

Curriculum Intent & Progression Document

YEAR 1

St. Mary's Catholic Voluntary Academy, Grantham

2022-23



Class Teacher: Mrs Chapman

Mission Statement

Christ is at the centre of St. Mary's as we strive to nurture and care for all our community members by encouraging them to **Believe, Succeed** and **Soar** within God's love, to achieve the very best that they can, in all areas.

Our Vision

We are disciples who put our faith into action in all that we do.
We are role models who encourage others to shine and be the best version of themselves that they can be.
We are investigators who ask questions about the past, the present and the future.
We are artists who show our creativity and talents with flair and imagination.
We are storytellers who have a passion for reading and are able to communicate in many ways.
We are problem solvers who tackle tasks with an open mind and a positive approach.
We are team players who work together to achieve our goals.
We are explorers who learn new skills, embrace other cultures and value our locality and the wider world.
We **Believe. We Succeed. We Soar.**

Our Gospel Virtues

To achieve our full Christian potential, we all need to live out our Gospel Virtues: -

Love

A Christ-like love respects the talent of each person in our school.

Faith

Faith helps us to do God's will in this world.

Hope

Hope helps us to see a new life beyond our present one.

Peace

We know that if we love one another, peace will be all around us.

Mercy

We believe that mercy will be shown by the way we forgive others.

Community

We believe our community here unites us all as followers of Jesus.

Curriculum Intent: YEAR 1 (2022-23)

ENGLISH (R, W, Ph)					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
All elements of English will be taught through the Read, Write, Inc. scheme of work.					
VOCABULARY					

MATHS					
ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Number: Place Value (within 10) L1: know how to count objects. L2: know how to represent objects. L3: know how to count, read and write forwards from any number 0 to 10. L4: know how to count, read and write backwards from any number 0 to 10. L5: know how to count one more. L6: know how to count one less. L7: know how to use one-to-one	Number: Addition and Subtraction (within 10) L7: know how to show addition (adding together and more). L8: know how to find a part. L9: know how to show subtraction (taking away/ how many left?/ crossing out). L10: know how to show subtraction and introduce the subtraction symbol. L11: know how to show subtraction by fining a part/ breaking apart.	Number: Addition and Subtraction (within 20) L1: know how to add by counting on. L2: know how to find and make number bonds. L3: know how to add by making 10. L4: know how to show subtraction (not crossing 10). L5: know how to show subtraction (not crossing 10). L6: know how to show subtraction (crossing 10).	w to order numbers within 50. L8: know how to count in 2s. L9: know how to count in 5s. Measurement: Length and Height L1 & 2: know how to compare lengths. L3 & 4: know how to compare heights. L5: know how to measure length (1). L6: know how to measure length (2). Measurement: Weight and Volume	L2: know how to count in 5s. L3: know how to count in 10s. L4: know how to make equal groups. L5: know how to add equal groups. L6: know how to make arrays. L7: know how to make doubles. L8: know how to make equal groups – grouping. L9: know how to make equal groups – sharing. Number: Fractions	how to describe turns. L2: know how to describe position (1). L3: know how to describe position (2). Number: Place Value (within 100) L1: know how to count forwards and backwards within 100. L2: know how to partition numbers. L3: know how to compare numbers (1). L4: know how to compare numbers (2). L5: know how to order numbers.

<p>correspondence to start to compare groups. L8: know how to compare groups using language such as equal, more/ greater, less/ fewer and use <, > and = symbols. L9: know how to compare numbers. L10: know how to order groups of objects and numbers. L11: know how to use ordinal numbers. L12: know how to use the number line.</p> <p>Number: Addition and Subtraction (within 10) L1: know how to use a part-whole model. L2: know how to use the addition symbol. L3: know how to use fact families (addition facts). L4: know how to find number bonds for numbers within 10 using a systematic method.</p>	<p>L12: know the 8 facts for a fact family. L13: know how to show subtraction by counting back. L14: know how to show subtraction by finding the difference. L15: know how to compare addition and subtraction statements. ($A + B > C$ and $A + B > C + D$)</p> <p>Geometry: Shape L1: know how to recognise, name and sort 3D shapes. L2: know how to recognise, name and sort 2D shapes. L3: know how to make patterns with 3D and 2D shapes.</p> <p>Number: Place Value (within 20) L1: know how to count forwards and backwards, writing numbers to 20 in numerals and words. L2: know the numbers from 11 – 20.</p>	<p>L7: know how to show subtraction (crossing 10). L8: know related facts. L9: know how to compare number sentences.</p> <p>Number: Place Value (within 50) L1: know numbers to 50. L2: know how to use tens and ones. L3: know how to represent numbers to 50. L4: know how to find one more and one less. L5: know how to compare objects within 50. L6: know how to compare numbers within 50.</p>	<p>L1: know how to find out about weight and mass. L2: know how to measure mass. L3: know how to compare mass. L4: know how to find out about capacity and volume. L5: know how to measure capacity. L6: know how to compare capacity.</p> <p>Consolidation and Assessment</p>	<p>L1: know how to find a half (1). L2: know how to find a half (2). L3: know how to find a half. L4: know how to find a quarter (1). L5: know how to find a quarter (2). L6: know how to find a quarter.</p>	<p>L6: know how to find one more and one less.</p> <p>Measurement: Money L1: know how to recognise coins. L2: know how to recognise notes. L3: know how to count in coins.</p> <p>Measurement: Time L1: know how to understand before and after. L2: know dates L3: know how to tell the time to the hour. L4: know how to tell the time to the half hour. L5: know how to write the time. L6: know how to compare time.</p>
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L5: know how to find number bonds to 10. L6: know how to compare number bonds.	L3: know how to use tens and ones. L4: know how to count one more and one less. L5: know how to compare groups of objects and numbers. L6: know how to order groups of objects and numbers.				
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VOCABULARY

Number: Place Value (within 10) One, two, three, four, five, six, seven, eight, nine, ten, one more, one less, first (1 st), second (2 nd), third (3 rd), fourth (4 th), equals, less than, greater than, most, fewest	Number: Addition and Subtraction (within 10) One, two, three, four, five, six, seven, eight, nine, ten, add, subtract, equals, count on, count back, number bond	Number: Addition and Subtraction (within 20) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, number bond, first, then, now, partition, add, subtract, equals	Number: Place Value (within 50) Tens, ones, one more, one less, less than, equal to, more than	Number: Multiplication and Division Count, equal groups, array, double, group equally, share equally	Geometry: Position and Direction Quarter turn, half turn, three-quarter turn, full turn, left, right, front, behind, below, above, top, middle, bottom, between, forwards, backwards,
Number: Addition and Subtraction (within 10) One, two, three, four, five, six, seven, eight, nine, ten, add, subtract, equals, count on, count back, number bond	Geometry: Shape Side, corner, vertices, vertex, curved, face, straight, 2D, 3D, pattern, square, circle, rectangle, triangle, cube, cuboid, sphere, cylinder, cone	Number: Place Value (within 50) Tens, ones, one more, one less, less than, equal to, more than	Measurement: Length and Height Taller, shorter, longer, tallest, shortest, longest, same, scale, length, height	Number: Fractions Half, equal parts, whole, quarter	Number: Place Value (within 100) Tens, ones, one more, one less, smallest, greatest, less than, equal to, more than
					Measurement: Money

	Number: Place Value (within 20) One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen, twenty, least, smallest, most, greatest, first, second, third, one more, one less		Measurement: Weight and Volume Weight, mass, scales, heavier, lighter, balanced, capacity, volume, liquid, amount, empty, nearly empty, half full, nearly full, full		Coin, note, pound, pence, penny Measurement: Time First, next, finally, before, after, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, sundae, January, February, March, April, May, June, July, August, September, October, November, December
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RE/RSE

Journey In Love: We meet God's love in our family.

PENTECOST 2

Children will...

LO: I will know that as we grow we are loved by our family.
 I will know that as we grow we are also loved by God's family.

<u>Physical</u>	<u>Social</u>	<u>Emotional</u>	<u>Intellectual</u>	<u>Spiritual</u>
Talk about things you can do now that you could not do as a baby. Find out at what age you learned to crawl, take first steps, speak first words etc. Who is in my family? E.g. mother, father, brothers, sisters, grandparents etc.	Discuss how we help and care for others at home. How are the words please and thank you important to my family? How does saying sorry show respect to others? Why is teasing and bullying wrong? Why should we always tell the truth?	Discuss happy and sad moments in your family. What makes my family a happy family? How is love shown in your family? How does my family keep me healthy? Role play happy and sad experiences of a family.	Bring in reminders of their Baptism and discuss. What other family do you belong to besides your personal family? Why do we need to grow up in families? What happens if you grow up without a family?	Talk about how we are members of God's family. How were we born into God's family? What special title do we give to God as members of God's family? How does the story of The Lost Sheep help us to understand God loves and cares for us? How shall we thank God for unconditional love? Link to being a Missionary Disciple.

Pause, reflect and prayer.	Pause, reflect and prayer.	Pause, reflect and prayer.	Would it be a happy experience? What would you miss? How would life be different? Pause, reflect and prayer.	Pause, reflect and prayer.
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VOCABULARY

God, special, unique, important, friend, different, respect, secure, love, care, commitment, stable, important, different, special, signs, healthy, safe, boundaries, kindness, teasing, bullying, positive, negative, wrong, unacceptable, truth, lies, head, eyes, nose, mouth, teeth, tongue, throat, neck, shoulders, arms, breasts, nipple, waist, elbows, bottom, legs, knees, ankles, feet, toes.

HISTORY

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
Events beyond living memory that are significant nationally or globally- What happened to dinosaurs? The lives of significant individuals- Mary Anning. L1: Know where dinosaurs sit on a timeline. L2: Know what a fossil is and how these help		Events beyond living memory that are significant nationally or globally/ Changes within living memory - The Great Fire of London. L1: Know where the Great Fire of London sits on a timeline. L2: Know what the living conditions in London were like at the time of the great fire.		The lives of significant individuals/ Changes within living memory/ Events beyond living memory - (Historical heroes) Florence Nightingale. L1: Know where the life of Florence Nightingale sits on a timeline and to know that she was a famous nurse.	

<p>us to find out about the past.</p> <p>L3: Know that there are many different kinds of dinosaurs.</p> <p>L4/5: Know where Mary Anning is placed on a timeline; know about her life and what she discovered.</p> <p>L6: Know the impact of work and that discoveries continue to be made.</p>		<p>L3: Know how the GFofL started and why.</p> <p>L4: Know the key events of the GFofL</p> <p>L5: Know how we know about the GFofL today.</p> <p>L6: Know the changes that came about because of the GFofL (Fires Service and re-building of London with consideration of materials/space).</p>		<p>L2: Know some key events in the life of Florence Nightingale.</p> <p>L3: Know what condition were like in Nursing in the time of FN.</p> <p>L4/5: Know what changes FN made to improve nursing.</p> <p>L6: Know the impact of FN's work and why we remember her today.</p>	
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VOCABULARY

<p>carnivore, herbivore, Fossil, eggs, bones, skeleton, dinosaur names, extinct, reptile, prehistoric, scales, scientists, discovery, Ichthyosaurus, Plesiosaur, significant, creatures, rock.</p>		<p>plague, 17th century, diary, rebuilt, St Paul's Cathedral, London, order, event, timeline, change, historical source, reliable, information, eyewitness, diary, Samuel Pepys, rebuild, King Charles II, Sir Christopher Wren, The Monument, architect, declaration, flammable, century.</p>		<p>Crimean War, WW1, allies, Florence Nightingale, cared, nursed, supplies, hospital, Crimea, Scutari, soldiers, injured, government, problem, solution.</p>	
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GEOGRAPHY

<p>ADVENT 1 Children will...</p>	<p>ADVENT 2 Children will...</p>	<p>LENT 1 Children will...</p>	<p>LENT 2 Children will...</p>	<p>PENTECOST 1 Children will...</p>	<p>PENTECOST 2 Children will...</p>
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	<p><u>Our School-</u> L1: know what an address is and to know their home address and the address of the school (<i>excluding postcode</i>). L2: know what a compass and an aerial view is. Know how to create a junk model aerial view of the classroom. L3: know what a map is, what they are used for, the basic features of a map and how to locate our school on a map. L4: know how to make a map of our school grounds including a title and a key/labels. L5: know what a human and physical feature is and to know the human and physical features of the school grounds. L6: know how we travel to school and create a frequency table/graph</p>		<p><u>Our Local Area-</u> L1: know the four compass points, to know what a local area is and what it is called., how to locate 3 things in our local area from a map. L2: know how to observe their local area (fieldtrip). L3: know how to plot the route of our field trip on a map. L4: know symbols used on an OS map. L5: know that there are different types of houses and know the names of 3 different types. L6: know what different jobs people do in our school and in the local area and label these on a map of Grantham.</p>		<p><u>The UK-</u> L1: know what a city, town and village are. know the difference between a town and the countryside. L2: know what UK stands for and to know the four countries of the UK and their surrounding seas. L3: know what a continent is, name the 7 continents and know which the continent the UK is in. L4: know the capital city and information about England. L5: know the capital city and information about Scotland L6: know the capital city and information about Ireland and Wales.</p>
VOCABULARY					
	where, local area, photograph, address, observe, look, near, far,		local area, school, home, address, compass, NESW,		town, country, village, city, farm, house, pros,

	passport, distance, compass, 4-point, direction, North, East, South, West, plan, observe, aerial view, key, title, label, fieldwork, observe, photograph, environment, travel, route, transport, direction, position, frequency table, past, present, map, map symbols.		directions, street map, position, (<i>any key words specific to our own locality</i>), fieldwork, locate (find), observe, record, route, safety, map symbols, street, house/housing, offices, business, shops, stream, river, forest, map, key, title, route, houses/housing, detached, semi-detached, terraced, cottage, bungalow, flats, caravan, job, work, community, pay/wages.		cons, different, similar, forest, hill, mountain, river, soil, valley, the UK, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, seas, oceans, continent, capital city, map, equator, Asia, Africa, North America, South America, Antarctica, Europe, and Australia, Atlantic, Pacific, Indian, Antarctic and Arctic.
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COMPUTING

ONLINE SAFETY IS A LIFE SKILL AND WILL ALWAYS BE REFORCED AND REITERATED THROUGHOUT THE YEAR

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
COMPUTING SYSTEMS AND NETWORKS – Technology around us L1 Know how to identify technology L2 Know how to identify a computer and its main parts L3 Know how to use a mouse in different ways	CREATING MEDIA – Digital painting L1 Know how to describe what different freehand tools do L2 Know how to use the shape tool and the line tools L3 Know how to make careful choices when painting a digital picture	PROGRAMMING A – Moving a robot L1 Know how to explain what a given command will do L2 Know how to act out a given word L3 Know how to combine forwards and backwards commands to make a sequence L4 Know how to combine four direction	DATA AND INFORMATION – Grouping data L1 Know how to label objects L2 Know how to identify that objects can be counted L3 Know how to describe objects in different ways	CREATING MEDIA – Digital writing L1 Know how to use a computer to write L2 Know how to add and remove text on a computer L3 Know how to identify that the look of text can be changed on a computer	PROGRAMMING B – Programming animations L1 Know how to choose a command for a given purpose L2 Know how to show that a series of commands can be joined together L3 Know how to identify the effect of changing a value

L4 Know how to use a computer keyboard to type on a computer L5 Know how to use a keyboard to edit text L6 Know how to create rules for using technology responsibly	L4 Know why I chose the tools I used L5 Know how to use a computer on my own to paint a picture L6 Know how to compare painting a picture on a computer and on paper	commands to make sequences L5 Know how to plan a simple program L6 Know how to find more than one solution to a problem	L4 Know how to count objects with the same properties L5 Know how to compare groups of objects L6 Know how to answer questions about groups of objects	L4 Know how to make careful choices when changing text L5 Know how to explain why I used the tools that I chose L6 Know how to compare typing on a computer to writing on paper	L4 Know how to explain that each sprite has its own instructions L5 Know how to design the parts of a project L6 Know how to use my algorithm to create a program
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VOCABULARY

Technology, computer, mouse, trackpad, keyboard, screen, double-click, typing	paint program, tool, paintbrush, erase, fill, undo, Piet Mondrian, primary colours, shape tools, line tool, fill tool, undo tool, Henri Matisse, Wassily Kandinsky, tools, feelings, colour, brush style, Georges Seurat, pointillism, brush size, pictures, painting, computers, like, prefer, dislike	Forwards, backwards, turn, clear, go, commands, instructions, directions, forwards, backwards, left, right, turn, plan, algorithm, program, route, plan, program	Object, label, group, search, image, property, label, colour, size, shape, data set, more, less, most, fewest, data set, the same	Word processor, keyboard, keys, letters, type, numbers, space, backspace, text cursor, capital letters, toolbar, bold, italic, underline, mouse, select, font, undo, redo, format, compare, typing, writing	ScratchJr, Bee-Bot, command, sprite, compare, programming, programming area, joining, command, Start block, run, program, programming area, background, delete, reset, algorithm, predict, effect, change, value, block, instructions, sprite, Sprite, background, appropriate, programming blocks, programs
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MUSIC

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
MMC Y1 Unit 1 How can we make friends when we sing together?	MMC Y1 Unit 2 How does music tell stories about the past?	MMC Y1 Unit 3 How does music make the world a better place?	MMC Y1 Unit 5 What songs can we sing to help us through the day?	Ocarinas – from 1-2-3 Ocarina Book L1: Know what an ocarina is and how to hold it; know that sound	Ocarinas – from 1-2-3 Ocarina L1: Know the notes high D, B and G;

<p>L1: Know that notes can be high and low and this is called the pitch L2: Know that notes can be fast and slow and this is called the tempo (speed) L3: Know that notes can be loud and quiet (soft) and this is called the dynamics L4: Know how to improvise to a backing track using two notes L5: Know how to play a short musical part in a group, while other children in a second group play a different, complementary part L6: Know how to write down their short composition in any way they choose.</p>	<p>L1: Know that a repeated pattern is called a riff or ostinato and be able to play a short riff L2: Know how to create a graphic score using a grid to show ups and downs L3: Know how to respond to music using dance L4: Know that music is composed, which means written (like a story) and the person who writes the music is called a composer L5: Know how to compose a short melody using 3 notes and write it down so it can be read and played again L6: Know how to create a very simple graphic score using the 'Create a graphic score' app in Charanga (use search facility to find – doesn't matter which one you use. Can't save on this app)</p>	<p>L1: Know that we need to warm up our bodies and voices to make music safely and well L2: Know we can look at the words to work out what the song is about/what it means L3: Know that we must listen to each other (and the music) when singing as a group L4: Know that the people watching a performance is called the audience; know how to select pieces to perform for an audience L5: Know that practice is essential for any performance and be able to practice their choice of songs L6: Know how to perform at least 2 songs to an audience, which are to be performed holistically (ie with activities for appropriate context)</p>	<p>L1: Know that different percussive sounds can be used to add to the story-telling of a song L2: Know that 'question and answer' is a form of music L3: Know how to improvise in pairs using question and answer L4: Know how to play a simple instrumental part for the unit song by ear L5: Know that melodies rise and fall (travel up and travel down) L6: Begin to know the difference between a rhythmic pattern (long and short notes) and a pitched pattern (high and low notes)</p>	<p>is made by blowing through it and covering the different holes; know where and how strongly to blow through the ocarina for playing (whisper 'doo'); know what covering the holes fully looks and feels like; know where to rest the fingers when not covering holes L2: Know that notes have different letter names and that we can write them down in different ways; know how to clap and talk through the tune 'Hi D' (p9); know how to play a high D; know how to play the 'Hi D' tune. L3: Know how to clap and talk through the tune 'Three B's' (p10); know how to play a B; know how to play the 'Three B's' tune L4: Know how to apply knowledge of high D and B to combine the notes into one tune; clap and talk through the tunes 'Ocarina Groove', 'Doo-ing Well' and 'Time for Tea'</p>	<p>know how to clap and say some tunes from last term; know how to play some tunes from last term L2: Know what 'tonguing' is; know what 'slurring' is, how to do it on the ocarina and what the symbol is to show is which notes we need to slur (P 17) L3: Know how to play a low D; know how to clap, say and play the tune 'Down and Up' L4: Know how to play the note E; know how to clap, say and play the tune 'InDEEDy' L5: Know why it is important to rehearse tunes for a performance L6: Know how to perform on the ocarina to a small, friendly audience</p>
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				<p>L5: Know how to play a G; know how to clap and say the tune 'Over the Water'; know how to play the tune 'Over the Water'</p> <p>L6: Know how to apply knowledge of high D, B and G to play a tune containing all 3 notes; know how to clap and say the tune 'High Jump'; know how to play the tune 'High Jump'</p>	
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VOCABULARY

<p>Pulse, beat, rhythm, melody, pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition</p>	<p>Pulse, beat, rhythm, melody, pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), riff, ostenati, graphic score</p>	<p>Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), riff, ostenati, graphic score</p>	<p>Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score</p>	<p>Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score, ocarina</p>	<p>Pulse, beat, rhythm, melody, melodic patterns (using high and low), pitch (high and low), rise and fall, fast and slow (tempo), loud and soft (dynamics) performance, glockenspiel, beaters, part, composition (compose & composer), long and short (rhythmic patterns), percussion instruments, riff, ostenati, graphic score, ocarina. Tounging, slurring</p>
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ART

ADVENT - Sculpture Children will...	LENT - Colour Mixing/Painting Children will...	PENTECOST - Drawing Children will...
<p>Refer to Twinkl Unit 'Let's Sculpt', Lesson 2 for this unit</p> <p>L1: Know that Michelle Reader is an artist and look at some of her work using recycled materials; know that we are going to make our own model dinosaur from recycled materials; know the process we will use</p> <p>L2: Know how to construct the main structure of the dinosaur</p> <p>L3: Know how to cover the model with papier mache to make the 'skin'</p> <p>L4: Know how to paint the main part of the model; know how to make any additional parts required</p> <p>L5: Know how to add finishing detail to the dinosaurs using paint; know how to attach any finishing parts</p> <p>L6: Know what an exhibition is; know how to exhibit your work to a small, friendly audience; know how to look at others' art work; know how to give positive feedback</p>	<p>L1. Know how to explain what the Primary colours are</p> <p>L2. Know what the Secondary colours are and know what is meant by the Colour Wheel</p> <p>L3. Know what is meant by Warm colours</p> <p>L4. Know what is meant by Cold colours</p> <p>L5. Know what a silhouette is and what a silhouette of the London skyline might look like</p> <p>L6. Know how to create an image of the London skyline against a colour mixed background.</p>	<p>L1. Know how to investigate the different shades of drawing pencil and how they are labelled.</p> <p>L2. Know how to demonstrate using tone in drawings</p> <p>L3/4. Know how to use shading when drawing still life</p> <p>L5. Know how to sketch fruit and vegetables using tonal techniques</p> <p>L6 Know how to exhibit their work with a short explanation.</p>
VOCABULARY		
Recycled, process, construct, papier mache, detail, exhibition, audience, positive feedback	Secondary, tertiary, complimentary, shade, darker, lighter, warm, cold, silhouette, shape, represent	Hard, black, tone, shade, outline, sketch, still life, position, shadow,

DT

ADVENT – Sensational Salads Children will...	LENT - Our Fabric Faces Children will...	PENTECOST – Packed Lunch Problems (Lighthouse Keeper) Children will...
<p>L1 Know the names of different fruits and vegetables and explain where some foods grow.</p> <p>L2 Know how to explore and evaluate a range of products and know why I need to eat fruit and vegetables.</p> <p>L3 Know how to prepare and make a healthy salad made from root vegetables.</p> <p>L4 Know where food comes from in the context of the fish we eat.</p> <p>L5 Know how to prepare a tasty fish salad.</p> <p>L6 Know where different fruits come from and can prepare a tasty fruit salad.</p>	<p>L1 Know how to explore and evaluate fabrics for making dolls/characters.</p> <p>L2 Know which material is suitable for a dolls/character hair and how to shape it.</p> <p>L3 Know how to join different fabrics and materials together.</p> <p>L4 Know how to cut around a template to create a face shape.</p> <p>L5 Know how to think of and discuss ideas to create a design.</p> <p>L6 Know how to follow my design carefully and use different tools to make my design</p>	<p>L1 Know how to explore and evaluate a product's ability to carry a lunch.</p> <p>L2 Know how to investigate and evaluate a range of lunch boxes</p> <p>L3 Know how design new lunch box that can solve the problem</p> <p>L4 Know how to build a lunch box, thinking about its structure and what it is used for.</p> <p>L5 Know how to test and evaluate their design</p> <p>L6 Know how to improve my lunch box, retest and re-evaluate it.</p>
VOCABULARY		
STEM, science, design and technology, engineering, mathematics, chronological, events, individuals, changing, inventors, evaluate, vegetable, root, salad, texture, smell, appearance, taste, hygiene, blend, grate, mix, peel, chop, slice, The Bridge, The Claw, fork safe, protein, zest, juice, vitamins, minerals, oily, salmon, mackerel, trout, tuna, shellfish. combine, fruit, recipe.	Explore, fabric, textile(s), lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur, evaluate, hessian, join, attach, template, cut, line, shape, oval, round, square, heart, tone, design, criteria, materials, tools, annotated drawing, evaluate.	Evaluate, product, existing, disassemble, materials, waterproof, strong, protect, reclaimed, select, tools, equipment, safety, area, join, tape, glue, structure, hinges, design criteria, specification, test, stronger, stable, stiffer, retest, improvements, appealing

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ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...

<p>Team Building L1: know how to co-operate and communicate with a partner to solve challenges. L2: know how to explore and develop teamwork skills. L3: know how to develop communication skills. L4: know how to use communication skills to lead a partner. L5: know how to plan with a partner and small group to solve problems. L6: know how to communicate with a group to solve challenges.</p> <p>Fundamentals L1: know how to explore balance, stability and landing safely. L2: know how to explore how the body moves differently when running at different speeds.</p>	<p>Fitness L1: know how to develop knowledge about how exercise can make you feel. L2: know how to develop knowledge about how exercise can make you strong and healthy. L3: know how to develop knowledge about how exercise relates to breathing. L4: know how to develop my understanding of how exercises helps my brain. L5: know how to develop my understanding of how exercise helps my muscles. L6: know how to begin to understand the importance of daily exercise.</p> <p>Gymnastics L1: know how to explore travelling movements using the space around you.</p>	<p>Yoga L1: know how to explore yoga and mindfulness. L2: know how to copy and remember poses. L3: know how to develop flexibility when holding poses. L4: know how to develop balance whilst holding poses. L5: know how to create yoga poses using a hoop. L6: know how to create a yoga flow with a partner.</p> <p>Invasion L1: know how to develop dribbling towards a goal and understand what being 'in possession' means. L2: know how to understand who to pass to and why when playing against a defender. L3: know how to move towards a goal with the ball.</p>	<p>Sending and Receiving L1: know how to develop rolling and throwing a ball towards a target. L2: know how to develop receiving a rolling ball and tracking skills. L3: know how to send and receive a ball with your feet. L4: know how to develop throwing and catching skills over a longer distance. L5: know how to develop throwing and catching skills over a longer distance. L6: know how to apply sending and receiving skills to small games.</p> <p>Ball Skills L1: know how to develop control and co-ordination when dribbling a ball with your hands. L2: know how to explore accuracy when rolling a ball.</p>	<p>Net and Wall L1: know how to defend space, using the ready position. L2: know how to play against an opponent and keep the score. L3: know how to develop control when handling a racket. L4: know how to develop racket and ball skills. L5: know how to develop sending a ball using a racket. L6: know how to develop hitting over a net.</p> <p>Dance L1: know how to explore travelling actions and use counts of 8 to move in time with the music. L2: know how to remember and repeat actions and respond imaginatively to a stimulus. L3: know how to copy, remember and repeat</p>	<p>Striking and Fielding L1: know how to develop underarm throwing and catching and put this into small sided games. L2: know how to develop overarm throwing. L3: know how to develop striking a ball with my hand and equipment. L4: know how to retrieve a ball when fielding. L5: know how to understand how to get a batter out. L6: know how to develop decision making and understand how to score points.</p> <p>Athletics L1: know how to learn to move at different speeds for varying distances. L2: know how to develop a foundation for balance and stability.</p>
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L3: know how to explore changing direction and dodging. L4: know how to explore jumping, hopping and skipping actions. L5: know how to explore co-ordination and combining jumps. L6: know how to explore combination jumping and skipping in an individual rope.	L2: know how to develop quality when performing gymnastic shapes. L3: know how to develop stability and control when performing balances. L4: know how to develop technique and control when performing shape jumps. L5: know how to develop technique in the barrel, straight and forward roll. L6: know how to link gymnastic actions to create a sequence.	L4: know how to support a teammate when in possession. L5: know how to move into space showing an awareness of defenders. L6: know how to stay with a player when defending.	L3: know how to explore throwing with accuracy towards a target. L4: know how to explore catching with two hands. L5: know how to explore control and co-ordination when dribbling a ball with your feet. L6: know how to explore tracking a ball that is coming towards me.	actions that represent the theme. L4: know how to copy, repeat, create and perform actions that represent the theme. L5: know how to use expression and create actions that relate to the story. L6: know how to use a pathway when travelling.	L3: know how to develop agility and co-ordination. L4: know how to explore hopping, jumping and leaping for distance. L5: know how to develop throwing for distance. L6: know how to develop throwing for accuracy.
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VOCABULARY

Team Building Solve, teamwork, lead, direction, co-operate, instructions, share, listen, safely, travel	Fitness Exercise, heart, lungs, oxygen, mood, healthy, body	Yoga Space, listen, copy, pose, breath, balance, slowly, breathe, stretch	Sending and Receiving Aim, throw, roll, kick, catch, safely, racket	Net and Wall Safely, ready position, partner, score, racket, net, underarm, space, points	Striking and Fielding Throw, points, target, pass, space, score, team, hit, catch, send, batter, bowler, fielder
Fundamentals Balance, direction, land, fast, safely, jump, hop	Gymnastics Action, travel, balance, jump, direction, roll, point, shape, speed, fast, slow, level	Invasion Safely, defender, dribbling, pass, attacker, space, points, score, team	Ball Skills Far, aim, safely, throw, send, roll, catch, direction, balance	Dance Counts, action, travel, pose, move, direction, forwards, backwards, speed, fast, slow, level, shape	Athletics Fast, slow, jump, aim, direction, far, bend, improve, hop, safely, travel, balance

PSHE

Statements to Live By – Odd numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 We are all special. L3/4 I can say how I feel. L5/6 I know what to do if I see anyone being hurt.	L1/2 I try to stand up for myself and others without hurting others. L3/4 I can tell you how I look after myself. L5/6 I can work, play, rest and pray each day	L1/2 I try to love others as I love myself. L3/4 I know I belong in a community that includes my school. L5/6 I listen to what you say. I show that I am listening to you.	L1/2 I try to use words that make the world a better place. (Please, sorry, thank you). L3/4 I know that it is ok for me to make mistakes. L5/6 I try to keep going when things are difficult and not give up hope.	L1/2 I know when to ask for help and who to ask for help from. L3/4 I know how to help others when they are in trouble. L5/6 I try to forgive people when they hurt me.	L1/2 I know how to show I am sorry. L3/4 I know what human dignity means and I show that I respect others. L5/6 I notice that we are the same and we are different.
VOCABULARY					
special, feelings, hurt, good, proud, happy, sad	work, rest, pray	love, community, belong, school,	world, please, thank you, sorry, mistake, difficult	help, trouble, forgive	sorry, respect, same, different

PSHE

Statements to Live By – Even numbers

ADVENT 1 Children will...	ADVENT 2 Children will...	LENT 1 Children will...	LENT 2 Children will...	PENTECOST 1 Children will...	PENTECOST 2 Children will...
L1/2 I can say one good thing about myself. L3/4 I can laugh and have fun. L5/6 I understand that rights match responsibility.	L1/2 I try to be just and fair. L3/4 I think before I make choices that affect my health. L5/6 Simple things can make us happy.	L1/2 I try to follow our school and classroom rules. L3/4 I know we are happiest when we are united. L5/6 I co-operate with others in work and play.	L1/2 I try to appreciate the beauty and the wonder in the world around me L3/4 I can learn from my mistakes and failures. L5/6 I know what humility means.	L1/2 I can recognise comfortable and uncomfortable feelings. L3/4 I understand what trust means. L5/6 I try to accept forgiveness from others.	L1/2 I understand the importance of peace. L3/4 I stand up for people who are being treated unfairly. L5/6 I try to be accepting of others.
VOCABULARY					

good, laugh, fun, rights, responsibility	just, fair, choices, health	school, classroom, rules, united, co-operate, work, play	appreciate, beauty, wonder, world, mistake, failure, humility	comfortable, uncomfortable, trust, accept, forgiveness	peace, unfair, fair, important, accept
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SCIENCE					
ADVENT 1– Seasonal Changes (Physics) Children will...	ADVENT 2– Animals including Humans (Biology) Children will...	LENT 1 - Animals including Humans (Biology) Children will...	LENT 2– Everyday Materials (Physics) Children will...	PENTECOST 1– Everyday Materials (Physics) Children will...	PENTECOST 2– Plants (Biology) Children will...
<p>L1: Know the names of the 4 seasons; describe the similarities and differences</p> <p>L2: Know the changes that take place in Autumn in trees, plants and animals</p> <p>L3: Know what conditions are like in Winter; know how snow is formed</p> <p>L4: Know some of the signs of Spring</p> <p>L5: Know the conditions in Summer; the dangers of the sun</p> <p>L6: Know how to compare the 4 seasons</p>	<p>L1: Know the basic parts of the human body</p> <p>L2: Know the 5 senses and which body part is associated with which sense (taste, sight)</p> <p>L3: Know the 5 senses and which body part is associated with which sense (smell, touch, hearing)</p> <p>L4: Know how to sort and classify animals using simple characteristics (e.g. legs, no legs); know the names of some common animals (fish, amphibians, reptiles, birds and mammals)</p>	<p>L1: Know how their body moves and that not all bodies move in the same way.</p> <p>L2: Know how to use their 5 senses when exploring the outdoor environment and how to record their findings</p> <p>L3: Know a variety of common mini-beasts</p> <p>L4: Know some names of common birds and their characteristics</p> <p>L5: Know what camouflage is and that some animals use this to protect themselves</p>	<p>L1: Know the difference between an object and the material: know what a material is and be able to sort common materials including wood, plastic, glass, metal, water and rock.</p> <p>L2: Know how to identify and classify different materials</p> <p>L3: Know group and classify different materials based upon how they feel.</p> <p>L4: Know what a property is and know the simple physical properties of a variety of everyday materials</p>	<p>L1: Know what the term 'waterproof' means and that some materials are waterproof and some are not.</p> <p>L2: Know which materials to use to create a waterproof shelter with a roof and legs.</p> <p>L3: know what floating and sinking are: know how to test some everyday materials to see which float/sink.</p> <p>L4: Know how to apply their learning to make a sail boat that holds a Lego character</p>	<p>L1: Know what fruit and vegetables are and the differences between them. Know how to observe and record the structures of some common fruits and vegetables.</p> <p>L2: Know what a seed is and that plants grow from seeds.</p> <p>L3: Know the basic parts of a plant and their function</p> <p>L4: Know how to use their knowledge of plant parts to dissect and label the parts of a pansy</p>

<p>(e.g clothes, weather, trees)</p>	<p>L5: Know what a vertebrate and an invertebrate are and the similarities/differences between them.</p> <p>L6: Know what carnivores, herbivores and omnivores are and to sort some animals accordingly.</p>		<p>L5: Know that you can't see through opaque materials but that you can see through transparent materials.</p> <p>L6: Know that some materials are stretchy and that some are not.</p>	<p>L5: Know what a magnet is and does; know how magnets react with a range of everyday materials.</p> <p>L6: Know how to apply their knowledge of materials and their properties to play 'The Materials Game'.</p>	<p>L5: Know what deciduous and evergreen trees are and the difference between them; be able to identify them in the local environment.</p> <p>L6: Know the basic structure of a tree and investigate why some leaves fall from some trees.</p>
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VOCABULARY

<p>Weather (sunny, rainy, windy, snowy etc) Seasons (winter, summer, spring, autumn) sun, sunrise, sunset, Day length</p>	<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses</p>	<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through.</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through.</p>	<p>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud. Names of trees in local area, garden and wild flowering plants.</p>
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