

## Year One Curriculum Map 2023 – 2024

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic:</b>	<b>Ourselves</b>	<b>Traditional Tales</b> Heroes & heroines from stories & real life / Toys	<b>Animals</b>	<b>Local Area</b>	<b>Kenwood House</b>	<b>Space</b>
<b>Key Texts</b>	<b>Funnybones</b> by Janet and Allan Ahlberg	<b>Lost in the Toy Museum: An Adventure</b> by David Lucas	<b>Julia Donaldson</b> (author study) <b>What the ladybird Heard and Tiddler</b>	<b>The Extraordinary Gardener</b> by Sam Boughton	<b>The Mouse Mansion:</b> by Karina Schaapman  <b>Mouseton Abbey: The Missing Diamond</b> by Joanna Bicknell & Nick Page	<b>Beegu</b> by Alexis Deacon  <b>The Man on the Moon</b> by Simon Bartram
<b>Additional Texts</b>	<b>Hair Love</b> by Matthew A. Cherry	Cinderella stories from around the world		<b>The Tin Forest</b> by Helen Ward and Wayne Anderson	<b>A Street Through Time</b> DK Books	<b>Look Up</b> by Nathan Bryon and Dapo Adeola
<b>Key Curriculum Drivers</b>	Science and PSHE The Human Body/ Senses Feelings and Emotions <b>Black History Month</b> The Women who tell the stories	Heroes and Heroines in stories and real life Toys and Materials	Language for storytelling  Animals	Plants – how they grow/ where they grow/ wild or garden?	Paintings & buildings  Life in the past	Emotions Differences The Seasons & weather The world & taking care of the environment
<b>Significant People</b>	Alison Hammond (Black in Time)		Julia Donaldson Axel Scheffler	Charles Darwin Mary Seacole	Dido Belle	Neil Armstrong Mae Jemison
<b>Visits/Visitors</b>	Synagogue Free Church Autumn Walk	The V&A Museum of childhood Winter Walk	Spirit of the Wild Aldenham Farm	Kew Gardens Spring Walk	Kenwood House	Space Dome Summer Walk
<b>PSHE</b>	<u><b>Health and Wellbeing</b></u> <b>Awareness of Feelings</b> <ul style="list-style-type: none"> <li>Can recognise and name different feelings</li> <li>Know a range of words to describe feelings</li> <li>Know how to tell how people are feeling</li> </ul> <u><b>Health and Wellbeing</b></u> <b>Keeping well and clean</b>	<u><b>Health and Wellbeing</b></u> <b>Keeping well and clean</b> <ul style="list-style-type: none"> <li>Know how physical activity and healthy eating helps them to stay healthy</li> <li>Know what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> <li>Know who helps help them to stay healthy (e.g. parent,</li> </ul>	<u><b>Relationships</b></u> <b>All about me</b> <ul style="list-style-type: none"> <li>Know what they like/dislike and are good at</li> <li>Know what makes them special and that everyone has different strengths</li> <li>Know how their personal features or qualities are unique to them</li> <li>Know how they are similar or different to others, and what they have in common</li> </ul>	<u><b>Relationships</b></u> <b>My Friendships</b> <ul style="list-style-type: none"> <li>Know what makes a good friend</li> <li>Know about different types of friends, including grown-ups</li> <li>Know simple strategies to resolve conflict between friends</li> <li>Know that hurtful behaviour is not acceptable and how to</li> </ul>	<u><b>Living in the Wider World</b></u> <b>Being Different</b> <ul style="list-style-type: none"> <li>Know more about other people's opinions and views</li> <li>Know about the different groups they belong to (clubs, faith, cultural heritage etc.)</li> </ul> <b>Money</b> <ul style="list-style-type: none"> <li>Know what money is and where it comes from</li> <li>Know about the cost of everyday items</li> </ul>	<u><b>Living in the Wider World</b></u> <b>The Environment</b> <ul style="list-style-type: none"> <li>Know some of the things they can do at home and at school to help the environment</li> </ul> <b>Looking After Myself</b> <ul style="list-style-type: none"> <li>Know more about road safety and who helps us keep safe (understanding the role of emergency services)</li> </ul>

	<ul style="list-style-type: none"> <li>Understand that things people put into their bodies can affect how they feel</li> <li>Understand why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> </ul>	<p>dentist, doctor)</p> <p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Know that household products, including medicines, can be harmful if not used properly</li> <li>Know how medicines can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>Know some basic rules to keep safe online</li> <li></li> </ul>	<p><b>Losing and Finding</b></p> <ul style="list-style-type: none"> <li>Express how they feel when things get lost or change</li> </ul>	<p>report bullying (including cyberbullying)</p> <ul style="list-style-type: none"> <li>Know the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises</li> <li>Know what 'privacy' means and the importance of respecting others' privacy</li> </ul> <p><b>My Family</b></p> <ul style="list-style-type: none"> <li>Know there are different types of families</li> <li>Know who can help when families make us feel unhappy or unsafe</li> </ul>	<ul style="list-style-type: none"> <li>Know that money can be kept in different places, and that some places are safer than others, e.g. a money box or a bank</li> </ul>	
<b>English</b>	<p><b>Genre</b></p> <p><b>Narrative:</b> Sentence Writing / Descriptive writing / Retelling – Whatever Next</p> <p><b>Poetry:</b> Simple Poems</p>	<p><b>Genre</b></p> <p><b>Narrative:</b> Heroes, Heroines and Villains in Stories /Twisted Tales / Simple Story Structures</p> <p><b>Non-Fiction:</b> Facts about animals / Instructions</p> <p><b>Poetry:</b> Alliteration, animal poems</p>	<p><b>Genre</b></p> <p><b>Narrative:</b> Stories</p> <p><b>Non-Fiction:</b> Facts about animals</p> <p><b>Poetry:</b> Alliteration, animal poems</p>	<p><b>Genre</b></p> <p><b>Narrative:</b> Recount, Descriptive sentences</p> <p><b>Non-Fiction:</b> Recipes / Instructions</p>	<p><b>Genre</b></p> <p><b>Narrative:</b> Descriptive writing inspired by a painting / Diary entry</p>	<p><b>Genre</b></p> <p><b>Narrative:</b> Recount / Diary entry / Story – Space Adventure</p> <p><b>Poetry:</b> Space Poems</p>
	<p><b>Focus</b></p> <p><b>Composition</b></p> <p>To say what I want to write before I write it</p> <p>To write more than one sentence about an idea</p> <p>To use my ideas to write a short narrative</p> <p>To read my writing back to an adult confidently</p> <p><b>Punctuation</b></p> <p>To use full stops in some of my writing</p> <p><b>Handwriting</b></p> <p>To hold a pencil correctly</p> <p>To write digits 0-9 correctly</p> <p>To write lower-case letters correctly, starting and finishing in the right place</p> <p>To use capital letters at the beginning of my sentences and after full stops in some of my writing</p> <p>To begin to leave spaces between words</p> <p><b>Spelling</b></p> <p>To make good attempts at spelling using my phonic knowledge</p>		<p><b>Focus</b></p> <p><b>Composition</b></p> <p>To say what I want to write before I write it</p> <p>To write more than one sentence about an idea</p> <p>To use my ideas to write a short narrative</p> <p>To use the word 'and' to join words and clauses</p> <p>To write instructions in the correct order</p> <p><b>Punctuation</b></p> <p>To use full stops in some of my writing</p> <p>To use (?) question marks sometimes</p> <p><b>Handwriting</b></p> <p>To write lower-case letters correctly, starting and finishing in the right place</p> <p>To use capital letters at the beginning of my sentences and after full stops in some of my writing</p> <p>To begin to leave spaces between words</p> <p><b>Spelling</b></p> <p>To make good attempts at spelling using my phonic knowledge</p> <p>To segment and blend spoken words and spell some words correctly</p> <p>To spell some (CEW) common exception words</p>		<p><b>Focus</b></p> <p><b>Composition</b></p> <p>To use my ideas to write a short narrative</p> <p>To use the word 'and' to join words and clauses</p> <p>To use some describing words</p> <p>To use the word 'and' to join words and clauses</p> <p><b>Punctuation</b></p> <p>To use (!) exclamation marks sometimes</p> <p><b>Handwriting</b></p> <p>To write lower-case letters correctly, starting and finishing in the right place</p> <p>To use capital letters at the beginning of my sentences and after full stops in some of my writing</p> <p>To spell the days of the week</p> <p><b>Spelling</b></p> <p>To make good attempts at spelling using my phonic knowledge</p> <p>To segment and blend spoken words and spell some words correctly</p> <p>To spell some (CEW) common exception words</p>	

			To name letters of the alphabet in order			
<b>SPAG</b>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Capital and Lowercase Letters</li> <li>Verbs</li> <li>Suffixes –ing</li> <li>Finger Spaces</li> <li>Writing Sentences</li> </ul>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Personal Pronouns</li> <li>Noun Suffixes –s</li> <li>Prefixes un-</li> <li>Capital Letters and Full Stops</li> <li>Writing Sentences</li> </ul>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Singular Nouns</li> <li>Past and Present Verbs</li> <li>Suffixes –ed</li> <li>Capital Letters for the Days of the Week</li> <li>Writing Sentences</li> </ul>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Plural Nouns</li> <li>Noun Suffixes –es</li> <li>Compound Words</li> <li>Question Marks</li> <li>Sequencing Sentences</li> </ul>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Punctuating Sentences</li> <li>Noun Suffixes –es</li> <li>Exclamation Marks</li> <li>Capital Letters for Names of People and Places</li> <li>Writing Question Sentences</li> </ul>	<b><u>SPaG Focus</u></b> <ul style="list-style-type: none"> <li>Joining Words and Clauses using ‘and’</li> <li>Suffixes –er</li> <li>Punctuating Sentences</li> <li>Writing Stories</li> <li>Writing Exclamation Sentences</li> </ul>
<b>Maths</b> (weeks) White rose	<b>Place value to 10 (x5)</b>	<b>+/- (x5) Geometry (x1)</b>	<b>Place value to 20 (x3) +/- (x3)</b>	<b>Place value to 50 (x2) Length &amp; Height (x2) Weight &amp; volume (x2)</b>	<b>X /divide (x3) Fractions (x2) Position &amp; direction (x1)</b>	<b>Place value to 100 (x2) Money (x1) Time (x2) Consolidation</b>
<b>Mastering Number</b>  15 minutes, 4 times a week	<ul style="list-style-type: none"> <li>perceptual subitising</li> <li>practise conceptual subitising of bigger numbers</li> <li>explore the linear number system within 10</li> <li>explore the link between the ‘staircase’ pattern and a number track.</li> <li>focus on the composition of numbers within 10, emphasis numbers 6, 7, 8 and 9 as ‘5 and a bit’,</li> <li>explore odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers</li> <li>review the linear number system to 10, compare numbers.</li> <li>continue to explore the composition of the numbers 7–9 in-depth, link to odd and even numbers</li> <li>explore the composition of 10, developing a systematic approach to finding pairs that sum to 10.</li> <li>revisit what is meant by ‘comparing’ and see that quantities can be compared according to different attributes, including numerosity.</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers</li> <li>review the composition of numbers within 10 part-whole representations - practise recalling missing parts within 10.</li> <li>compare numbers within 10,</li> <li>use the inequality symbol to create expressions, e.g. <math>7 &gt; 2</math>, and use the language of ‘greater than’ and ‘less than’</li> <li>reason about inequalities, e.g. Is this true or false? <math>3</math> and <math>2</math> is less than <math>4</math>.</li> <li>develop their recall of number bonds within 10, through the use of exercises which use written numerals but not the symbols <math>+</math>, <math>-</math>, or <math>=</math>.</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers</li> <li>review the linear number system to 10, looking at a range of representations, including a number line</li> <li>explore the use of ‘midpoints’ to identify the location of other numbers.</li> <li>review the composition of odd and even numbers, linking this to doubles and near doubles</li> <li>explore the composition of the numbers 11–20 ‘ten and a bit’.</li> <li>continue to develop their recall of bonds within 10, through the use of exercises which do NOT involve written equations, such as <math>4 + 3 = ?</math></li> <li>To identify doubles and near doubles through visual representations of odd and even numbers.</li> </ul>	<ul style="list-style-type: none"> <li>continue to practise conceptually subitising numbers</li> <li>conceptually subitise numbers within 20</li> <li>review the linear number system to 20, looking at a range of representations, including a number line</li> <li>explore the use of ‘midpoints’</li> <li>continue to explore representations which expose the composition of numbers within 20.</li> <li>compare numbers within 20, use the symbols <math>+</math>, <math>&lt;</math>, <math>&gt;</math>, or <math>=</math>, such as: True or false? <math>10 + 4 &lt; 14</math> <math>10 + 4 = 14</math> <math>10 + 4 &gt; 14</math></li> <li>develop their fluency in additive relationships within 10,</li> <li>complete written equations</li> <li>revisit strategies for addition and subtraction within 10 and apply these to a range of questions, including written equations.</li> </ul>	<ul style="list-style-type: none"> <li>continue to use conceptual subitising, especially when using a rekenrek.</li> <li>apply their knowledge of the composition of numbers, to calculations within 10 and 20.</li> <li>continue to draw on their knowledge of the relative size of numbers when answering questions using the inequality symbol.</li> <li>continue to practise recalling additive facts within 20, applying their knowledge of the composition of numbers within 20 and strategies within 10.</li> </ul>
<b>Science</b>	<b>Animals inc humans</b> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body.</li> <li>To name and label the parts of the human body.</li> <li>Say which part of the body is associated with each sense.</li> </ul>	<b>Materials</b> <ul style="list-style-type: none"> <li>To identify and name a variety of everyday materials</li> <li>To distinguish between an object and the material from which it is made</li> <li>To distinguish between an object and the material from</li> </ul>	<b>Animals inc humans</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Describe and compare the structure of a variety of</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>To identify and describe the basic structure of a variety of common flowering plants, including trees;</li> <li>To ask simple questions and recognise that they can be answered in different ways;</li> </ul>	<b>Scientists &amp; Experiments</b> <ul style="list-style-type: none"> <li>To describe the simple physical properties of a variety of everyday materials</li> </ul>	<b>Seasons</b> <ul style="list-style-type: none"> <li>Autumn/Winter/Spring/Summer: To observe and describe weather associated with the seasons by observing the weather; To gather and record data to help answer questions by</li> </ul>

	<ul style="list-style-type: none"> <li>To perform simple tests.</li> <li>To name the five senses and to perform simple tests to find out more about them.</li> </ul> <p><b>Seasons</b></p> <ul style="list-style-type: none"> <li>To observe and describe weather associated with the seasons by observing the weather; To gather and record data to help in answering questions by recording the weather, temperature, rainfall and wind direction.</li> </ul>	<p>which it is made by looking and touching different materials.</p> <ul style="list-style-type: none"> <li>To describe the simple physical properties of a variety of everyday materials by testing different objects</li> <li>Umbrella Investigation: Observe closely; Perform simple tests; Use their obs/ideas to suggest answers to questions</li> <li>To compare and group together a variety of everyday materials on the basis of their simple physical</li> </ul>	<p>common animals, including pets.</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals.</li> </ul>	<ul style="list-style-type: none"> <li>To observe closely, using simple equipment;</li> <li>To describe and compare plants, seeds and bulbs.</li> <li>To name and compare the parts of plants</li> <li>To identify, name and classify a variety of common wild and garden plants, including deciduous and evergreen trees;</li> </ul>	<ul style="list-style-type: none"> <li>To ask simple questions and use simple secondary sources to find answers</li> <li>To observe and describe weather associated with the seasons &amp; to gather and record data to help in answering questions</li> </ul>	<p>recording the weather, temperature, rainfall and wind direction.</p> <ul style="list-style-type: none"> <li>To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.</li> <li>Staying Safe in Summer Observe and describe weather associated with the seasons in the context of the summer sun</li> </ul>
<b>Art and Design PPA</b>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Explore different drawing tools</li> <li>Draw shapes and join together to create the shape of the human body</li> <li>Use a variety of different marks to fill a shape</li> </ul> <p><b>Collage</b></p> <ul style="list-style-type: none"> <li>Fold, tear, cut and overlap paper</li> <li>Explore the paper cut outs of Henri Matisse</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Draw shapes from observations</li> <li>Experiment with repeating a variety of marks to create texture</li> <li>Experiment with light +dark tones</li> <li>Draw smaller shapes inside bigger shapes to create toys and buildings</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Investigate colour mixing: secondary colours and tints</li> <li>Explore the work of an artist who creates buildings and cities</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Explore making marks on different surfaces from torn papers</li> <li>Observe stripes, spots and patterns on animals and record them</li> <li>Draw an animal with a distinct pattern e.g. zebra</li> </ul> <p><b>3D work</b></p> <ul style="list-style-type: none"> <li>Roll and shape clay to make a flat object</li> <li>Roll clay to make spheres and cylinders</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Create a variety of lines and marks using different drawing tools.</li> <li>Draw plants from observation</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>Explore and discuss the work of different abstract artists who use colour/paint to show moods/feelings/places</li> <li>Explore making different brush strokes and applying paint in different ways</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Draw buildings from observation</li> <li>Draw from their imagination, creating their own special places</li> </ul> <p><b>Printing</b></p> <ul style="list-style-type: none"> <li>Make rubbings to collect textures and patterns</li> <li>Print with a range of found objects</li> <li>Investigate printing using two colours</li> <li>Create and print using a collograph block</li> </ul>	<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>Draw marks and lines in response to Holst's Planet Suite</li> </ul> <p><b>Weaving</b></p> <ul style="list-style-type: none"> <li>Develop simple weaving skills</li> <li>Explore, use and create decorative fabrics for weaving.</li> </ul> <p><b>3D work</b></p> <ul style="list-style-type: none"> <li>Create forms using found materials</li> </ul>
<b>Art &amp; Design led by class teacher</b>	<ul style="list-style-type: none"> <li>Investigate colour mixing</li> <li>Begin to experiment with light +dark tones</li> <li>Create seasonal cards</li> </ul>	<ul style="list-style-type: none"> <li>Continue to drawing around objects to create different overlapping shapes</li> <li>Continue to fold, tear, cut and overlap paper</li> </ul>	<ul style="list-style-type: none"> <li>Practise colour mixing</li> <li>Cut and overlap shapes</li> <li>Draw shapes from observations</li> <li>Apply knowledge of light +dark tones</li> <li>explore using wax resist techniques</li> </ul>	<ul style="list-style-type: none"> <li>Draw whole plant – apply knowledge of how to draw a flower</li> <li>Apply knowledge of light +dark tones to use with paint</li> <li>Continue to explore using different brush strokes</li> <li>Practise exploring adding different colours of paint in layers</li> <li>Continue to experiment with repeating a variety of marks to create texture</li> <li>Continue to explore using different brush strokes</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with constructing and joining recycled, natural and manmade materials</li> <li>Make sculptures using clay and playdough</li> </ul>	<ul style="list-style-type: none"> <li>Continue to experiment with constructing and joining recycled, natural and manmade materials</li> <li>Recap how to fold, tear, cut and overlap paper</li> <li>Explore a variety of materials</li> <li>Experiment with blending pastels to create dust cloud effects</li> </ul>

<b>Design Technology</b>		<b><u>Textiles:</u></b> <b>A toy puppet</b> <ul style="list-style-type: none"> <li>Researching puppets</li> <li>Joining fabrics</li> <li>Designing my puppet</li> <li>Making and joining</li> <li>Decorating my puppet</li> <li>Evaluating my puppet</li> </ul>		<b><u>Food:</u></b> <b>Cooking with plants</b> <ul style="list-style-type: none"> <li>Fruit or vegetable?</li> <li>Where fruits and vegetables grow</li> <li>Tasting smoothie ingredients</li> <li>Making smoothies</li> </ul>		<b><u>Mechanism:</u></b> <b>Sliding rocket picture</b> <ul style="list-style-type: none"> <li>Explore sliders and movement</li> <li>Design</li> <li>Construction</li> <li>Test &amp; evaluate</li> </ul>
<b>Geography and History</b>	<b>Ourselfs: Where do we come from?</b> <ul style="list-style-type: none"> <li>Recognise the Globe represents the Earth</li> <li>Identify/locate places on a Globe</li> <li>Recognise world maps as flat globe, recognise features of a range of maps and describe their purpose</li> <li>Locate familiar objects/places on maps, including classroom/room in the home</li> <li>Recognise the shapes and sizes of the continents to help locate/label these and oceans on a world map</li> <li>Recount names of continents and oceans</li> <li>Locate other places / countries they may have heard of on their world maps, including Europe and UK</li> <li>Use 4-point compass directions to describe location of places</li> <li>Identify hot/cold areas, <b>climate zones</b>, on their world map</li> <li>Recognise features of these zones</li> <li>Locate countries of origin for family members or story characters on their world maps</li> <li>Use appropriate words to describe locations and journeys by family members or characters (including animals?)</li> </ul>	<b>Heroes &amp; Heroines: Where do our toys come from?</b> <ul style="list-style-type: none"> <li>Identify and describe materials and origin of their own/others' toys using labels, images and other sources</li> <li>Recognise that many are not from/made in UK, and recognise terms import and export, and manmade/manufactured</li> <li>Find information to describe features of toys from the past from a range of sources (including conversations/images with older family members etc.), recognising similarities and differences between toys including materials and technology used</li> <li>Find information from a range of sources to describe features of toys from further in the past (e.g. Victorian, Roman) including materials and technology used</li> <li>Categorise toys/materials into past and present</li> <li>Recognise differences between expensive and cheap toys from the past using images</li> <li>Categorise giving reasons for their choices or – what do they think toys of the future may look like?</li> </ul>	<b>Animals: How would I take a penguin home?</b> <ul style="list-style-type: none"> <li>Use previous knowledge to trace/copy own world map and recount names and locate continents, oceans and Europe, UK and other countries/places learnt previously</li> <li>Locate/label the tropic lines, hemispheres., equator and the tropics. Label the western and eastern hemispheres. What are the names of the lines used to describe any place on Earth?</li> <li>Locate climate zones on a map in relation to the tropic lines and hemispheres</li> <li>Find information/evidence from a range of sources to describe the physical features of desert/polar/equatorial zones - locate on world map and making links between climate, topography and habitat to suggest reasons for these differences.</li> <li>Find information/evidence from a range of sources for the physical features of desert/equator/polar climates, locate correctly on a world map, and describe location in relation to UK.</li> <li>Where is the UK? How does our position match our climate?</li> <li>How would we travel to X to take a penguin home? What would we need to take?</li> </ul>	<b>Local Area: Where do I live?</b> <ul style="list-style-type: none"> <li>Describe using locational language where they live: correctly identifying climate zone/hemisphere (last unit), continent, country, city. Locate on a world map/Globe.</li> <li>Use Google Maps and zoom in on images to appreciate scale, and describe where London is located and Using Map of UK</li> <li>Identify, name the key landmarks/human features of London from a range of sources. Describe location of school/homes on a map/in relation to the above.</li> <li>Recognise key human features from images last lesson that are found in local area</li> <li>Distinguish between human and physical features. What might the impact of this feature be?</li> <li>Correctly identify and describe/record features human and physical features of their local area</li> <li>Place images from local area on a map, correctly identifying category or purpose/materials/location using a key</li> <li>Describe location/journeys between these features/places, using directional language.</li> </ul>	<b>Kenwood: How has my local area changed?</b> <ul style="list-style-type: none"> <li>Recall from previous learning/unit the various human and physical features in local area.</li> <li>Recall from previous examples/learning the impact/links between features: What might the impact of this feature be (e.g. noise, pollution, wildlife)? Which of features are to do with transport?</li> <li>Identify places in local area on map from images; Identify differences in features from past and present</li> <li>Construct a timeline, including reference to periods covered in previous learning</li> <li>Use range of sources to consider impact of some of these differences e.g. using senses to describe differences in smells and sounds at the time in comparison to now.</li> <li>Would you like to have lived here at this time? What changes might there be in the future?</li> </ul>	<b>Seasons &amp; Celebrations: What will the weather be like today?</b> <ul style="list-style-type: none"> <li>Revise previous knowledge to copy/trace a world map, locate and label continents, oceans, the tropics and different climate zones</li> <li>Use previous learning to identify from images and make links between the key physical features of the polar, equatorial and desert climate zones</li> <li>Locate UK on a world map/globe and make links with climate and world position to describe UK climate</li> <li>Describe the difference between climate and weather.</li> <li>Recognise/use key words for describing weather</li> <li>Using prior learning about weather and climate zones, describe the climate pattern from weather data to identify the correct climate zone of a place</li> <li>Read UK weather data from a range of sources, and use their knowledge of the seasons to identify the weather pattern for Summer or Winter.</li> <li>Predict the current weather, using correct terminology, of their local area.</li> <li>Record and describe weather measurements for</li> </ul>

				<ul style="list-style-type: none"> <li>Describe where they live/local area, using terms learnt previously.</li> </ul>		the local area. Were the predictions (previous lesson) correct?
<b>R.E.</b> <b>Myself and Belonging</b>  <b>Story, Celebrations and Symbols</b>  <b>Beliefs and believing</b>  <b>Christianity</b> <b>Judaism</b>	<b>Special Places</b> <ul style="list-style-type: none"> <li>Understand what makes a place special</li> <li>Identify their own special place</li> <li>Focus on Christianity and Judaism.</li> <li>Explore key features of a church and synagogue</li> <li>Trip to synagogue.</li> <li>Harvest time and church.</li> </ul>	<b>Celebrations</b> <ul style="list-style-type: none"> <li>Talk about celebrations in own lives</li> <li>Understand that religious believers celebrate important occasions, rituals and festivals.</li> <li>Diwali, Christmas and Hanukkah.</li> <li>Hear stories and learn about special customs i.e. birthdays and weddings.</li> </ul>	<b>Symbols</b> <ul style="list-style-type: none"> <li>Symbols that are important to us.</li> <li>Identify and describe a Christian and Jewish symbol.</li> <li>Understand the importance of symbols.</li> </ul>	<b>Stories</b> <ul style="list-style-type: none"> <li>World book day</li> <li>Understand why writings are important and special to various religious communities.</li> <li>Understand similarities and differences both within and between religions and how the texts are used to inform beliefs.</li> </ul>	<b>Leaders, teachers and beliefs</b> <ul style="list-style-type: none"> <li>Who is special to us and why?</li> <li>Understand key people who are important to the founding of different faiths.</li> <li>Special stories about key figures.</li> <li>Religious clothing.</li> </ul>	<b>Rules:</b> <ul style="list-style-type: none"> <li>Know that we all have rules.</li> <li>Know that religious people have beliefs on many issues and affect the choices they make.</li> <li>How do these rules affect the way you care for the world?</li> <li>Why do we need rules?</li> <li>Difference between right and wrong behaviour.</li> </ul>
<b>P.E.</b>	<b>Fitness (Class Teacher):</b> Develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. <b>Fundamentals (Sports Coach):</b> Explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.	<b>Ball Skills (Class Teacher):</b> Explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. <b>Gymnastics (Sports Coach):</b> Learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases.	<b>Gymnastics (Class Teacher):</b> (Val Sabin – Unit D Flight, Bouncing, Jumping and Landing): To bounce, hop, spring and jump using a variety of take offs and landing. To observe, recognise and copy different body shapes. To link together two or more actions with control and be able to repeat them. To describe what they see using appropriate vocabulary <b>Sending and Receiving (Sports Coach):</b> Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of	<b>Yoga (Class Teacher):</b> Learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities. <b>Athletics: (Sports Coach):</b> Develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. <b>Skipathon</b>	<b>Dance: (Class Teacher):</b> Explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. <b>Team Building (Sports Coach):</b> Develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome. <b>Tennis Coaching at Mercury Tennis Club</b>	<b>Dance (Class Teacher):</b> Work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. <b>Target Games: (Sports Coach):</b> Develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. <b>Sports Day</b>



			abiding by the rules to keep themselves and others safe.			
<b>Computing</b>	<b>Improving mouse skills</b> <ul style="list-style-type: none"> <li>● Use computers more purposefully</li> <li>● Log in and navigate around a computer</li> <li>● Drag, drop, click and control a cursor using a mouse</li> <li>● Use software tools to create art on the computer</li> </ul>	<b>Beebots</b> <b>The 3 Little Pigs</b> <ul style="list-style-type: none"> <li>● Recognise cause and effect when pressing buttons on a Bee-Bot.</li> <li>● Discuss and demonstrate how the Bee-Bot works.</li> <li>● Record video ensuring everyone is in the shot.</li> <li>● Give a number of clear instructions in sequence.</li> <li>● Program a Bee-Bot to reach a destination.</li> <li>● Identify and correct mistakes in their programming</li> </ul>		<b>Algorithms Unplugged</b> <ul style="list-style-type: none"> <li>● Explain what an algorithm is.</li> <li>● Write clear algorithms.</li> <li>● Follow an algorithm.</li> <li>● Explain what inputs and outputs are.</li> <li>● Create an achievable program.</li> <li>● Decompose a design into steps.</li> <li>● Identify bugs in an algorithm and how to fix them</li> </ul>	<b>Digital imagery</b> <ul style="list-style-type: none"> <li>● Plan a pictorial story using photographic images in sequence.</li> <li>● Explain how to take clear photos.</li> <li>● Take photos using a device.</li> <li>● Edit photos by cropping, filtering and resizing.</li> <li>● Search for and import images from the internet.</li> <li>● Explain what to do if something makes them uncomfortable online.</li> <li>● Organise images on the page, orientating where necessary</li> </ul>	
<b>Internet Safety (links with PSHE)</b> 4 lessons to be taught through the year, and repeated /reinforced as necessary	<b>Online Safety</b> <ul style="list-style-type: none"> <li>● Learning about online safety, including using useful tips to stay safe when online;</li> <li>● How to manage feelings and emotions when someone or something has upset us online;</li> <li>● Learning about the responsibility we have as online users;</li> <li>● Exploring the idea of a 'digital footprint'</li> </ul>					
<b>Music</b>	<b>Harvest Festival</b> <ul style="list-style-type: none"> <li>● Basic posture with relaxed shoulders, singing mouth and sound projection</li> <li>● Singing songs about Harvest</li> <li>● Perform to an audience</li> </ul>	<b>Seasonal Production</b> <ul style="list-style-type: none"> <li>● Basic posture with relaxed shoulders, singing mouth and sound projection</li> <li>● Perform to an audience</li> </ul>	<b>Composing soundscapes: Animals music</b> <ul style="list-style-type: none"> <li>● Composing soundscapes using percussion instruments</li> <li>● Timbre of different instruments which imitates animal sounds</li> <li>● Dynamics (loud and soft)</li> </ul>	<b>Fairy tales</b> <ul style="list-style-type: none"> <li>● Singing songs about popular Fairy tales</li> <li>● Dynamics (loud and soft)</li> <li>● Creating an accompaniment using percussion instruments</li> </ul>	<b>Beat and Rhythm</b> <ul style="list-style-type: none"> <li>● Pulse (moving in in time to music)</li> <li>● Simple rhythmic patterns aurally (identify / repeat)</li> <li>● Playing rhythms as part of a polyrhythm using percussion instruments</li> </ul>	<b>Space Music</b> <ul style="list-style-type: none"> <li>● Free exploration of pitch and rhythm</li> <li>● Explore combinations of sounds</li> <li>● Timbre of different instruments</li> <li>● Perform your space soundscape to an audience</li> </ul>