our solar system.</li> <li>▪ Use what has been learnt from previous topics about contrasting instruments and sounds to represent the quietness of space to the loud and fast nature of rockets.</li> </ul>	<p><b>Musical Zoo</b></p> <ul style="list-style-type: none"> <li>▪ Use and manipulate instruments to mimic and represent different animals, including those you might find on a farm and in a zoo.</li> <li>▪ Create a musical tour around the zoo, using different instruments to tell a story of a trip to the zoo.</li> </ul>	<p><b>Sounds in the Environment</b></p> <ul style="list-style-type: none"> <li>▪ Explore some of the different sounds we might hear in different places, from cars and aeroplanes to sounds in nature such as birds twittering or trees swaying.</li> <li>▪ Go around school taking note of the sounds that might happen in and around our school environment.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Loud/ Quiet</li> <li>▪ Fast/Slow</li> </ul>	<p>changes such as:</p> <ul style="list-style-type: none"> <li>▪ <b>Spring</b></li> <li>▪ Rain falling</li> <li>▪ Plants growing</li> <li>▪ Animals hatching</li> <li>▪ Easter time</li>   <li>▪ <b>Summer</b></li> <li>▪ Hot places</li> <li>▪ The Rising/falling sun</li> <li>▪ Happy holiday sounds</li> <li>▪ <b>Autumn</b></li> <li>▪ Changing and Falling leaves</li> <li>▪ Busy animals</li> <li>▪ Calm and windy days</li> <li>▪ <b>Winter</b></li> <li>▪ Snow falling</li> <li>▪ Ice cold</li> <li>▪ Christmas singing</li> </ul>	technology to explore these parameters.			
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Computing Curriculum Overview						
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<b>Computing</b>	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop their computer skills</p> <p>Their programming knowledge will be supported through use of text based programming (Logo) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware.</p> <p>Online safety and awareness will be integrated throughout the year</p>					
	<b>Communication and Networks Information</b>	<b>Communication and Networks</b>	<b>Algorithms</b>	<b>Algorithms</b>	<b>Data</b>	<b>Programming and Development</b>
	<ul style="list-style-type: none"> <li>▪ How to stay safe</li> </ul>	<ul style="list-style-type: none"> <li>▪ How computers work</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is an algorithm?</li> </ul>	<ul style="list-style-type: none"> <li>▪ How to structure data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses different</li> </ul>	

	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>▪ Navigating computer use</li> <li>▪ How to use the World Wide Web</li> </ul>	online	<ul style="list-style-type: none"> <li>▪ How digital content is represented</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>▪ Data Types</li> <li>▪ Data Forms</li> <li>▪ How programs use data</li> </ul>	<p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>▪ Create a simple program in a text environment</li> </ul>		<p>programming</p> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>▪ Use of a range of software</li> </ul> <p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>▪ Create a simple program in a graphical environment and correct any errors</li> <li>▪ Uses selection statements</li> <li>▪ Uses iteration statements</li> <li>▪ Use sequence in programs</li> </ul> <p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>▪ Understands what algorithms are</li> <li>▪ Designs simple algorithms using selection and iteration statements</li> <li>▪ Can identify algorithms in everyday life</li> </ul>
<p><b>Religious Education</b></p>	<p><b>1.3 Who is Jewish and what do they believe?</b> Festival of Sukkot</p>	<p><b>1.4 What can we learn from sacred books?</b> e.g. Noah’s Ark Bible animal parables</p>	<p><b>1.2 Who is a Muslim and what do they believe?</b></p>			<p><b>1.4 What can we learn from sacred books?</b> e.g. ‘Muhammad and the cat’, ‘The story of the two brothers’, ‘The crying camel’.</p>

<p style="text-align: center;"><b>Physical Education</b></p>	<p><b>Striking and Fielding</b></p> <p><b>Fielding</b></p> <p><b>Throw and catch</b></p> <ul style="list-style-type: none"> <li>▪ With a partner</li> <li>▪ To self</li> <li>▪ At different heights and distances</li> </ul> <p><b>Intercept the ball</b></p> <ul style="list-style-type: none"> <li>▪ Tracking where the ball in out field</li> <li>▪ Retrieving a ball out field</li> </ul> <p><b>Batting</b></p> <p><b>Strike the ball</b></p> <ul style="list-style-type: none"> <li>▪ Different directions and different height</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>▪ With accuracy</li> <li>▪ Underarm bowl</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Understand the rules</li> <li>• Following rules</li> <li>• Explaining rules</li> </ul>	<p><b>Net/Wall games</b></p> <p><b>Racket and ball coordination</b></p> <ul style="list-style-type: none"> <li>▪ Returning and controlling the ball</li> <li>▪ Over low, medium net.</li> <li>▪ at different heights and angles</li> </ul> <p><b>Throw and catch</b></p> <ul style="list-style-type: none"> <li>▪ Different heights and different angles</li> <li>▪ Encourage movement in a space</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>▪ Understand the rules</li> <li>▪ Following rules</li> <li>▪ Explaining rules</li> </ul>	<p><b>Trampolining and Gymnastics</b></p> <p><b>Performance of a range of gymnastics skills e.g.</b></p> <ul style="list-style-type: none"> <li>▪ Shapes – tuck, pike, straddle</li> <li>▪ Rolls –teddy bear roll, log roll</li> <li>▪ Twists – half and full</li> <li>▪ Seated landing – seat</li> </ul> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>▪ Copy sequences/routines</li> <li>▪ Repeat sequences/routines</li> </ul> <p><b>Body shapes</b></p> <ul style="list-style-type: none"> <li>▪ Curled</li> <li>▪ Stretched</li> <li>▪ Wide</li> <li>▪ Tall</li> <li>▪ <b>Balance</b></li> <li>▪ Greater degree of control and variety</li> <li>▪ <b>Control</b></li> <li>▪ Change speed, direction and level of moves</li> <li>▪ Travels fluently and with control.</li> </ul>	<p><b>Invasion Games - ball games and skills</b></p> <p><b>Control and coordination</b></p> <ul style="list-style-type: none"> <li>▪ Dribbling,</li> <li>▪ Passing</li> <li>▪ Receiving</li> </ul> <p><b>Movement with the ball</b></p> <ul style="list-style-type: none"> <li>▪ Dribbling (basketball and football)</li> </ul> <p><b>Team work</b></p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Communicating ideas</li> <li>▪ Working well with others</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>▪ Understand the rules</li> <li>▪ Following rules</li> <li>▪ Explaining rules to another person</li> </ul>	<p><b>Dance</b></p> <p><b>Control and coordination.</b></p> <ul style="list-style-type: none"> <li>▪ Move with confidence, imagination and in safety</li> <li>▪ Make simple and more complex</li> <li>▪ shapes with their bodies</li> <li>▪ Change of speed, direction and level</li> </ul> <p><b>Travel</b></p> <ul style="list-style-type: none"> <li>▪ On feet in a variety of ways hands other body parts</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>▪ Showing mood and feeling</li> <li>▪ Copy and repeat routines</li> <li>▪ A range of dance genres</li> </ul>	<p><b>Athletics</b></p> <p><b>Track events</b></p> <p>Running</p> <ul style="list-style-type: none"> <li>▪ 25m</li> <li>▪ 50m</li> <li>▪ 75m</li> <li>▪ Relay</li> </ul> <p><b>Field events</b></p> <ul style="list-style-type: none"> <li>▪ Shot putt</li> <li>▪ Javelin</li> <li>▪ Long jump</li> </ul> <p><b>Explore travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running at different speeds</li> <li>▪ Controlled take-offs and landings</li> </ul>
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			<ul style="list-style-type: none"> <li>▪ <b>Rotation taking weight)</b></li> <li>▪ Different body parts</li> <li>▪ Different directions</li> </ul>			
<b>PSHE/Wellbeing</b>	<p><b>Relationships – Who is Special to Us?</b></p> <ul style="list-style-type: none"> <li>▪ Family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>▪ Different people in their family / those that love and care for them</li> <li>▪ What family members, or people that are special to them, do to make them feel loved and cared for</li> <li>▪ How families are all different but share common features – what is the same and different about them</li> <li>▪ Different features of family life, including what families do/ enjoy together</li> <li>▪ It is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul> <p><b>Relationships – What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>▪ Using the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</li> </ul>	<p><b>Health and Wellbeing – What helps us stay healthy?</b></p> <ul style="list-style-type: none"> <li>▪ What being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</li> <li>▪ The things people put into or onto their bodies can affect how they feel</li> <li>▪ How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> </ul> <p><b>Health and wellbeing - Keeping safe, including online</b></p> <ul style="list-style-type: none"> <li>▪ How to respond safely to adults they don't know</li> <li>▪ What to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>▪ How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul>	<p><b>How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>▪ How people and animals need to be looked after and cared for</li> <li>▪ What can harm the local and global environment; how they and others can help care for it</li> </ul> <p><b>The world around us – caring for others</b></p> <ul style="list-style-type: none"> <li>▪ How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</li> <li>▪ Responsibilities in and out of the classroom</li> </ul>			

**Citizenship/  
Careers**

**Relationships – What is the same and different about us?**

- What they like/dislike and are good at
- What makes them special and how everyone has different strengths
- How their personal features or qualities are unique to them
- How they are similar or different to others, and what they have in common

**Relationships – What is the same and different about us?**

- What jobs do people do?
- Gender Stereotypes in jobs

**Health and Wellbeing – What helps us stay healthy?**

- Why hygiene is important and how simple hygiene routines can stop germs from being passed on
- What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

**Health and Wellbeing – The people that help keep us safe**

- People have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- Who can help them in different places and situations; how to attract someone's attention or ask for help; what to say

**What can we do with money?**

- How money is obtained (e.g. earned, won, borrowed, presents)
- How people make choices about what to do with money, including spending and saving

**Growing and changing – managing change/transition**

- How people grow and change and how people's needs change as they grow from young to old
- How to manage change when moving to a new class/year group

## Key Stage 1 Curriculum Overview 2023-2024

Rotation 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	The UK: London	Animal Antics	Villages, Towns & Cities	Explorers & Adventurers: Seas & Oceans	Out and About: Plants and Trees	At the Seaside
<b>Big Questions</b>	Why is London so important?	Why does the Earth need places that are hot, cold, wet and dry?	How is growing up in Kenya different to growing up in Derby?	Why do humans live on land?	Where did Markeaton Park come from?	How do I stay safe at the beach?
<b>Engage Activity</b>	Inspire Day: Making London Landmarks	Twycross Zoo	Cromford Mills visit (Cromford Canvas)	Birmingham Sea life Centre	Markeaton Park	Seaside day in school
<b>Inspire Days</b>	Autumn Antics: Harvest Pumpkin carving	Winter Religious Festivals Day: Diwali Chanukah Christmas	Chinese New Year	World Book Day Spring Religious Festivals Day: Easter Pesach Eid al-Fitr	May Day Festival	Summer Celebration Day
<b>Forest Schools</b>	<p><b>Forest School Safety; to co-construct safety rules for Forest School area.</b></p> <ul style="list-style-type: none"> <li>To explore the area with reference to safe risk taking.</li> </ul> <p><b>Structures:</b></p> <ul style="list-style-type: none"> <li>Identifying shapes in natural objects.</li> <li>Comparing homes/habitats for humans and animals.</li> <li>Identifying natural materials.</li> <li>Construct structures of different sizes.</li> </ul>	<p><b>Shelter:</b></p> <ul style="list-style-type: none"> <li>Identify different animals and insects that use forest school.</li> <li>Identify how they shelter from dangers.</li> <li>Explore waterproof materials.</li> <li>Construct a shelter for yourself and for animals.</li> </ul>	<p><b>Warmth:</b></p> <ul style="list-style-type: none"> <li>How to stay warm in cold weather.</li> <li>Identify changes seen during winter.</li> <li>Identify how animals stay warm.</li> <li>Explore materials for insulation and warmth.</li> </ul>	<p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>Identify how plants grow.</li> <li>Prepare vegetable beds.</li> <li>Sow seeds.</li> <li>Maintain veg beds.</li> </ul>	<p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Identify different materials</li> <li>Explore uses for different materials.</li> </ul> <p><b>Tools:</b></p> <ul style="list-style-type: none"> <li>Safety rules for tool use.</li> <li>Identify uses for each tool.</li> <li>Using different tools safely.</li> <li>Construct a carved model/tool.</li> </ul>	<p><b>Food:</b></p> <ul style="list-style-type: none"> <li>Identify sources of food.</li> <li>Harvest and identify foods from veg beds.</li> <li>Observational drawing of foods.</li> <li>Cook and eat foods harvested.</li> </ul>

<p style="text-align: center;"><b>English</b></p>	<p><b>Fiction:</b> Katie in London <b>Non-fiction:</b> See Inside: The History of Britain <b>Outcome:</b> Writing to entertain: Narrative retell of what Katie saw in London</p>	<p><b>Fiction:</b> Class Two at the Zoo <b>Non-fiction:</b> National Geographic Kids: Amazing Animals <b>Outcome:</b> Writing to inform: Write about the experience of going to the zoo</p>	<p><b>Fiction:</b> Handa’s Surprise <b>Non-fiction:</b> Town &amp; Country (A Turnaround Book) <b>Outcome:</b> Writing to entertain: Narrative retell of Handa’s Surprise</p>	<p><b>Fiction:</b> The Rainbow Fish <b>Non-fiction:</b> Look Inside: Seas and Oceans <b>Outcome:</b> Writing to entertain: Diary for the Rainbow Fish</p>	<p><b>Fiction:</b> Jack &amp; the Beanstalk <b>Non-fiction:</b> A Seed is Sleepy <b>Outcome:</b> Writing to inform: Write instructions for planting a bean</p>	<p><b>Fiction:</b> The Lighthouse Keeper’s Lunch <b>Non-fiction:</b> Seaside Holidays: Then and Now <b>Outcome:</b> Writing to inform: Postcard from Lighthouse Keeper to his wife</p>
<b>Read Write Inc</b>						
<p><b>Read Write Inc</b></p>	<p><b>Read Write Inc. is closely matched to the National Curriculum in England 2014 The programmes of study include:</b></p>					
<p><b>Word Reading</b></p>	<p>Apply phonic knowledge and skills to decode words. Reading green words and story green words. Read high frequency words – these are taught as red words.</p>					
<p><b>Comprehension</b></p>	<p>Develop pleasure in reading. Daily BSL stories, fiction and nonfiction texts. Sequence events in stories. Make inferences and predictions</p>					
<p><b>Transcription</b></p>	<p><b>Sounds are introduced sequentially in a structured and systematic way.</b></p> <ul style="list-style-type: none"> <li>▪ Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</li> <li>▪ Set 2 Speed sounds teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</li> <li>▪ Set 3 Speed sounds is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ur</li> </ul> <p><b>Get Writing activities:</b></p> <ol style="list-style-type: none"> <li>1. Play ‘Fred Rhythms’ to learn to spell the words – encoding</li> <li>2. Play ‘Fred Fingers’ to memorise the spelling – encoding</li> <li>3. Carry out a spelling check – encoding</li> <li>4. Take a spelling test – encoding</li> <li>5. Hold a sentence – encoding</li> <li>6. Build a sentence – language comprehension and encoding</li> <li>7. Edit for spelling and punctuation – language comprehension and encoding</li> <li>8. Write About</li> </ol> <p>Name Letters of the alphabet</p>					



<b>Handwriting</b>	Sit and hold pencil correctly.' Begin to form lower case letters in correct direction.' Capital letters.' 'Digits 0-9.					
<b>Composition</b>	Extended pieces of writing, applying developing phonic knowledge and language comprehension.					
<b>Vocabulary grammar and punctuation</b>	Children are taught to use capital letters at the start of sentences, for names and for the word 'I'.					
<b>BSL</b>	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ Placements</li> <li>▪ Fingerspelling</li> </ul> <b>Deaf Studies curriculum</b> Identify deaf and hearing people in our community Topic related discussions and vocabulary	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NM</li> <li>▪ Fingerspelling</li> </ul> <b>Deaf Studies curriculum</b> <ul style="list-style-type: none"> <li>▪ Recognise and access basic devices to alert deaf people and explain the differences between technical equipment</li> </ul> Topic related discussions and vocabulary	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <b>Deaf Studies curriculum</b> Communication and language difference between deaf and hearing people  Topic related discussions and vocabulary	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> <li>▪ Compare and describe the difference in living with deaf and hearing people in the wider community</li> </ul> Topic related discussions and vocabulary	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <b>Deaf Studies curriculum</b> <ul style="list-style-type: none"> <li>▪ Explore deaf inventors</li> </ul> Topic related discussions and vocabulary	<b>Key BSL Linguistics:</b> <ul style="list-style-type: none"> <li>▪ Handshapes</li> <li>▪ NMF</li> <li>▪ Fingerspelling</li> </ul> <b>Deaf Studies curriculum</b> <ul style="list-style-type: none"> <li>▪ Explore deaf role models</li> </ul> Topic related discussions and vocabulary
<b>SaLT</b>	<b>Theme: Squash and Squeeze / Highway Rat Story Telling and Retelling</b>	<b>Theme: Social Thinking Simons Cat Films Principles</b> <ul style="list-style-type: none"> <li>▪ Coloured zones</li> </ul>	<b>Theme: Pre Lego Therapy Principles</b> <ul style="list-style-type: none"> <li>▪ Paired working</li> </ul>	<b>Theme: Language for Thinking (Blanks) Lego Films COLD PLANET</b>	<b>Theme: Small World Play Farm Yard Set Principles</b>	<b>Theme: SaLT Primary picnic and games</b>

	<p><b>Principles</b></p> <ul style="list-style-type: none"> <li>Retelling a story using individual characters</li> </ul> <p><b>Language Skills:</b></p> <ul style="list-style-type: none"> <li>Construct direct speech/Exp BSL</li> <li>Understand story sequence</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Shared peer interaction</li> <li>Negotiating parts and turns</li> <li>Social Confidence</li> </ul>	<ul style="list-style-type: none"> <li>Response in zone</li> </ul> <p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>Blanks 2 &amp; 3</li> <li>Descriptions</li> <li>Feelings vocab</li> </ul> <p><b>Communication Skills</b></p> <p>People reading Group discussion Impact and consequence</p>	<ul style="list-style-type: none"> <li>Copying patterns and pictures</li> <li>Communicating information to peers</li> </ul> <p><b>Language Skills:</b></p> <ul style="list-style-type: none"> <li>Blanks 1 and 2</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Describe, Request Clarify</li> </ul>	<p><b>Books Principles</b></p> <ul style="list-style-type: none"> <li>Use and develop their language for thinking at their current and the next Blanks level.</li> </ul> <p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>Level 1: Naming</li> <li>Level 2: Describing</li> <li>Level 3: Retelling and Explaining</li> <li>Level 4: Predicting, Justifying</li> </ul> <p><b>Communication Skills</b></p> <ul style="list-style-type: none"> <li>Giving opinions, Creating ideas, Inferring, Predicting</li> </ul>	<ul style="list-style-type: none"> <li>Imaginative play</li> <li>Characters interaction and communication</li> </ul> <p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>Blanks 2 and 3</li> </ul> <p><b>Communication Skills</b></p> <p>Sequenced play Creating scenarios Interacting with peers Negotiating play</p>	<p><b>Principles</b></p> <p>Functional Use of Language Communicating with others who both do and don't know BSL</p> <p><b>Language Skills</b></p> <ul style="list-style-type: none"> <li>Spoken English</li> <li>Written English</li> <li>Pictures</li> <li>Pointing</li> <li>Gesture</li> </ul> <p><b>Communication Skills</b></p> <p>Request, Record, Clarify, Plan and liaise with staff Lead peer group games</p>
<b>Maths</b>	<p>Place Value Addition and Subtraction Shape</p>	<p>Money Multiplication and Division Length and height Mass capacity and temperature</p>	<p>Fractions Time Statistics Position and direction</p>			

<b>Science</b>	Enquiry Question: What can humans do to be healthy?	Enquiry Question: Why can't penguins live near the equator?	Enquiry Question: How do the houses in Britain compare to the houses in Kenya?	Enquiry Question: Why can't fish live in houses?	Enquiry Question: How does a cactus survive in the desert with no water?	Enquiry Question: How do boats float?
<b>History</b>	The Great Fire of London. Our heroes- Captain Tom , The Queen, The King	The life of Mary Anning.	How has Derby changed?	The lives of Ellen MacArthur, Christopher Columbus, James Cook.	Markeaton Park Study.	How has the seaside has changed? Significant people – Mary Seacole, Grace Darling
<b>Geography</b>	<ul style="list-style-type: none"> <li>▪ The four countries of the UK.</li> <li>▪ The capital cities of the UK.</li> <li>▪ Using maps</li> </ul>	<ul style="list-style-type: none"> <li>▪ How does the climate of the rainforest compare to the Arctic?</li> </ul>	<ul style="list-style-type: none"> <li>▪ A far away place - Kenya</li> </ul>	<ul style="list-style-type: none"> <li>▪ Finding out about Seas and Oceans</li> </ul>	<ul style="list-style-type: none"> <li>▪ Our local environment.</li> <li>▪ Tree Study</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are the similarities and differences between cities and the seaside in the UK?</li> </ul>
<b>Art &amp; Design</b>	Great Fire of London Silhouette Oil pastels, black acrylic paint and black card	Henri Rousseau (painter) Colour Colour mixing	LS Lowri (painter) Line Shape	M.J.W. Turner (painter) Colour Texture	Outdoor art  Andy Goldsworthy  Nature art	Sand sculptures

<p style="text-align: center;"><b>Food Technology</b></p>	<ul style="list-style-type: none"> <li>▪ The Eat Well Guide.</li> <li>▪ Cooking food safely and hygienically- ‘Get Ready for Cooking’</li> <li>▪ Name dairy produce- cheese, milk, eggs. – Where does the food come from plant/ animal?</li> <li>▪ Seasonal produce</li> <li>▪ Where does it grow? On, under or above the ground?</li> <li>▪ Likes and dislikes</li> <li>▪ Where do ingredients come from. (shop, home grown)</li> <li>▪ Use a basic range of equipment</li> <li>▪ Basic cooking skills</li> </ul> <p><b>Practical work will include:</b></p> <ul style="list-style-type: none"> <li>▪ Making a cheese sandwich</li> <li>▪ Cheese on toast</li> <li>▪ Cheese straws</li> <li>▪ Eggs- scramble, poached</li> <li>▪ Tasting different breads</li> <li>▪ Pumpkin soup</li> <li>▪ pizza</li> <li>▪ Pumpkin scones</li> <li>▪ Festive bakes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ What is a balanced meal?</li> <li>▪ How does food and drink keeps us healthy?</li> <li>▪ Food allergies- Why is this important?</li> <li>▪ Name and use basic equipment found in the kitchen.</li> <li>▪ Food for Celebrations</li> <li>▪ Basic cooking skills</li> <li>▪ Foods for different times throughout the day.</li> </ul> <p><b>Practical work will include:</b></p> <ul style="list-style-type: none"> <li>▪ Making milkshakes</li> <li>▪ Cereal tasting</li> <li>▪ Tasting different flavoured yoghurts</li> <li>▪ Making a hot chocolate</li> <li>▪ Pancakes.</li> <li>▪ Chocolate melting and tasting</li> <li>▪ Easter cakes</li> </ul>	<ul style="list-style-type: none"> <li>▪ What are our ‘5 A Day’?</li> <li>▪ How to prepare different foods.</li> <li>▪ Where do we store foods fridge/ freezer?</li> <li>▪ Basic cooking skills.</li> </ul> <p><b>Practical work will include:</b></p> <ul style="list-style-type: none"> <li>▪ Design and make a fruit smoothie</li> <li>▪ Fruit tasting</li> <li>▪ Make a fruit salad</li> <li>▪ Fruit kebabs</li> <li>▪ Grow Cress – make cress sandwiches</li> <li>▪ Design and prepare a salad</li> <li>▪ Make ice cream</li> <li>▪ ice cream tasting</li> </ul>
<p style="text-align: center;"><b>Design &amp; Technology</b></p>	<p>Wheels &amp; axels          Make a London bus          London Landmarks- London Eye</p>	<p>Sliders &amp; Levers          Pop up Easter card          Make a moving picture on the theme of growing</p>	<p>Freestanding Structures          Out and About- buildings, sculptures, bridges.          Make a beach hut</p>

<h2>Music</h2>	<p><b>Music and Your Emotions</b>  <b>Explore the following emotions through instruments:</b></p> <ul style="list-style-type: none"> <li>▪ Happy/Angry/Sad/scared</li> <li>▪ Represent and perform each of these emotions using instruments and describe using simple vocabulary?</li> <li>▪ Respond to and describe different styles of music and categorise it according to an emotion and how it makes them feel</li> <li>▪ Make links to key vocabulary:</li> <li>▪ Loud/ Quiet</li> <li>▪ Fast/Slow</li> </ul>	<p><b>Music Representing Weather</b></p> <ul style="list-style-type: none"> <li>▪ The four seasons and different types of weather</li> <li>▪ Make sounds to represent different seasons/weather</li> <li>▪ Categorise, choose, manipulate different instruments according to different weather</li> <li>▪ Create short musical sounds to represent environmental changes such as: <ul style="list-style-type: none"> <li>▪ <b>Spring</b> <ul style="list-style-type: none"> <li>▪ Rain falling</li> <li>▪ Plants growing</li> <li>▪ Animals hatching</li> <li>▪ Easter time</li> </ul> </li> <li>▪ <b>Summer</b> <ul style="list-style-type: none"> <li>▪ Hot places</li> <li>▪ The Rising/falling sun</li> <li>▪ Happy holiday sounds</li> </ul> </li> <li>▪ <b>Autumn</b> <ul style="list-style-type: none"> <li>▪ Changing and Falling leaves</li> <li>▪ Busy animals</li> <li>▪ Calm and windy days</li> </ul> </li> <li>▪ <b>Winter</b> <ul style="list-style-type: none"> <li>▪ Snow falling</li> <li>▪ Ice cold</li> <li>▪ Christmas singing</li> </ul> </li> </ul> </li> </ul>	<p><b>Contrasts in Music and Sound</b></p> <ul style="list-style-type: none"> <li>▪ Explore extremes in music and sound, from high to low, fast and slow, loud and quiet.</li> <li>▪ Can students combine these ideas together so create sounds that are: <ul style="list-style-type: none"> <li>▪ Fast and loud</li> <li>▪ Slow and loud</li> <li>▪ Fast and quiet</li> <li>▪ Slow and quiet</li> </ul> </li> <li>And/or <ul style="list-style-type: none"> <li>▪ High and loud</li> <li>▪ High and quiet</li> <li>▪ Low and loud</li> <li>▪ Low and quiet</li> </ul> </li> <li>▪ Use visual stimuli, vibration and vibratactile technology to explore these parameters.</li> </ul>	<p><b>Exploring the Universe with Musical Instruments</b></p> <ul style="list-style-type: none"> <li>▪ Represent different planets using different instruments and sounds.</li> <li>▪ Create and record a soundscape representing our solar system.</li> <li>▪ Use what has been learnt from previous topics about contrasting instruments and sounds to represent the quietness of space to the loud and fast nature of rockets.</li> </ul>	<p><b>Musical Zoo</b></p> <ul style="list-style-type: none"> <li>▪ Use and manipulate instruments to mimic and represent different animals, including those you might find on a farm and in a zoo.</li> <li>▪ Create a musical tour around the zoo, using different instruments to tell a story of a trip to the zoo.</li> </ul>	<p><b>Sounds in the Environment</b></p> <ul style="list-style-type: none"> <li>▪ Explore some of the different sounds we might hear in different places, from cars and aeroplanes to sounds in nature such as birds twittering or trees swaying.</li> <li>▪ Go around school taking note of the sounds that might happen in and around our school environment.</li> </ul>
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<b>Computing</b>	<p>Throughout the year students will use a variety of software including presentation, spreadsheets, word processing, databases and desktop publishing to develop their computer skills</p> <p>Their programming knowledge will be supported through use of text based programming (Logo) and graphical based programming (Scratch). They will also be given the opportunity to increase their awareness of theoretical topics connected to Computing and will also be able to explore hardware.</p> <p>Online safety and awareness will be integrated throughout the year</p>					
	<p><b>Communication and Networks</b> <b>Information Technology</b></p> <ul style="list-style-type: none"> <li>▪ Navigating computer use</li> <li>▪ How to use the World Wide Web</li> </ul> <p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>▪ Understands what algorithms are</li> <li>▪ Designs simple algorithms using selection and iteration statements</li> <li>▪ Can identify algorithms in everyday life</li> </ul>	<p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>▪ Understands that computers rely only on human input.</li> <li>▪ What does programming mean</li> </ul> <p><b>Hardware and Processing</b></p> <ul style="list-style-type: none"> <li>▪ Digital Devices</li> <li>▪ Input Devices</li> <li>▪ Output Devices</li> </ul> <p><b>Communication and Networks</b></p> <ul style="list-style-type: none"> <li>▪ Shares their use and experiences of technology in school and outside of school</li> </ul>	<p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>▪ How computers work</li> <li>▪ How digital content is represented</li> </ul> <p><b>Data</b></p> <ul style="list-style-type: none"> <li>▪ Data Types</li> <li>▪ Data Forms</li> <li>▪ How programs use data</li> </ul>	<p><b>Programming and Development</b></p> <ul style="list-style-type: none"> <li>▪ Create a simple program in a graphical environment and correct any errors</li> <li>▪ Uses selection statements</li> <li>▪ Uses iteration statements</li> <li>▪ Use sequence in programs</li> <li>▪ Knows what is meant by semantic errors in programs and can detect and correct them</li> </ul> <p><b>Algorithms</b></p> <ul style="list-style-type: none"> <li>▪ Understands what algorithms are</li> <li>▪ Designs simple algorithms using selection and iteration statements</li> <li>▪ Can identify algorithms in everyday life</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>▪ Uses software to organise, create, edit and save original digital content</li> </ul>	<p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>▪ Uses software to organise, create, edit and save original digital content</li> </ul>

<p><b>Religious Education</b></p>	<p><b>1.3 Who is Jewish and what do they believe?</b> Festival of Sukkot</p>	<p><b>1.4 What can we learn from sacred books?</b> e.g. Noah's Ark Bible animal parables</p>	<p><b>1.2 Who is a Muslim and what do they believe?</b> Objects that are precious</p>	<p><b>1.4 What can we learn from sacred books?</b> e.g. 'Muhammad and the cat', 'The story of the two brothers', 'The crying camel'.</p>		
<p><b>Physical Education</b></p>	<p><b>Striking and Fielding</b> <b>Fielding</b> <b>Throw and catch</b></p> <ul style="list-style-type: none"> <li>▪ With a partner</li> <li>▪ To self</li> <li>▪ At different heights and distances</li> </ul> <p><b>Intercept the ball</b></p> <ul style="list-style-type: none"> <li>▪ Tracking where the ball in out field</li> <li>▪ Retrieving a ball out field</li> </ul> <p><b>Batting</b> <b>Strike the ball</b></p> <ul style="list-style-type: none"> <li>▪ Different directions and different height</li> </ul> <p><b>Bowling</b></p> <ul style="list-style-type: none"> <li>▪ With accuracy</li> <li>▪ Underarm bowl</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>• Understand the rules</li> <li>• Following rules</li> <li>• Explaining rules</li> </ul>	<p><b>Net/Wall games</b> <b>Racket and ball coordination</b></p> <ul style="list-style-type: none"> <li>▪ Returning and controlling the ball</li> <li>▪ Over low, medium net.</li> <li>▪ at different heights and angles</li> </ul> <p><b>Throw and catch</b></p> <ul style="list-style-type: none"> <li>▪ Different heights and different angles</li> <li>▪ Encourage movement in a space</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>▪ Understand the rules</li> <li>▪ Following rules</li> <li>▪ Explaining rules</li> </ul>	<p><b>Trampolining and Gymnastics</b> <b>Performance of a range of gymnastics skills e.g.</b></p> <ul style="list-style-type: none"> <li>▪ Shapes – tuck, pike, straddle</li> <li>▪ Rolls –teddy bear roll, log roll</li> <li>▪ Twists – half and full</li> <li>▪ Seated landing – seat</li> </ul> <p><b>Sequences</b></p> <ul style="list-style-type: none"> <li>▪ Copy sequences/routines</li> <li>▪ Repeat sequences/routines</li> </ul> <p><b>Body shapes</b></p> <ul style="list-style-type: none"> <li>▪ Curled</li> <li>▪ Stretched</li> <li>▪ Wide</li> <li>▪ Tall</li> <li>▪ <b>Balance</b></li> <li>▪ Greater degree of control and variety</li> <li>▪ <b>Control</b></li> <li>▪ Change speed,</li> </ul>	<p><b>Invasion Games - ball games and skills</b> <b>Control and coordination</b></p> <ul style="list-style-type: none"> <li>▪ Dribbling,</li> <li>▪ Passing</li> <li>▪ Receiving</li> </ul> <p><b>Movement with the ball</b></p> <ul style="list-style-type: none"> <li>▪ Dribbling (basketball and football)</li> </ul> <p><b>Team work</b></p> <ul style="list-style-type: none"> <li>▪ Listening</li> <li>▪ Communicating ideas</li> <li>▪ Working well with others</li> </ul> <p><b>Tactics</b></p> <ul style="list-style-type: none"> <li>▪ Understand the rules</li> <li>▪ Following rules</li> <li>▪ Explaining rules to another person</li> </ul>	<p><b>Dance</b> <b>Control and coordination.</b></p> <ul style="list-style-type: none"> <li>▪ Move with confidence, imagination and in safety</li> <li>▪ Make simple and more complex</li> <li>▪ shapes with their bodies</li> <li>▪ Change of speed, direction and level</li> </ul> <p><b>Travel</b></p> <ul style="list-style-type: none"> <li>▪ On feet in a variety of ways</li> <li>▪ hands other body parts</li> </ul> <p><b>Perform</b></p> <ul style="list-style-type: none"> <li>▪ Showing mood and feeling</li> <li>▪ Copy and repeat routines</li> </ul>	<p><b>Athletics</b> <b>Track events</b></p> <p>Running</p> <ul style="list-style-type: none"> <li>▪ 25m</li> <li>▪ 50m</li> <li>▪ 75m</li> <li>▪ Relay</li> </ul> <p><b>Field events</b></p> <ul style="list-style-type: none"> <li>▪ Shot putt</li> <li>▪ Javelin</li> <li>▪ Long jump</li> </ul> <p><b>Explore travelling</b></p> <ul style="list-style-type: none"> <li>▪ Running at different speeds</li> <li>▪ Controlled take-offs and landings</li> </ul>

			<p>direction and level of moves</p> <ul style="list-style-type: none"> <li>▪ Travels fluently and with control.</li> <li>▪ <b>Rotation taking weight)</b></li> <li>▪ Different body parts</li> <li>▪ Different directions</li> </ul>		<ul style="list-style-type: none"> <li>▪ A range of dance genres</li> </ul>	
PSHE/Wellbeing						
PSHE/Wellbeing	<p><b>Relationships – What makes a good friend?</b></p> <ul style="list-style-type: none"> <li>▪ How to make friends with others</li> <li>▪ How to recognise when they feel lonely and what they could do about it</li> <li>▪ How people behave when they are being friendly and what makes a good friend</li> </ul> <p><b>Relationships – Friendships and managing arguments</b></p> <ul style="list-style-type: none"> <li>▪ How to resolve arguments that can occur in friendships</li> <li>▪ How to ask for help if a friendship is making them unhappy</li> <li>▪ How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul>	<p><b>Health and Wellbeing – What helps us stay healthy?</b></p> <ul style="list-style-type: none"> <li>▪ Different things help their bodies to be healthy, including food and drink</li> <li>▪ Eating and drinking too much sugar can affect their health,</li> <li>▪ including dental health</li> </ul> <p><b>Health and wellbeing - Keeping safe, including online</b></p> <ul style="list-style-type: none"> <li>▪ How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets</li> <li>▪ How not everything they see online is true or trustworthy and that people can pretend to be someone they are not</li> <li>▪ How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them</li> </ul>	<p><b>Health and wellbeing - Feelings</b></p> <ul style="list-style-type: none"> <li>▪ Recognise, name and describe a range of feelings</li> <li>▪ What helps them to feel good, or better if not feeling good</li> <li>▪ Different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group)</li> <li>▪ Feelings can affect people in their bodies and their behaviour</li> <li>▪ Ways to manage big feelings and the importance of sharing their feelings with someone they trust</li> <li>▪ Recognise when help is needed with feelings, how to ask for help</li> </ul> <p><b>The world around us – caring for others</b></p> <ul style="list-style-type: none"> <li>▪ Kind/unkind behaviour can affect others; how to be polite and courteous, to play/work co-operatively</li> <li>▪ Responsibilities in/out of class</li> </ul>			



<p><b>Citizenship/Careers</b></p>	<p><b>Relationships – What is bullying?</b></p> <ul style="list-style-type: none"> <li>▪ How words and actions can affect how people feel</li> <li>▪ How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe</li> <li>▪ Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable</li> <li>▪ How to respond if this happens in different situations</li> <li>▪ How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so</li> </ul> <p><b>Living in the wider world – People and jobs</b></p> <ul style="list-style-type: none"> <li>▪ A range of different jobs, including those done by people they know or people who work in their community</li> <li>▪ How people have different strengths and interests that enable them to do different jobs</li> <li>▪ How people use the internet and digital devices in their jobs and everyday life</li> </ul>	<p><b>Health and Wellbeing – What helps us stay healthy?</b></p> <ul style="list-style-type: none"> <li>▪ How to be physically active and how much rest and sleep they should have everyday</li> <li>▪ There are different ways to learn and play; how to know when to take a break from screen-time</li> <li>▪ How sunshine helps bodies to grow and how to keep safe and well in the sun</li> </ul> <p><b>Health and Wellbeing – The people that help keep us safe</b></p> <ul style="list-style-type: none"> <li>▪ How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</li> <li>▪ Road safety</li> </ul>	<p><b>Living in the wider world - What can we do with money?</b></p> <ul style="list-style-type: none"> <li>▪ How jobs help people earn money to pay for things they need and want</li> <li>▪ How people make choices about what to do with money, including spending and saving</li> </ul> <p><b>Contributing to the community</b></p> <ul style="list-style-type: none"> <li>▪ Participate in a whole school enterprise project which benefits the community/charity</li> <li>▪ How to manage change when moving to a new class/year group</li> </ul>