

St. Thomas More Catholic Primary School

Curriculum Framework Overview – Year 1: 2023/2024

	Autumn Term 1		Autumn Term 2	Spring Term 1		Spring Term 2	Summer Term 1		Summer Term 2
	7 weeks		6.5 weeks	6 weeks 2 days		5 weeks	6 weeks		7.5 weeks
RE 'Come and See'	Families	Belonging	Waiting	Special People	Meals	Change	Holydays and holidays	Being Sorry	Neighbours
School theme	'Lights, Camera, Action!'			'Step Back In Time'			'Colourful Cultures'		
Topic focus	Traditional Tales			Rule Britannia!			Amazing Africa		
English	Fiction: Labels and Captions – Pigs houses (2 weeks) Character Description – Giant (3 weeks) Postcard (2 weeks) – Little Red Riding Hood	Fiction: Letter – Santa (2 weeks)		Fiction: Story (retell/ changes) (3 weeks)	Fiction: Setting description (3 weeks) 1.Sentence(s) to describe. 2.Sentence(s) to describe – change character.		Fiction: Stories from a range of cultures - Speech and Thought Bubbles	Fiction: Retell Poetry – theme poem	
	Key Texts: Jack and the Jellybean Stalk Pigs Might Fly	Key Texts: The Gingerbread Man Elf on the Shelf		Key Texts: Queen Victoria's Knickers – Nicolas Allen	Key Texts: The Queen's Hat – Shirley Hughes		Key Texts: Mama Panya's Pancakes The Lion Inside	Key Texts: Handa's Surprise	

	Little Red Riding Hood					
	Non- Fiction: Labels, lists, captions	Non- Fiction: Instructions – Ginger bread man (3 weeks)	Non- Fiction: Recount (2 weeks) – Victorian School Day	Non- Fiction: Travel Guide (3 weeks) – Travel to London	Non- Fiction: Explanation text: How to stay safe in the African sun	Non- Fiction: Non chronological report – Woburn Safari
	Factual books about animals and weather	Selection of instructions from different things		Factual books about Elizabeth II and Victoria	Factual books about seasons and weather	Factual books about Africa and animals A is for Africa
		Poetry • Memorize and Recite Christmas Poetry (1 week)	Poetry Scaredy Squirrel A three line poem (minimum) about Scaredy Squirrel. (1 weeks) A three line poem (minimum) about being scared.			Poetry Shape poem – African animal
SPaG	Basic punctuation Capital Letters Adjectives	Basic Punctuation Capital Letters Nouns	Verbs -ing -ed	Adverbs -ly -est	Time Adverbs Compound words -un	Plurals -s -es

				-er		Contractions Exclamation marks
Maths	Number: Place Value within 10 (5 weeks) Number: Addition and Subtraction within 10 (5 weeks) Geometry: Shape (1 week)		Number: Place Value within 20 (3 weeks) Number: Addition and Subtraction within 20 (3 weeks) Number: Place value within 50 (2 weeks) Measurement: Length and Height (2 weeks) Measurement: Mass and Volume (2 weeks)		Number: Multiplication and Division (3 weeks) Number: Fractions (2 weeks) Geometry: Position and Direction (1 week) Number: Place value within 100 (2 weeks) Measurement: Money (1 week) Measurement: Time (2 weeks)	
Science	Animals Including Humans - Why are humans not like Bog Babies? (The Bog Baby) Scientist: Chris Packham (Animal Conservationist) • I can name a variety of animals	Seasonal Changes (Autumn to Winter) – Why can penguins not live in the desert? (Lost and Found) Scientist: Holly Green (Meteorologist) • I can observe and comment on	Seasonal Changes (Spring) – Are clouds always white? (Little Cloud – Anne Booth) Scientist: Aisling Creevey (Weather Reporter) • I can observe and comment on	Everyday Materials - What do aliens think of life on planet Earth? (Beegu) Scientist: Charles Mackintosh (Waterproof coat) • I can distinguish between an	Plants – Which birds and plants would Peter Rabbit find in our local area? (Peter Rabbit The Rabbit Problem) Scientist: Beatrix Potter	Seasonal Changes – (Summer) – Is the sun only out in summer? (At the Beach – Roland Harvey) Scientist: Holly Green (Meteorologist) • I can observe and comment on

	<p>including fish, amphibians, reptiles birds and mammals.</p> <ul style="list-style-type: none"> • I can classify and name animals by what they eat (carnivore, herbivore and omnivore). • I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). • I can sort living and non-living things. • I can name the parts of the human body that I can see. • I can link the correct part of the 	<p>changes in the seasons.</p> <ul style="list-style-type: none"> • I can name the seasons and suggest the type of weather in each season 	<p>changes in the seasons.</p> <ul style="list-style-type: none"> • I can name the seasons and suggest the type of weather in each season. 	<p>object and the material it is made from.</p> <ul style="list-style-type: none"> • I can explain the materials that an object is made from. • I can name wood, plastic, glass, metal, water and rock. • I can describe the properties of everyday materials. • I can group objects based on the materials they are made from. 	<ul style="list-style-type: none"> • I can name a variety of common wild and garden plants. • I can name the petals, stem, leaf and root of a plant. • I can name the roots, trunk, branches and leaves of a tree. • I can name a variety of animals including fish, amphibians, reptiles birds and mammals 	<p>changes in the seasons.</p> <ul style="list-style-type: none"> • I can name the seasons and suggest the type of weather in each season.
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	human body to each sense					
	Working Scientifically <ul style="list-style-type: none"> • I can identify and classify • I can use simple equipment to observe closely 	Working Scientifically <ul style="list-style-type: none"> • I can gather and record data to help in answering questions • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions 	Working Scientifically <ul style="list-style-type: none"> • I can gather and record data to help in answering questions • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions 	Working Scientifically <ul style="list-style-type: none"> • I can identify and classify • I can gather and record data to help in answering questions • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions 	Working Scientifically <ul style="list-style-type: none"> • I can identify and classify • I can gather and record data to help in answering questions • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions 	Working Scientifically <ul style="list-style-type: none"> • I can gather and record data to help in answering questions • I can ask simple questions and recognise that they can be answered in different ways • I can use my observations and ideas to suggest answers to questions
Computing	Computing Systems and Networks –	Creating Media – Digital Painting –	Creating Media – Digital Writing	Data and Information – Grouping Data	Programming A – Moving a Robot	Programming B – Introduction to Animation

	Technology Around Us <ul style="list-style-type: none"> • I can understand technology is something that helps us • I can give examples of how technology help us • I can name the main parts of a computer: mouse trackpad, screen, keyboard and know their functions • I know what the save icon looks like and that this is used in many programmes • I know following the rules to keep safe and healthy 	Illustrations for their instructions <ul style="list-style-type: none"> • I know and can explain what different freehand tools do • I recognise computers can be used to create art • I recognise a tool can be adjusted to suit my need • I can consider the impact of choices I made 	<ul style="list-style-type: none"> • I know that keyboard is used to enter text into a computer • I know that the shift key changes the output of a key • I know that text can be changed and edited • I know that the appearance of text can be changed 	<ul style="list-style-type: none"> • I know that objects can be counted • I know that information can be presented in different ways • I know that objects can be grouped by similarities/ attributes • I know objects have many different labels that can be used to put them into groups • I know that an object can fit into more than one group • I know computers are not intelligent, and require input from 	<ul style="list-style-type: none"> • I can recall words that can be enacted • I know and can explain what a given command does • I can match a command to an output • I understand that a program is a set of commands that a computer can run • I know that a series of instructions can be issued before they are enacted • I know what the buttons on a floor robot do • I know what the direction command, clear 	<ul style="list-style-type: none"> • I know what a sprite is • I know what a background is • I know that a programming block is an instruction • I how to use programming blocks to use, modify and create programs • I know what an algorithm is • I how to move characters on-screen using commands • I compare ScratchJr to Bee-Bots • I know that some blocks on ScratchJr have
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	<p>when using technology in and beyond the home and the benefits of these</p> <ul style="list-style-type: none"> • I recognise that choices are made when using technology 			humans to perform tasks	<p>memory and run program button do</p> <ul style="list-style-type: none"> • I can use directional language such as: forwards, backwards, turn left, turn right, stop • I know that there is more than one way to solve a problem 	<p>numbers underneath them</p> <ul style="list-style-type: none"> • I know how changing the values effects a block • I know that a project can contain more than one sprite • I know that each sprite has its own programming area
	<p>Disciplines</p> <ul style="list-style-type: none"> • To identify and locate examples of technology • To use a mouse to click and drag • To switch a computer on • To log into a computer 	<p>Disciplines</p> <ul style="list-style-type: none"> • To decide when it's appropriate to use each tool • To create a picture using freehand tools • To use shape and line tools when precision is need 	<p>Disciplines</p> <ul style="list-style-type: none"> • To use letter, number and space keys to enter text • To use punctuation and special characters • To select text • To use the backspace key to remove text 	<p>Disciplines</p> <ul style="list-style-type: none"> • To identify some attributes of an object • To collect simple data • To show that collected data can be counted • To describe the properties of an object 	<p>Disciplines</p> <ul style="list-style-type: none"> • To enact a given word • To predict the outcome of a command on a device • To list which commands can be used on a given device 	<p>Disciplines</p> <ul style="list-style-type: none"> • To find and use commands to move a sprite • To compare two different planning tools • To join blocks together • To use a start block in a program

	<ul style="list-style-type: none"> • To use a mouse to open a program • To use a mouse to create a picture • To click and drag to make objects on a screen • To type my name on a computer • To save my work to a file • To open work from a file • To use arrow keys to move the cursor • To delete letters 	<ul style="list-style-type: none"> • To change the colour and brush size • To use a range of paint colours • To use the fill tool to colour an enclosed area • To use the undo button to correct a mistake • To combine a range of tools to create a piece of artwork • To compare painting using a computer with painting using brushes 	<ul style="list-style-type: none"> • To position the text cursor in a chosen location • To use undo • To choose options to achieve a desired effect • To change the appearance of text 	<ul style="list-style-type: none"> • To choose an attribute to group objects by • To group objects to answer questions • To explain that objects can be grouped by similarities • To describe a group of objects based on commonality 	<ul style="list-style-type: none"> • To run a command on a floor robot • To choose a command for a given purpose • To choose a series of words that can be enacted as a program • To choose a series of commands that can be run as a program • To build a sequence of commands in steps • To combine commands in a program • To run a program on a device 	<ul style="list-style-type: none"> • To run a program • To add backgrounds • To know how to delete sprites • To follow given algorithms to create simple programs • To find blocks that have numbers • To change values on a block • To say what happens when they change a value • To add blocks to sprites • To choose appropriate artwork for my project
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					<ul style="list-style-type: none"> • To match an outcome to a command • To follow an instruction • To give directions • To start a sequence from the same place • To experiment with turn and move commands • To explain what my program should do • To debug my program • To plan two programs to get to the same place 	<ul style="list-style-type: none"> • To decide how each sprite will move • To create an algorithm for each sprite • To test the programs I have created
Geography	Weather/ Extreme Weather (Links to Science over the academic year) <ul style="list-style-type: none"> • I understand the difference between Climate and Weather • I can identify weather symbols • I understand that weather can cause disruption – extreme weather 					

<ul style="list-style-type: none"> • I can compare different types of weather • I can categorise types of weather in different ways 					
Disciplines <ul style="list-style-type: none"> • To identify seasonal and daily weather patterns in the United Kingdom 					
Mapping the World – The United Kingdom <ul style="list-style-type: none"> • I can identify a globe • I can explain what maps are and why they are used • I can describe what an atlas is used for • I know what countries make up the United Kingdom and point out the differences 		England/ Scotland <ul style="list-style-type: none"> • I can compare England's location with the location of other counties in the UK • I can identify the border countries of England/ Scotland • I can classify different physical features in England, giving examples and compare these with Scottish features 	London/ Edinburgh <ul style="list-style-type: none"> • I can show on a map: The River Thames, Tower Hill, Hampstead Heath, Highgate Hill, Parliament Hill. • I can point out some important landmarks on a map of London., • I can compare and contrast the types of businesses found in Canary Wharf 		Our School <ul style="list-style-type: none"> • I can summarise the geographical location of STM. • I can explain some of the features of the surrounding area of STM. • I can compare and contrast the location of STM with STE. What's the same/different? • I can compare and contrast the physical features of our school with a village school nearby (Geddington) • I can explain the reasons why STM may have been built in this location. • I can compare and contrast a map of the school area with a satellite image.

	<p>between Great Britain, the United Kingdom and the British Isles.</p> <ul style="list-style-type: none"> • I can identify and name the Union Flag • I can summarise the geographical location of the United Kingdom 	<ul style="list-style-type: none"> • I can compare and contrast the populations of the countries in the UK • I can point out areas of the world that have high numbers of people leaving as refugees 	<p>and Tower Hamlets</p> <ul style="list-style-type: none"> • I can explain why Edinburgh has hills • I can compare and contrast the location of London with Edinburgh • I can group buildings and transport in London and Edinburgh 		
	<p>Disciplines</p> <ul style="list-style-type: none"> • To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What 	<p>Disciplines</p> <ul style="list-style-type: none"> • To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What 	<p>Disciplines</p> <ul style="list-style-type: none"> • To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What 		<p>Disciplines</p> <ul style="list-style-type: none"> • To ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) • To use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill,

	<p>do people do in this place?)</p> <ul style="list-style-type: none"> • To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • To use world maps, atlases and globes to identify the United Kingdom and its countries. • To use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. 	<p>do people do in this place?)</p> <ul style="list-style-type: none"> • To use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • To name, locate and identify characteristics two countries and capital cities of the United Kingdom and its surrounding seas. • To use aerial images and plan perspectives to recognise landmarks and 	<p>do people do in this place?)</p> <ul style="list-style-type: none"> • To use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • To use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • To use basic geographical vocabulary to 		<p>mountain, ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> • To use aerial images and plan perspectives to recognise landmarks and basic physical features. • To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office and shop.
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	<ul style="list-style-type: none"> To use aerial images and plan perspectives to recognise landmarks and basic physical features. 	basic physical features.	<p>refer to: key human features, including: city, town, village, factory, farm, house, office and shop.</p> <ul style="list-style-type: none"> To identify land use around the school. To use aerial images and plan perspectives to recognise landmarks and basic physical features. 		
History	<p>Personal History – How has my life changed?</p> <p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> Ordering their life and what they 		<p>Victorians – What was life like as a Victorian school child?</p> <p><u>Changes within living memory</u></p>	<p>Toys - Changes in living memory</p> <p><u>Changes within living memory.</u></p> <ul style="list-style-type: none"> Toys today Family Favourites 	<p>Kings and Queens</p> <p><u>Changes within living memory</u></p> <ul style="list-style-type: none"> Queen Elizabeth II platinum Jubilee Death of Queen Elizabeth II and

	looked like and what happened		<ul style="list-style-type: none"> • Victorian schools <p><u>The lives of significant individuals in the past who have contributed to national and international achievements.</u></p> <ul style="list-style-type: none"> • Queen Victoria <p><u>Significant historical events, people and places in their own locality</u></p> <ul style="list-style-type: none"> • Children working 	<ul style="list-style-type: none"> • Early 20th Century • Victorian Toys • Important Changes • Toy Boxes 	<p>Accession of King Charles III</p> <ul style="list-style-type: none"> • To match objects to people of different ages • To identify similarities and difference between ways of life in a different period • To know that England has been ruled by Kings and Queens for many years • To find out about the past from a range of sources of information <p><u>The lives of significant individuals in the</u></p>	
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					<u>past who have contributed to national and international achievements.</u> <ul style="list-style-type: none"> • Queen Elizabeth II • Henry VIII • Richard III 	
	Disciplines <ul style="list-style-type: none"> • I know how to put three objects in chronological order. • I know how to use phrases like: old, new and a long time ago. • Place some basic events onto a timeline and use this to support the 		Disciplines <ul style="list-style-type: none"> ·I know the names of some sources of evidence e.g photos, objects ·I know how to recognise and make simple observations about who was important e.g. talk about important places and who 	Disciplines <ul style="list-style-type: none"> ·I know how to put three objects in chronological order. ·I know how to use phrases like: old, new and a long time ago. ·Place some basic events onto a timeline and use this to support the 	Disciplines <ul style="list-style-type: none"> ·I know the names of some sources of evidence e.g photos, objects ·I know how to recognise and make simple observations about who was important e.g. talk about important places and who 	Disciplines

	retelling of past events.		<p>was important and why.</p> <ul style="list-style-type: none"> ·Begin to understand why events being studied are important. · Use pictures and photographs to extract some information about the past. ·Begin to recognise some ways we find out about the past e.g. using artefacts, pictures, stories and websites. ·I know how to communicate my understanding of the past in a variety of ways. 	<p>retelling of past events.</p> <ul style="list-style-type: none"> ·I know the main differences between old and new objects ·Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparent's lifetimes). ·I know how to make simple observations about different types of people. ·Start to think about the reasons why things might change (eg. improvements in 	<p>was important and why.</p> <ul style="list-style-type: none"> ·Begin to understand why events being studied are important. • Place some basic events onto a timeline and use this to support the retelling of past events. <p>Develop a sense of time and how fast things change (eg. differences between changes in their / their parents / their grandparent's lifetimes).</p> <ul style="list-style-type: none"> ·I know how to make simple observations 	
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			<ul style="list-style-type: none"> ·I know similarities and differences between different ways of life at different times. ·I know how to make simple observations about different types of people. ·I know how to ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved? ·Sort pictures / objects / events into 'old' and 'new'. ·Begin to recognise 	<ul style="list-style-type: none"> technology / making life easier / more fun). ·With support, I know how to identify a primary source and comment on what it shows. ·I can suggest simple questions to ask about a primary source. ·I can suggest simple answers or questions about sources or artefacts. 	<ul style="list-style-type: none"> about different types of people. ·I can place some basic events onto a timeline and use this to support the retelling of past events. 	
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			different ways we can learn about the past (eg. from images, objects, stories, first-hand witnesses).			
Art			LS Lowry <ul style="list-style-type: none"> To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines in the context of comparing works by LS Lowry I can paint a seascape using colours I have mixed. 		Drawing <ul style="list-style-type: none"> Name different types of lines Vertical, horizontal, zigzag, curve, spiral, curly, shape, dot, broken, diagonal, wavy, cross hatching Know about the work of famous Piet Mondrian. Piet Mondrian was a painter. He painted using simple lines, shapes and blocks of colour. Mondrian always 	Sculpture <ul style="list-style-type: none"> To know that sculptures can be made out of lots of different materials. Old sculptures were typically created from stone, wood, clay and bronze casting. Modern sculptures can be made of a variety of materials. Sculpture can use nature to create a piece of art work.

			<ul style="list-style-type: none"> • I can paint a background. • I can draw buildings to use in my Lowry City Collage. • I can draw matchstick figures • I can make a Lowry City Collage and use good scissor skills 		<p>mixed his own colours. He added black to create a darker shade and white to create a lighter shade.</p> <ul style="list-style-type: none"> • Learn about African patterns. African art uses bright, bold colours and geometric – patterns that use zigzags, chequerboard, curved lines, spirals and circles. 	<ul style="list-style-type: none"> • Andy Goldsworthy is an artist who uses natural materials such as leaves and stones to create site-specific sculptures that reflect a relationship between the materials and their surroundings. • Use natural materials found in the forest such as leaves, twigs and stones. • To explore the work of Tim Noble and Sue Webster
			<p>Disciplines</p> <ul style="list-style-type: none"> • Select thick and thin paintbrushes for purpose 		<p>Disciplines</p> <ul style="list-style-type: none"> • Experiment with pencils, felt tip 	<p>Disciplines</p> <ul style="list-style-type: none"> • Manipulate malleable materials in a

			<ul style="list-style-type: none"> • Create a colour wheel • Combine two colours of paint • Combine collage and paint 		<p>pens, chalk and crayons.</p> <ul style="list-style-type: none"> • Draw lines of different thickness and shapes. • Describe shapes and patterns created. • Draw from memory and observation. 	<p>variety of ways i.e. rolling, joining and kneading</p> <ul style="list-style-type: none"> • Use joining techniques of gluing, pins, staples and threading • Work with others to create a group piece of artwork using recycled materials. • Communicate reasons, thoughts, observations and feelings. • Create models using recycled materials. • Explore and experiment with other sculpting materials.
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<p>Design Technology</p>	<p>Mechanisms - Making moving story book</p> <ul style="list-style-type: none"> • To know that a mechanism is the parts of an object that move together • To know that a slider mechanism moves an object from side to side • To know that a slider mechanism has a slider, slots, guides and an object • To know that bridges and guides are bits of card that 	<p>Textiles - Puppets</p> <ul style="list-style-type: none"> • To know which are the best ways to combine materials. • To know what a puppet is, what forms they take and how they work. • To know that 'joining technique' means connecting two pieces of material together • To know that there are various temporary methods of joining fabric by using staples. glue or pins 		<p>Food and Nutrition - Fruit and Vegetables</p> <ul style="list-style-type: none"> • Know and understand that clean hands prevent the spread of germs. • Understanding the difference between fruits and vegetables • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) • To know that a blender is a 		
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	purposefully restrict	<ul style="list-style-type: none"> • To understand that different techniques for joining materials can be used for different purposes • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times • To know that drawing a design idea is useful to see how an idea will look 		<p>machine which mixes ingredients together into a smooth liquid</p> <ul style="list-style-type: none"> • To know that a fruit has seeds and a vegetable does not • To know that fruits grow on trees or vines • To know that vegetables can grow either above or below ground • To know that vegetables can come from different parts of the plant (e.g. 		
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				roots: potatoes, leaves: lettuce, fruit: cucumber)		
	Disciplines <ul style="list-style-type: none"> Explaining how to adapt mechanisms, using bridges or guides to control the movement. Designing a moving story book for a given audience. Following a design to create moving models that use levers and sliders. 	Disciplines <ul style="list-style-type: none"> Using a template to create a design for a puppet Cutting fabric neatly with scissors Using joining methods to decorate a puppet Sequencing steps for construction 		Disciplines <ul style="list-style-type: none"> Chopping fruit and vegetables safely to make a smoothie Identifying if a food is a fruit or a vegetable Learning where and how fruits and vegetables grow 		
Music	Hey! You. Listen & Appraise – Hip Hop songs Rap and sing the song Hey You in two groups	Rhythm in the way we walk and banana rap Listen & Appraise – Reggae and Hip Hop	In the groove Listen & Appraise – Different styles of music – Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and round Listen & Appraise – Latin American, Jazz and Film music Pulse, rhythm, pitch,	Your imagination Listen & Appraise – songs about using your imagination	Reflect, rewind and replay Listen & Appraise – Western Classical Music, African music

	Move in time with the pulse Copy clapping rhythms	Pulse, rhythm, pitch Vocal warm ups Action songs and raps	Pulse, rhythm, pitch and tempo. Recognising and exploring making different sounds with untuned percussion instruments	tempo and dynamics Playing untuned percussion music, following a conductor Improvising own rhythms	Pulse, rhythm, pitch, tempo and dynamics Sing the song Your Imagination in two group. Compose our own class song Your Imagination	Identify instruments when listening to music Play tuned percussion instruments Use dot notation for rhythms
PE	Fundamentals <ul style="list-style-type: none"> • To look ahead when I land. • To show hoping and jumping movements with soft bent knees. • To keep a steady breath. • To move my arms faster to help me to move forward quickly. • To run on the balls of my feet. • To decide which direction I am 	Gymnastics <ul style="list-style-type: none"> • To use different body parts to travel on. • To use high and low levels to travel. • To squeeze my muscles to make them feel hard and tense when in a shape. • To be as still as a statue in my balance. 	Dance <ul style="list-style-type: none"> • To count evenly to the beat. • To use counts of 8 to help me stay in time with the music and others. • To use a change of direction and speed to make my dance look interesting. • To use clear actions to help to tell the story. 	Ball skills <ul style="list-style-type: none"> • To use soft touches with my hands to keep good control. • To use wide fingers to move the ball. • To keep my eyes on the target. • To keep my knees bent and body low. • To release the ball when my fingertips are 	Target Games <ul style="list-style-type: none"> • To keep my eyes on the target. • To use my opposite hand to point at the target. • To stand with my legs split, opposite leg to throwing arm forwards. • To time the release of the throw. 	Yoga <ul style="list-style-type: none"> • To match the poses to the story. • To breathe as I hold my poses to help me to stretch further and stay balanced. • To stretch a little further each breath. • To focus on something still. • To use my breath to help me to remain stable.

	<p>going to move into.</p> <ul style="list-style-type: none"> • To move my feet to change direction. • To push off in a new direction, staying on balance. • To land on the balls of my feet to stay balanced. • To move from one foot to another with soft bent knees. • To swing my arms to help me move forwards. • To bend my knees to jump and land. • To count in time to the beat 1,2,3,4. 	<ul style="list-style-type: none"> • To hold my balances for 5 seconds. • To squeeze my muscles so that they feel hard. • To bend my knees when landing. • To keep looking straight ahead when landing. • To keep in the same shape throughout the roll. • To use a starting and finishing position. • To use rolls, jumps, balances and travelling movements in my sequence. 	<ul style="list-style-type: none"> • To use expression to help to tell the story. • To draw the shape of the pathway as I travel. • To use levels to make my dance look interesting. • To change your facial expression to represent the theme. • To jump heavily to show that you are jumping in a puddle. 	<p>pointing at my target.</p> <ul style="list-style-type: none"> • To stand with my legs split (one in front of the other). • To use wide fingers to control the ball. • To use a ready position with knees bent, feet shoulder width apart, on my toes. • To use wide fingers with little fingers together (hands-down position). • To keep the ball close to me (under my nose). • To keep my head up. • To use both feet to move the ball. 	<ul style="list-style-type: none"> • To face my body and target arm towards the target (underarm). • To face my body side-on (overarm). • To high-5 the sky to 'stick' the throw. • To know the beanbag starts by my ear (overarm). 	<ul style="list-style-type: none"> • To concentrate on breathing whilst in the pose. • To focus on something still when balancing. • To hold each pose for three breaths in and out.
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	<ul style="list-style-type: none"> • To keep my body upright. • To keep my body upright. • To lift the rope over my head to my feet. • To turn the rope from my wrists. 			<ul style="list-style-type: none"> • To use different parts of my foot (sole, toe, heel, inside, outside). • To adjust my body, so that it is in line with the ball. 		
	Disciplines <ul style="list-style-type: none"> • I can change direction when moving at speed. • I can recognise changes in my body when • I do exercise. • I can run at different speeds. • I can select my own actions in response to a task. • I can show hopping and 	Disciplines <ul style="list-style-type: none"> • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can make my body tense, relaxed, stretched and curled. • I can recognise changes in my body when • I do exercise. 	Disciplines <ul style="list-style-type: none"> • I am beginning to use counts. • I can copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body in isolation and together. • I can work with others to share 	Disciplines <ul style="list-style-type: none"> • I am beginning to catch with two hands. • I am beginning to dribble a ball with my hands and feet. • I am beginning to understand simple tactics. • I can roll and throw with some accuracy towards a target. 	Disciplines <ul style="list-style-type: none"> • I can recognise changes in my body when • I do exercise. • I can use an overarm throw aiming towards a target. • I can roll a ball towards a target. • I can use an underarm throw aiming towards a target. 	Disciplines <ul style="list-style-type: none"> • I can recognise how yoga makes me both feel physically and mentally. • I can remember and repeat actions, linking poses together. • I can say what I liked about someone else's flow. • I can show an awareness of

	<p>jumping movements.</p> <ul style="list-style-type: none">• I can work co-operatively with others to complete tasks.• I show balance and co-ordination when static and moving at a slow speed.	<ul style="list-style-type: none">• I can remember and repeat actions and shapes.• I can say what I liked about someone else's performance.• I can use apparatus safely and wait for my turn.	<p>ideas and select actions.</p> <ul style="list-style-type: none">• I choose appropriate movements for different dance ideas.• I say what I liked about someone else's performance.• I show some sense of dynamic and expressive qualities in my dance.	<ul style="list-style-type: none">• I can say when someone was successful.• I can track a ball that is coming towards me.• I can work co-operatively with a partner.	<ul style="list-style-type: none">• I can work co-operatively with a partner.• I understand what good technique looks like	<p>space when travelling.</p> <ul style="list-style-type: none">• I can work with others to create poses.
PSHE Ten:Ten	Module 2 Created to Love others (8 weeks)		Module 3 Created to live in Community (4 weeks)	Module 1 Created and Loved by God (18 weeks)		
Ten:Ten						
	Disciplines					
	Listen <ul style="list-style-type: none">• Listen to others and take account of their thoughts and feelings.	Express <ul style="list-style-type: none">• Express themselves in a variety of ways.		Act <ul style="list-style-type: none">• To act accordingly if they see an injustice.		

	<ul style="list-style-type: none"> • Respect others. • Recognise their own feelings. • Recognise bullying. • Listen to help from others. 	<ul style="list-style-type: none"> • Describe how they are feeling. • Explain what bullying is and how they can help someone. • Verbalise why they are special and unique. • Express their choices. • Explain how they learn best. • Express when they feel frightened. • Ask for help if needed. • How it feels to be part of a family. • Why they enjoy learning. • Suggest ways to manage change. 	<ul style="list-style-type: none"> • Support others to make the right choices. • Show helpful behaviours in the setting. • Help someone if they are being bullied. • Show joy in making new friends. • Celebrate and achievement with a friend. • Make healthy choices – food, sleep. • Look after themselves when they feel poorly. • Be a good friend. • Say 'no' when required.
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