

YEAR 1 CURRICULUM OVERVIEW (LTP) (Class 3 & 4)



	Term 1 (8 Weeks)	Term 2 (7 Weeks)	Term 3 (6 Weeks)	Term 4 (5 Weeks)	Term 5 (6 Weeks)	Term 6 (7 Weeks)
Topic title	Paws, Claws and Whiskers	Dinosaur Planet	Superheroes	Bright Lights, Big City	Moon Zoom	Enchanted Woodland
Super Start (hook)	Dog's Trust Dog's for the Blind	Dinosaur Egg Discovery/ Trail	Superhero Day	Tram Trip to Sheffield Library	Spaceship Crash	Outside the Classroom Day
Fabulous Finish (learning celebration)	White Post Farm in	Dinosaur Museum (invite parents in)	Home Learning Extravaganza	Tea Party with the Queen	As2344Planetarium	Art Gallery Opening (Andrew Goldsworthy Sculptures)
First Hand Experiences	RSPCA		Police, fire service, nurse visits.	Going on a tram	Make a moon buggy	Planting sunflowers Built sculptures Made bird feeders
Maths	<p>Unit 1 - Numbers to 10 (12 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 2 - Part-whole within 10 (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 3 - Addition & Subtraction within 10 (1) (6 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p>	<p>Unit 4 - Addition & Subtraction within 10 (2) (12 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 5 - 2D & 3D Shapes (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 6 - Numbers to 20 (7 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p>	<p>Unit 7 - Addition within 20 (6 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 8 - Subtraction within 20 (8 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 9 - Numbers to 50 (11 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p>	<p>Unit 9 cont. - Numbers to 50 (11 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 10 - Introducing Length & Height (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 11 - Introducing Weight & Volume (7 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p>	<p>Unit 12 - Multiplication (6 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 13 - Division (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 14 - Halves & Quarters (5 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p>	<p>Unit 15 - Position & Direction (3 lessons) End of Unit Check Strengthening & Deepening (1 lessons)</p> <p>Unit 16 - Numbers to 100 (9 lessons) End of Unit Check Strengthening & Deepening (3 lessons)</p> <p>Unit 17 - Time (7 lessons) End of Unit Check Strengthening & Deepening (2 lessons)</p> <p>Unit 18 - Money (3 lessons) End of Unit Check</p>

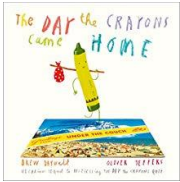
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Charnock Hall Primary Academy
A L.E.A.D. Academy

						Strengthening & Deepening (1 lessons)
Real Maths	Block graph/pictogram linked to science investigation.	Draw a life sized dinosaur on the yard using metre sticks/trundle wheels. make dinosaurs with shapes		Create a timeline of events in chronological order	Pos & Dir Create a space terrain and direct partners around it.	Length - Measure a circumference of a tree using standard and non-standard units. Money - Create a woodland shop to sell sticks and stones.
English (POR Books)	<p>The Snail and the Whale Leaf</p>  	<p>Where The Wild Things Are The Puffin Book of Fantastic First Poems WHERE THE WILD THINGS ARE</p>  <p>STORY AND PICTURES BY MAURICE SENDAK</p> 	<p>Traction Man Poems To Perform</p>  	<p>Claude in the City</p> 	<p>Beegu Bob Man on The Moon</p>  	<p>The Story Tree 10 Things I Can Do To Help My World</p>  
Book Study	<p>Kenya Mammals Red Foxes</p> 	<p>The Incredible Book Eating Boy The Way Back Home</p> 	<p>The Day The Crayons Quit The Day The Crayons Came Home</p> 	<p>London Great Fire of London</p> 	<p>How To Catch a Star Stuck The Great Paper Caper</p> 	<p>A Sunflower's Life Cycle Flowers Planting Seeds</p> 

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<p>Science</p>	<p><u>Investigating classmates.</u> <u>Compare humans to different animals.</u> Identify and name a variety of common animals including fish amphibians, reptiles, birds and mammals. <u>Sorting pets into groups.</u> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Seasonal Changes <u>(Recording temp/weather)</u> Describe and compare the structure of a variety of common animals. Perform simple tests. Identify and classify. Gather and record data to help in answering questions.</p>	<p><u>Reptile Day - classify animals, investigate how to care for them.</u> <u>observational drawings and labelling</u> Identify and name a variety of common animals including fish amphibians, reptiles. <u>Be a Dinosaur Dentist!</u> <u>Investigate different teeth.</u> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <u>Label the body parts on a large diagram of a dinosaur and compare to a lizard.</u> Describe and compare the structure of a variety of common animals. <u>Find examples of plants that lived in the time of dinosaurs! Plus care for own potted fern plant.</u></p>	<p><u>Recording temp/weather</u> Seasonal Changes <u>Investigate who in class has superhero skills</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <u>Investigate senses through senses boxes</u> Use their observations and ideas to suggest answers to questions.</p>	<p><u>Recreate Pudding Lane</u> Distinguish between an object and the material from which it is made. Identify and classify. <u>Recreate the fire for Pudding Lane using their own models</u> Use their observations and ideas to suggest answers to questions.</p>	<p><u>Explore samples from the space crash and describe them.</u> Describe the simple physical properties of a variety of everyday materials. <u>Invent new planet names using everyday materials, e.g. Planet Wood, Planet glass.</u> Compare and group together a variety of everyday materials on the basis of their simple physical properties. <u>Make a welcome to earth box using labels describing properties.</u> Identify and name a variety of every day materials including wood, plastic, glass, metal, water and rock. <u>Create a light signal to the aliens home using a circuit.</u></p>	<p><u>Sort pictures of animals into habitats. Play who am I with animals.</u> Identify and name a variety of common animals including fish amphibians, reptiles, birds and mammals. Seasonal Changes. <u>Play with a tree, brass rubbings.</u> <u>Investigate different trees-walk around local environment. Plant a seed/bulb.</u> Identify and name a variety of common wild garden plants, including deciduous and evergreen trees. <u>Identify parts of the plant, dissect a plant.</u> <u>Sort woodland items.</u> <u>Investigate pine cones.</u> Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

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		Identify and name a variety of common wild garden plants, including deciduous and evergreen trees.			<p><u>Make an air propelled rocket and launch them into space.</u></p> <p>Ask simple questions and recognise that they can be answered in different ways.</p> <p><u>Gather and record data about the 8 planets.</u></p> <p>Gather and record data to help in answering questions.</p> <p><u>Make exploding rockets</u></p>	Describe the importance for humans to exercise, eating the right amounts, different types of food and hygiene (Healthy Eating Week).
RE (Discovery R.E)	<p><u>Christianity</u></p> <p>Enquiry: Does God want Christians to look after the world?</p> <p>Focus theme = The Creation Story</p> <p>To retell the Creation Story, and to explore how Christians behave towards nature and the environment.</p>	<p><u>Christianity</u></p> <p>Enquiry: What gift would I have given to Jesus if he had been born in Sheffield and not Bethlehem?</p> <p>Focus theme = The Christmas Story</p> <p>To reflect on the Christmas Story and decide what gifts would be meaningful to Jesus.</p>	<p><u>Christianity</u></p> <p>Enquiry: Was it always easy for Jesus to show friendship?</p> <p>Focus theme = Jesus as a friend</p> <p>To identify when it is easy and difficult to show friendship and explore when Jesus might have found it difficult.</p>	<p><u>Christianity</u></p> <p>Enquiry: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Focus theme = Easter/Palm Sunday</p> <p>To know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</p>	<p><u>Judaism</u></p> <p>Enquiry: Is Shabbat important to Jewish children?</p> <p>Focus theme = Shabbat</p> <p>To empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</p>	<p><u>Judaism</u></p> <p>Enquiry: Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Focus Theme = Chanukah</p> <p>To empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities.</p>
History		<p><u>Investigate Fossils</u></p> <p>Meet Mary Anning - British fossil collector</p> <p>Compare life during the age of the dinosaurs to modern life.</p> <p>Discuss theories about the extinction of dinosaurs.</p> <p>Create a PowerPoint slide to present what they have learnt over theme.</p> <p>Learn about events beyond living memory that are significant nationally and globally.</p>	<p><u>Listen to a story of a historical 'superhero'</u></p> <p>(Rosa Parks, Emily Davison, Mary Seacole, Florence Nightingale, Edith Cavell, Elizabeth Fry, Thomas Fowell Buxton or David Livingstone)</p> <p>Learn about events beyond living memory that are significant nationally and globally.</p>	<p><u>Learn about the events of The Great Fire of London</u></p> <p>Learn about events beyond living memory that are significant nationally and globally.</p>	<p><u>Sort photos of date marked cards about the history of space.</u></p> <p>Learn about changes within living memory. Where appropriate these should be used to review aspects of change in national life.</p> <p><u>Learn about Yuri Gagarin or Neil Armstrong and make a mini book.</u></p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements,</p>	

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<p>Geography</p>	<p><u>Habitats for big cats. Look at where animals come from.</u> Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this Key Stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a simple key. Identify seasonal and daily weather patterns and the locations of hot and cold areas in the world.</p>	<p><u>Investigate animals near to extinction and where they are located.</u> Name and locate the world's seven continents and five oceans.</p>	<p>Identify seasonal and daily weather patterns and the locations of hot and cold areas in the world.</p>	<p><u>Use maps and plans of London to discuss its size, layout and physical and human features.</u> Use geographical vocabulary to refer to human features including city, town, village, factory, farm, house, office, port, harbour, shop. <u>Identify the four countries that make up the UK</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas. <u>Compare life in London and Lusaka (the capital of Zambia)</u> Understand geographical similarities and differences through studying the human/physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. <u>Locate Buckingham Palace on a map and describe it's position in relation to other buildings</u> Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p><u>Get a rocket's (birds) eye view of Earth and identify features. Do the same for Mars or other planets.</u> Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coat, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p><u>Build a mini woodland.</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a simple key. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. EX: near and far, left and right.</p>
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<p>Art</p>	<p><u>Draw a pet, choosing different drawing materials.</u> <u>Study animal portraits and sculptures.</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Aspect Sketch book - Pencil. Developing ideas - draw a pet. Drawing - Use lines to represent a shape or outline of a cat. Pattern - create an animal skin pattern. Painting - Apply paint using brushes to paint a cat. 3D - Make a cat using clay or other materials.</p>	<p><u>Make dinosaur eggs.</u> Use a range of materials creatively to design and make products. Create a large scale dinosaur model Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. <u>Draw and make fossil rubbings. Make own fossil footprints using clay/Playdough</u> Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Aspect Sketch book - Pastel. <u>Selection - make an dinosaur.</u> Drawing - Use lines to draw an egg. Painting - Apply paint using sponges/print to create a dinosaur. 3D - Use playdough. Collage - use paper to make a background. Colour - make diff coloured dinosaurs using primary col. Pattern - egg patterns.</p>	<p><u>Draw an illustration of their favourite superhero, villain or sidekick</u> Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work. Not in the LTP plan on CS.</p> <p>Aspect Sketch book - Pen. Developing ideas - create a superhero. <u>Drawing - Draw a city like a silhouette.</u> Painting - Apply paint using feet/hands to create a symbol/motif. Printing - create a symbol with hands or a sponge. Collage - use paper to make a background.</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Aspect Sketch book - record ideas and experiences in a sketch book.</p>	<p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <u>Create a paper mache class model of the solar system.</u> Use a range of materials creatively to design and make products.</p> <p>Aspect Sketch book - Chalk. Selection make a solar system/planet. Drawing - Use lines to represent a shape or outline of an alien. <u>Painting - Use brushes painting space pictures.</u> 3D - making the solar system Collage - use paper to make a picture. Photography- take a photo of the sky. Pattern - star patterns. Line and tone - when sketching. Form - make the solar system. Appreciate - give a view of someone else's work. Colour - make diff coloured planets using primary col.</p>	<p><u>Tree bogarts with clay.</u> <u>Make a woodland crown.</u> Use a range of materials creatively to design and make products. <u>Draw and paint a woodland creature then make it out of junk if time</u> <u>Make whittled sticks like Andy Goldsworth.</u> Use drawing, painting and sculpture to develop and share their ideas, experiences and imaginations. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines and making links to their own work.</p> <p>Aspect Sketch book - crayons. Developing ideas - draw woodland. <u>Selection - create a tree boggart. Create a crown. Whittled sticks.</u></p>
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	<p>Collage - make animal masks. Selection - create objects to make and sell at a gallery. Line and tone - when sketching. Evaluate - give a view of their own work. Appreciate - give a view of someone else's work.</p>	<p>Line and tone - when sketching. <u>Form - dino egg. Investigate fossils.</u> Appreciate - give a view of someone else's work.</p>	<p>Line and tone - when sketching. Appreciate - give a view of someone else's work.</p>			<p>3D - make a boggart. Printing - potato printing. Collage - use paper to make a picture. Photography Take a photo of a tree/plant Pattern - flower patterns. Line and tone - when sketching. Appreciate - give a view of someone else's work. <u>Drawing - draw a woodland creature.</u> Evaluate - indoor gallery.</p>
DT	<p><u>Design and make a label for can of tiger food.</u> <u>Design and make an enclosure for a zoo animal.</u></p> <p>Design purposeful, functional, appealing products for themselves and others based on design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p> <p>Aspect <u>Designing - draw and label a can for tiger food.</u> Health and safety - explain how they are safe during tasks.</p>	<p>Design purposeful, functional, appealing products for themselves and others based on design criteria. <u>Design and create a prehistoric landscape.</u> Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing) <u>Design and make a Sockasaurus Rex sock puppet!</u> <u>Design a Dinosaur Party including food, decorations and party games</u> Select from and use a wide range of materials and components, including textiles and ingredients, according to their characteristics.</p>	<p><u>Describe tastes of foods and learn about 'superfoods' and follow a simple recipe</u> Use the basic principles of a healthy and varied diet to prepare dishes. <u>Design and make a superhero mask</u> Explore and evaluate a range of existing products.</p> <p>Aspect Tools - explain why they've chosen tools for their landscape. <u>Nutrition - food tasting.</u> <u>Opinion - Discuss masks.</u> Materials - explain why they've chosen tools for their landscape. Health and safety - explain how they are safe during tasks.</p>	<p><u>Bake wholegrain bread rolls</u> Understand where food comes from. <u>Design and make souvenirs to sell in the shop at London Zoo</u> Design purposeful, functional, appealing products for themselves and others based on design criteria. <u>Work in groups to create big model of famous London landmarks using junk modelling materials</u> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics.</p>	<p><u>Explore and evaluate space-related toys.</u> <u>Investigate and sketch vehicles, then make a moon buggy.</u> Explore and use mechanisms and their products. (levers, sliders, wheels and axels) Explore and evaluate a range of existing products. <u>Design and make model spaceship.</u> Design purposeful, functional, appealing products for themselves and others based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate information and communication technology.</p>	<p><u>Decorate fairy cakes/chocolate logs for a tiny tea party.</u> Select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics. <u>Make a home for a magical creature.</u> Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Aspect Tools - explain why they've chosen tools for their creature. <u>Materials - explain why they've chosen tools for their tea party.</u></p>

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	<p>Card making - use card for their enclosure. Cut - cut pieces accurately for their enclosure. Joining - glue or tape their enclosure. Structure - Make their enclosure.</p>	<p>Aspect <u>Tools - explain why they've chosen tools for their landscape.</u> <u>Materials - explain why they've chosen tools for their sock puppet. Dino party.</u> Health and safety - explain how they are safe during tasks. Repair and maintenance - explain how they'll fix their sock puppet. Card making - use card for their landscape. Cut - cut pieces accurately for their landscape. Joining - glue or tape their landscape. Structure - Make their landscape. History - order designs and explain why.</p>	<p>Repair and maintenance - explain how they'll fix their mask. Card making - use card for their mask. Cut - cut pieces accurately for their mask. ICT - use a beebot to make unplanned outcomes. ICT - use ICT to design a mask.</p>	<p><u>Design and make a moving model of the London Eye using a construction kit</u> Build structures, exploring how they can be made stronger, stiffer and more stable. <u>Use drawing software, such as Tux Paint or Colour Magic, to draw a vehicle that they may find in London</u> Explore and use mechanisms and their products. (levers, sliders, wheels and axels) Aspect Tools - explain why they've chosen tools for their landmarks. <u>Materials - explain why they've chosen materials for their landmark.</u> Health and safety - explain how they are safe during tasks. Repair and maintenance - explain how they'll fix their model. Cut - cut pieces accurately for their model. Joining - glue or tape their model. <u>Structures - Make their model.</u> <u>Mechanisms - Draw a London vehicle and use a mechanism to slide it.</u> <u>Origins - Bake wholegrain bread rolls.</u></p>	<p><u>Work with a partner to review different models they've made.</u> Evaluate their ideas and products with design criteria. Aspect Tools - explain why they've chosen tools for their spaceship. Materials - explain why they've chosen tools for their landscape. Health and safety - explain how they are safe during tasks. Repair and maintenance - explain how they'll fix their spaceship. Card making - use card for their spaceship. Cut - cut pieces accurately for their spaceship. Joining - glue or tape their spaceship. <u>Existing products - explore their spay toys.</u> Electricity - talk about how spaceships need electricity. <u>Designing - make a space ship.</u> <u>Mechanisms - make a moon buggy.</u> <u>Evaluation - review models made.</u> ICT - use ICT to design a spaceship.</p>	<p>Health and safety - explain how they are safe during tasks. Repair and maintenance - explain how they'll fix their home. <u>Structure - Make their nest. Make a home.</u> History - order designs and explain why.</p>
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				<p><u>Prep & Cook - measure the ingredients.</u> <u>Working from pairs - make souvenirs.</u></p>		
PSHE	<p>Jigsaw - Being Me in My World Realise that people and other living things have needs, and that they have responsibilities to meet them.</p>	<p>Jigsaw - Celebrating Difference Take part in simple debate and topical issues. Take part in discussions. Contribute to their life of the class and school.</p>	<p>Jigsaw - Dreams and Goals Recognise what they like and dislike, what is fair and unfair, and what is right and wrong. Share their opinion on things and explain their views. Think about themselves, learn from their experiences and recognise what they are good at. Take part in discussions with one other person and the whole class. Recognise choices they can make and recognise the difference between right and wrong. Agree and follow rules for their group and classroom, and understand how rules help them. Realise that people and other living things have needs, and that they have responsibilities to meet them. Recognise that they belong to various groups and</p>	<p>Jigsaw - Healthy Me Share their opinion on things and explain their views. Take part in discussions with one other person and the whole class. Take part in simple debate and topical issues. Meet and talk with people for example outside visitors. Recognise that they belong to various groups and communities such as family and school. Contribute to their life of the class and school. Listen to other people and play and work collaboratively. Know how to maintain personal hygiene. Know rules for and ways of keeping safe including basic safety and about people who can stay safe. Develop relationships through work and play.</p>	<p>Jigsaw - Relationships Think about themselves, learn from their experiences and recognise what they are good at. Learn how to set simple goals. Realise that people and other living things have needs, and that they have responsibilities to meet them. Know rules for and ways of keeping safe including basic safety and about people who can stay safe. Listen to other people and play and work collaboratively. Meet and talk with people for example outside visitors. Develop relationships through work and play. <u>Share a real life story of a NASA astronaut and discuss setting goals.</u></p>	<p>Jigsaw - Changing Me (including RSE) Know what improves and harms their local, natural and built environments and some of the ways that look after them. Feel positive about themselves for example by having their achievements recognised and being given positive feedback about themselves. Realise that people and other living things have needs, and that they have responsibilities to meet them. Meet and talk with people for example outside visitors. Develop relationships through work and play. Know how to maintain personal hygiene. Know how some diseases can spread and be controlled. Know rules for and ways of keeping safe including basic safety and about people who can stay safe.</p>

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			<p>communities such as family and school. Contribute to their life of the class and school. Know rules for and ways of keeping safe including basic safety and about people who can stay safe. Recognise how their behaviour effects other people Feel positive about themselves for example by having their achievements recognised and being given positive feedback about themselves. Ask for help. Consider social and moral dilemmas. Learn there are different types of bullying and teasing, that bullying is wrong and how to get help. Take and share responsibility</p>	<p>Identify and respect the differences and similarities between people Feel positive about themselves for example by having their achievements recognised and being given positive feedback about themselves. Ask for help.</p>		<p>Listen to other people and play and work collaboratively. <u>Plan a presentation about woodland.</u> <u>During circle time share what they have learned and one thing they've done to improve the atmosphere.</u></p>
Modern Languages	n/a	n/a	n/a	n/a	n/a	n/a
Physical Education	<p><u>Animal dances using animal like movements.</u> Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching as</p>	<p><u>Dinosaur Chase!</u> Participate in team games. Developing simple tactics in attacking and defending. <u>Dinosaur dances</u> Perform dances using simple movement patterns.</p>	<p><u>Carry out a superhero rescue using a range of apparatus</u> Master basic movements including running, jumping, throwing and catching as well as developing balance</p>	<p><u>Games</u> Team games.</p>	<p><u>Pretend to be an alien moving around to space music.</u> Perform dances using simple movement patterns.</p>	<p><u>Play Owl's-a-hunting, pretending to be a mouse.</u> Participate in team games. Developing simple tactics in attacking and defending.</p>

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	<p>well as developing balance and agility and coordination and begin to apply these in a range of activities.</p> <p>Aspect Create simple movement patterns,</p>	<p>Master basic movements including running, jumping, throwing and catching as well as developing balance and agility and coordination and begin to apply these in a range of activities.</p>	<p>and agility and coordination and begin to apply these in a range of activities. <u>Develop a special movement, dance or routine for their superhero</u> Perform dances using simple movement patterns.</p>			
Music	<p><u>Perform animal songs and rhymes.</u> Play tuned and untuned instruments.</p> <p>Aspect Listening - listen to a piece of animal music. <u>Composing - make sounds using their bodies.</u> Performing - Performing a song. Pulse and rhythm - copy a simple rhythm by clapping or using percussion. Notation - draw animal sounds. Appreciation and Understanding - state what they like or dislike about a piece of music.</p>	<p><u>Create and perform a Dinosaur song</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <u>Create a soundtrack for the dinosaur movie.</u> Play tuned and untuned instruments.</p> <p>Aspect <u>Composing - make a soundtrack.</u> Vocabulary - Talk about the songs they enjoy. Singing - Sing a dino song. Appreciation and understanding - state what they like or dislike about a piece of music.</p>	<p><u>Experiment with percussion and electronic instruments to create a sound effect for their superhero</u> Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p>Aspect <u>Composing - Make sounds using percussion.</u> Pulse and rhythm - copy a simple rhythm by clapping or using percussion. Appreciation and understanding - state what they like or dislike about a piece of music.</p>	<p><u>Listen to, learn and join in with traditional and contemporary rhymes, poems and songs with a London theme</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Aspect Vocabulary - Talk about the songs they enjoy. <u>Singing - Sing their London song.</u> Appreciation and understanding - state what they like or dislike about a piece of music.</p>	<p><u>Read or sing Twinkle, Twinkle and other space themed poems and songs and perform using an instrument.</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <u>Make space noises with instruments and their voices.</u> Experiment with, create, select and combine sounds using interrelated dimensions of music.</p> <p>Aspect Listening - listen to a piece of space (planets) music. Vocabulary - Talk about the songs they enjoy. <u>Composing - Make sounds using their bodies and instruments.</u> Performing - Performing their song/poem. Singing - Sing their song/poem. Pulse and rhythm - copy a simple rhythm by clapping or using percussion. <u>Notation - draw the planets music.</u></p>	

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					Appreciation and understanding - state what they like or dislike about a piece of music.	
Computing	<p><u>Make a presentation of animal pictures using cut and paste.</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>	<p><u>Program a Dinosaur-Bot</u> Use logical reasoning to predict the behaviour of simple programs. <u>Make a dinosaur stop animation movie.</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>	<p><u>Use internet search engines to 'follow' real-life heroes from organisations such as RNLI and Mountain Rescue</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Learn about keeping safe when using the web</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p><u>Follow a route from Buckingham Palace to the London Eye via Big Ben using a provided program</u> Understand what an algorithm is; how they are implanted as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <u>Write a precise program to travel from St Paul's Cathedral to London Zoo.</u> Create and debug simple programs. <u>Write a program using clear, directional language to complete a new journey from London Eye to St Paul's Cathedral via the Monument near Pudding Lane</u> Use logical reasoning to predict the behaviour of simple programs. <u>Visit the official website of the British Monarchy and take a virtual tour of Buckingham Palace</u> <u>Insert themselves into a Royal photograph</u> <u>Search the web for images of London landmarks</u> <u>Use animation software to create a short, 2-D stop</u></p>	<p><u>Direct an alien around a terrain, human or robot (Beebot)</u> Understand what an algorithm is; how they are implanted as programs on digital devices; and that programs execute by following precise and unambiguous instructions. <u>Draw an alien.</u> <u>Create a photo story of the project.</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <u>Write and send an email asking for help about the crash landing.</u> Recognise common uses of information technology beyond school. Use technology safely and respectfully.</p>	<p><u>Send a class email the Woodland Trust telling them what the class has learnt.</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully.</p>

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				<p><u>motion animation of a red double decker bus</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><u>Visit the London Zoo website</u> Recognise common uses of information technology beyond school.</p> <p><u>Use Skype or Facetime to connect and chat with another Year 1 class in a different UK or foreign city</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>		
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