



| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|--------------------|--|---|--|--|---|--|
| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| ENGLISH (TEXTS) | <p>THE GRUFFALO</p>  <p>Instructions Narrative</p> | <p>KATIE MORAG</p>  <p>Instructions Narrative</p> | <p>THREE LITTLE PIGS</p>  <p>Narrative Recount</p> | <p>LILY'S GARDEN of INDIA</p>  <p>Narrative Report</p> | <p>AFTER THE STORM</p>  <p>Narrative Recount/retell</p> | <p>RAPUNZEL</p>  <p>Report Narrative</p> |
| | | | | | | |


TRANSITION from EYFS. Children enter KS1 with a range of knowledge and skills due to the variety of questions posed to children each half term as science is embedded each half term. Children know about how to care for their natural world through the time they spend in the outdoors and the school meadow. Within this they learn names about different creatures and plants which can be extended in Year 1 when they are taught to identify common plants and trees and understand the structure of a plant. They observe and discuss different seasons which informs their Year 1 work on seasonal changes including learning about the sun which will facilitate their understanding of sun safety, using their senses. Year 1 children will use their knowledge to make simple predictions and begin to record results with reducing adult support.

| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|---|---|---|---|--|--|--|
| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| SCIENCE  | ANIMALS including humans As a Scientist, be able to: <ul style="list-style-type: none"> Know the name of parts of the human body (complex) that can be seen. Name the 5 senses and identify their uses. Use the 5 senses to describe what can be seen on an outdoor learning walk. OLE Consider the impact on our life of losing 1 of our senses. DE Make a prediction and record results. | SEASONAL CHANGES and EXPERIMENTING WITH COLOUR INVESTIGATION As a Scientist, be able to: <ul style="list-style-type: none"> Name the seasons and to describe Autumn. OLE - Autumnal walk Observe changes across the seasons and identify weather changes. Work scientifically to propose a question, make a prediction, carry out a simple test and record your findings. (filter paper experiment) | MATERIALS Identify and name common materials. COMPARE and GROUP PROPERTIES As a Scientist, be able to: <ul style="list-style-type: none"> Know the name of the materials an object is made from. Understand the properties of common materials. Group a list of everyday objects according to their composite material. Carry out an investigation to test whether materials are waterproof or not. <i>To work scientifically, set up a test, know if the test has been successful and say what has been learned. Explain to someone what has been learned and draw conclusions from questions and answers. To use measures within an investigation to keep the test fair.</i> | PLANTS Identify and name common plants Name basic structure As a Scientist, be able to: <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees (to work scientifically to ask questions) | ANIMAL CLASSIFICATION As a Scientist, be able to: <ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds. Understand how animals can be grouped according to what they eat (Herbivore, omnivore and carnivore) STEAM challenge (Investigate Camouflage) | SEASONAL CHANGES Sun safety and sun investigations As a Scientist, be able to: <ul style="list-style-type: none"> Name the season and know about the type of weather in each season. Understand sun safety. Carry out simple tests, recording data-sun science investigation. Observe closely, using simple equipment classify |
| SEASONAL CHANGES Observe seasonal changes in Autumn, Winter, Spring and Summer. Notice key features of each season—i.e. day length Compare weather of UK to a non European country. | | | | | | |

TRANSITION from EYFS. As part of What's in my world? The children have been introduced to the lives of family members over time. They are given daily opportunities to talk about immediate past events in their lives e.g. birthdays and celebrations – vocabulary linked to the passing of time e.g. yesterday, tomorrow, days of the week etc. are modelled and used. They sequence events and photographs to demonstrate/develop their understanding of the passing of time and change. Sharing stories from their own past and linking ideas will support their understanding of 'long past' and the lives of others as they move into Key Stage 1.

| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|--|---|--|---|--|---|---|
| | FIRST HALF | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| HISTORY  | SIGNIFICANT PERSON/EVENT David Attenborough As a Historian, be able to: <ul style="list-style-type: none"> Understand change within living memory. Understand the historical significance of David Attenborough Understand cause and consequence. Understand change and continuity. | SIGNIFICANT PERSON/EVENT— Remembrance Day (DE) As a Historian, be able to: <ul style="list-style-type: none"> Identify a significant event from beyond living memory. Use the vocabulary of time and understand that WW1 happened over 100 years ago. Discuss and record similarities and differences between WW1 and the war in Ukraine. Ask and answer questions about what they have heard. Form opinions, using parts of stories to show they understand historical events. | CHANGE OVER TIME. SIMILARITIES AND DIFFERENCES. Homes in the past. The Victorian era. (PFA, OLE) As a Historian, be able to: <ul style="list-style-type: none"> Use vocabulary associated with the passing of time. Understand similarities and difference between Victorian times and present day. Know what a number of old objects were used for. Show some understanding of the ways we can find out about the past. Know the main differences between their school days and that of Victorian children. Know about the toys Victorian children played with and how they're different from their own. Create a timeline of an object from the Victorian era to present day. | SIGNIFICANT PERSON/EVENT Rosa Parks (DE) As a Historian, be able to: <ul style="list-style-type: none"> Name and describe a significant person or event. (Rosa Parks) Ask and answer questions about what they have heard. Understand the significance of Rosa Parks and the impact of her life on civil rights. Understand cause and consequence in this context. | SIGNIFICANT PERSON/EVENT Isambard Kingdom Brunel (bridges) (LC) As a Historian, be able to: <ul style="list-style-type: none"> Name a significant person from the past and explain why they are important. (Isambard Kingdom Brunel). Identify similarities and differences. Understand change and continuity over time. Ask and answer questions about what they have heard. Form opinions, using parts of stories to show they understand historical events. | CHANGE OVER TIME. HISTORY OF LIFE BEFORE LIVING MEMORY. Castles (PFA, OLE, LC) As a Historian, be able to: <ul style="list-style-type: none"> Identify similarities and differences of life in different period's ie.jobs/castle functions. Understand the concept of chronology. Understand the significance of castles in the past. Use the language of time. Know significant historical places in their own locality. |

TRANSITION from EYFS. Children look at a range of skills such as being aware of what's in their local area, looking at maps and gathering information about different places through a range of stories and non-fiction texts. This will enable them to identify human and physical features when they move to Year 1. Within topics such as 'Where would you like to go?' children can explore different countries in the world and learn about their religious and cultural communities. Key texts are used to support these skills which allow children to be able to confidently use maps, atlases and globes to identify countries they know about.


| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|---|---|--|---|---|---|--|
| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
| GEOGRAPHY  | SIMPLE FIELDWORK and OBSERVATION AROUND THE SCHOOL & LOCAL ENVIRONMENT | | | | | |
| | Be able to: <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study school and the surrounding environment. (PFA1, OLE, LC) Use basic geographical key vocabulary to refer to key human and physical features. Compare forest setting with our local area. | Be able to: <ul style="list-style-type: none"> Know their address and postcode. Use maps, atlases and globes to identify UK countries, and oceans. Go on walk around your local area and identify human and physical features. Know the names of the four countries that make up the UK. Name the three seas that surrounds the UK. | Be able to: <ul style="list-style-type: none"> Know the main differences between city, town and country. | Be able to: <ul style="list-style-type: none"> Be aware that the equator is an imaginary line that divides the earth into two parts and that places located close to the equator are hot. Locate and name hot and cold places of the world. Know which is the hottest and coolest season in the UK (Science Link). Investigate a contrasting location of a non-European country (India) | Be able to: <ul style="list-style-type: none"> Draw a simple map Use simple fieldwork and observational skills to study school and surrounding environment (LC) | Be able to: <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the UK. (PFA, OLE, LC) |
| GEOGRAPHICAL VOCABULARY (PHYSICAL/HUMAN) | | | | | | |

Local Environment BLOCK
 Visit the beach.
 Observe the impact of seasonal weather on physical features.
 Observe physical and human features of the local environment.
 Understand and use geographical language.
 Record their observations in a range of ways.


TRANSITION from EYFS. Children focus on developing a range of basic skills which are built upon as they move through EYFS such as drawing or painting a self portrait or themselves where they explore shape, size and colours of their features. This allows children to have key starting points for KS1 which they can then develop using other techniques such as using pencils with different thicknesses. Colour names and varying tones are explored in EYFS such as colour mixing leaves which this enables children to learn secondary colours and shades. Children enter KS1 knowing a range of tools they can use to create different props and pieces of art and what materials they can use for these giving them a good foundation to create various crafts in Year 1.

| YEAR 1 | AUTUMN | SPRING | SUMMER |
|---------------|---------------|---------------|---------------|
|---------------|---------------|---------------|---------------|



The implementation will be embedded across the curriculum through topics and subjects developed following the children's learning and interests from key texts.

| ART and DESIGN | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|--|---|--|---|--|
|  | <p>Be able to:</p> <ul style="list-style-type: none"> • Create a simple pencil self portrait • Use pencils to create lines of different thickness in a forest setting. • Investigate using new techniques (watercolours) to create a backwash. • Describe what can be seen and to give an opinion about the work of an artist (Andy Goldsworthy) and ask questions about a piece of art. • Replicate a piece of Andy Goldsworthy's art, using natural materials. | <p>Be able to:</p> <ul style="list-style-type: none"> • Know the names of primary and secondary colours. • Mix secondary colours and shades. • Describe what can be seen and to give an opinion about the work of an artist (Kandinsky) and ask questions about a piece of art. Create their own art in the style of Kandinsky. • Cut, tear and decorate a piece of art work using collage materials. (Autumnal animals, Halloween craft, rockets/fireworks, poppies). • Christmas craft activities using malleable materials - tree decorations, salt dough decorations, 3D snowman, oil pastel holly, Christmas card, calendar, chalk winter scene. | <p>Be able to:</p> <ul style="list-style-type: none"> • Create a self portrait using correct face dimensions. • Recognise pattern in the environment. • Know how create a repeating pattern in print. • Weave a pattern using paper. • Cut, tear and decorate a piece of self-drawn art work using collage materials (making three little pig houses). | <p>Be able to:</p> <ul style="list-style-type: none"> • Use a paint program to create a self-portrait, using tools and changing their image. • Roll and coil materials. • Use a range of materials creatively to design and make products. • Use a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. | <p>Be able to:</p> <ul style="list-style-type: none"> • Create a self portrait using face dimensions and shading. • To sort fabrics and threads by colour and texture. • Create moods in art work (PMW). | <p>Be able to:</p> <ul style="list-style-type: none"> • Research Artist Paul Klee. • Replicate Paul Klee's castle in the sun picture. • Explore sculpture with malleable materials (clay) |


TRANSITION from EYFS. Children learn to use a variety of tools to feed themselves and use within food preparation with EYFS which provides good food technology skills that children can apply to making food such as 'A Gruffalo Crumble' in KS1. Children are exposed to using scissors, pens and other tools throughout their provision in EYFS and this ensures good grip and effective use enables children to design and make various products in Year 1.

| | | | | | | |
|--|---|---|--|--|--|-----------------|
| <p>YEAR 1 D.T.</p>  | <p>DESIGN Developing, planning and communicating ideas.</p> | <p>MAKE Developing, planning and communicating ideas.</p> | <p>EVALUATE Developing, planning and communicating ideas.</p> | <p>TECHNICAL KNOWLEDGE</p> | <p>COOKING AND NUTRITION</p> | |
| | <p>By the end of KS1 be able to:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, and communicate their ideas through talking, drawing, templates, mock ups and where appropriate use information and communication technology. | <p>By the end of KS1 be able to:</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks (For example cutting, shaping, joining and finishing) | <p>By the end of KS1 be able to:</p> <ul style="list-style-type: none"> Explore and evaluate existing products. Evaluate their ideas against an existing criteria. | <p>By the end of KS1 be able to:</p> <ul style="list-style-type: none"> Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms for example levers, sliders, wheels and axles in their products. | <p>By the end of KS1 be able to:</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. | |
| | AUTUMN | | SPRING | | SUMMER | |
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| <ul style="list-style-type: none"> Design a Gruffalo crumble that I am going to make and eat. Make a Gruffalo crumble by selecting the appropriate healthy ingredients and tools. (Cooking and nutrition) To safely use tools. Begin to evaluate their own Gruffalo Crumble. Talk to others about how they will make their product and share ideas. Design and make a Gruffalo character using clay. (link to sculpture in Art) Use appropriate tools in completing their Gruffalo. | <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Design a model post trolley and adapt it to make it better. Construct a trolley by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Evaluate their ideas and products against given design criteria. Design and make a Halloween biscuit. | <ul style="list-style-type: none"> Use a range of different materials to construct an accessible shelter. To evaluate their shelter and suggest improvements To taste a selection of Victorian foods. Consider how healthy their diet was. | <ul style="list-style-type: none"> Taste, describe and evaluate food from a different country (India Day) Use tools safely to prepare food. | <ul style="list-style-type: none"> Construct a bridge by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Design a model bridge and adapt their bridge to make it better. Evaluate their ideas and products against design criteria. | <ul style="list-style-type: none"> Construct a castle by selecting from and using a range of tools and equipment to perform practical tasks. Explain and evaluate which tools they have selected and why. Design a model castle and adapt their castle to make it better. Evaluate their ideas and products against design criteria. | |

TRANSITION from EYFS. Children use computers and Tablets within their classroom settings learning to log on and begin to navigate the keyboard and use the mouse. As the year progresses they access the school's ICT suite which enables them to further develop their skills and develops growing independence. They are introduced to Purple Mash to further develop their basic skills. The independence and confidence gained in EYFS will support their understanding of computing allowing them to access information through the computer to support their learning in a range of subjects.

| YEAR 1 | AUTUMN | | SPRING | | SUMMER | |
|--|--|--|---|--|---|----------|
| COMPUTING | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|   | <p>Be able to:</p> <ul style="list-style-type: none"> Log in safely and understand why Create an avatar and add own name to it. Save work. Find saved work. Know how to see messages left by teacher. Search to find resources. Investigate topic section of Purple Mash. Add pictures and text to work. Explore tools and common icons. Understand the importance of logging out. | <p>Be able to:</p> <ul style="list-style-type: none"> Understand the functionality of the basic direction keys on keyboard. Use direction keys in a range of challenges. Understand how to create and debug a set of instructions (algorithm) Use direction keys as part of an algorithm. Change and extend the algorithm list. Find and understand examples of where technology is used in the local community (LC) Record examples of Technology outside of school. | <p>Be able to:</p> <ul style="list-style-type: none"> Understand the differences between books and e-books. Explore the tools of 2Create. Play the page created. Save changes and overwrite the file. Add animation to a picture. Add a sound effect, voice recording and music to a picture. Use copy and paste to create additional pages. Continue and complete an animated story. | <p>Be able to:</p> <ul style="list-style-type: none"> Emphasise the importance of following instructions. Follow and create simple instructions on the computer. Consider how the order of instructions affects the result. | <p>Be able to:</p> <ul style="list-style-type: none"> Sort items using a range of criteria. Sort items on the computer using the 'Grouping' activities in Purple Mash. Understand that data can be represented in picture format. Contribute to a class pictogram. Use a pictogram to record the results of an experiment. | |

TRANSITION from EYFS. Children explore a range of musical instruments within provision where they can also express how they feel through dancing and using ribbons. In Nursery musical sessions with Tiny Tweeties children are able to develop their awareness of high and low sounds as well as pitch, develop rhythm through songs such as 'The Animals went to the Fair' and use a range of instruments which they play to the beat. This is developed further in Reception through musical sessions with Dr Renwick that ensures children are ready to extend their knowledge of rhythms, pitch and tempo in Year 1.

| YEAR 1 MUSIC | AUTUMN | | SPRING | | SUMMER | |
|--|--|-----------------|--|-----------------|--|-----------------|
| | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) | FIRST HALF (1) | SECOND HALF (2) |
|  | - Exploring TIMBRE - Performing, using Charanga (online music resource) - Exploring DURATION - Christmas performance content | | - Exploring PITCH - Performing , using Charanga - Exploring RHYTHMS | | - Exploring DYNAMICS + TEMPO - Performing, using Charanga - Performance content for Summer Concert - Musical Stories (series 4) | |
| | <p>Listen & Appraise: Begin to 'actively listen', explore familiar musical styles, find the pulse, recognise common instruments and talk about 'musical elements'.</p> <p>Musical Activity: Begin to identify 'musical elements' (timbre, duration, pitch, dynamics + tempo).</p> <p>Start to sing confidently and participate in small and large groups. Start to play classroom instruments solo and in small/large groups.</p> <p>Improvisation & Composition: Begin to explore and create individual melodic & rhythmic responses. Begin to 'record' and reproduce those responses and melodic / rhythmic ideas.</p> <p>Performance: Begin to work together in small and large groups using voice and instruments. Discuss and improve / refine a performance.</p> | | | | | |


FULWELL INFANT SCHOOL ACADEMY KEY STAGE 1 CURRICULUM OVERVIEW (YEAR 1)


| YEAR 1 | RSE | | | | |
|--|---|--|---|--|---|
| AUTUMN | | | SPRING | | |
| FAMILIES & PEOPLE WHO CARE FOR ME | CARING FRIENDSHIPS | RESPECTFUL RELATIONSHIPS | FAMILIES & PEOPLE WHO CARE FOR ME | CARING FRIENDSHIPS | RESPECTFUL RELATIONSHIPS |
| <p>Be able to:</p> <ul style="list-style-type: none"> Identify similarities/differences between people Know that they belong to different groups Recognise different types of relationships Identify their special people Understand the term 'trust' | <p>Be able to:</p> <ul style="list-style-type: none"> Recognise that their behaviour can affect other people Recognise what is kind and unkind, right and wrong Recognise and understand what is fair and unfair Resolve disputes and conflicts as modelled by adults | <p>Be able to:</p> <ul style="list-style-type: none"> Learn about the conventions of courtesy and manners Listen to other people, taking part in discussions. Understand how rules help them and collaboratively develop class rules/charter Show respect through their actions Know that people and living things have rights and it is everyone's responsibility to protect these Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong Develop strategies to resist teasing or bullying if they experience or witness it. | <p>Be able to:</p> <ul style="list-style-type: none"> Know who their special people are, and why they are special Recognise that family should care for each other | <p>Be able to:</p> <ul style="list-style-type: none"> Recognise friends should care for each other Practise resolving disputes Recognise that resorting to violence is never right. | <p>Be able to:</p> <p>Use the conventions of courtesy and manners in interactions with others.</p> <p>Listen to other people, taking part in discussions, playing co-operatively</p> <p>Begin to offer feedback to others</p> <p>Share their opinions on things that matter to them and explain their views</p> <p>Consider social and moral dilemmas they come across in everyday life, with adult support</p> |
| BEING SAFE | WELLBEING | HEALTH | BEING SAFE | WELLBEING | HEALTH |
| <p>Be able to:</p> <ul style="list-style-type: none"> Use class rules/charter Know school rules about health and safety Recognise that they share a responsibility to keep themselves safe online. Know what to do and who to tell if they see inappropriate content online Know how to keep safe from risks associated with bonfire night and fire hazard in the home Know how to make a clear and efficient call to emergency services in an emergency situation | <p>Be able to:</p> <ul style="list-style-type: none"> Understand feelings (emotions) and describe them Know about people who look after them, their family networks and adults in school Know who to go to if they are worried and how to attract attention. Develop understanding that mental wellbeing is a normal, important part of daily life. | <p>Be able to:</p> <ul style="list-style-type: none"> Understand the need for a healthy lifestyle- diet and activity. Recognise what they like and dislike Know how some diseases are spread and can be controlled Understand how to prevent the spreading of disease e.g. effective handwashing, toilet etiquette | <p>Be able to:</p> <ul style="list-style-type: none"> Develop rules and ways of keeping physically and emotionally safe Know what is meant by the term privacy Know and be able to verbalise the basic concept that each person's body belongs to them. Know the difference between secrets and nice surprises and the importance of not keeping secrets that make them feel uncomfortable. Name people who look after them, their family network, who to go to if they are worried and how to attract their attention | <p>Be able to:</p> <ul style="list-style-type: none"> Recognise what they are good at Identify things that impact their physical, mental and emotional health. Know the benefits to mental health of an active lifestyle. | <p>Be able to:</p> <ul style="list-style-type: none"> Know more of what constitutes a healthy lifestyle (physical activity, mindfulness, relaxation and rest). Use good hygiene practises and self-care skills to prevent the spreading of disease. |

| | | |
|--|--|---|
| YEAR 1 | RSE | |
| SUMMER | | |
| FAMILIES AND PEOPLE WHO CARE FOR ME | CARING FRIENDSHIPS | RESPECTFUL RELATIONSHIPS |
| Be able to: <ul style="list-style-type: none"> Understand that if people who look after them make them feel unhappy or unsafe they must share worries with someone trusted | | |
| BEING SAFE | WELLBEING | HEALTH |
| Be able to: <ul style="list-style-type: none"> Know about the conventions of road safety Know that exposure to the sun may be harmful and learn ways in which to keep safe | Be able to: <ul style="list-style-type: none"> Know what a goal is and how to set a simple goal Tackle a challenge, with adult support, until it is resolved | Be able to: <ul style="list-style-type: none"> Understand the importance of personal hygiene and hygiene standards when preparing, cooking and eating food Know about good oral hygiene and dental health and the benefits. Understand the need for regular dental check ups Recognise that the things they like and dislike may have consequences Know that some household products can be harmful if not used properly |

| Families and People Who Care for Me | Caring Friendships | Respectful Relationships | Being Safe | Wellbeing | Health |
|--|---|---|---|--|---|
| <ul style="list-style-type: none"> Identify similarities and differences between people Know that they belong to different groups, such as school and family Recognise different types of relationships e.g. friends and family Identify their special people (friends, families, carers) Gain understanding of the term 'trust' know who their special people are, and what makes them special Recognise that family should care for each other Understand that if people who look after them make them feel unhappy or unsafe they can go to someone trusted | <ul style="list-style-type: none"> Recognise that their behaviour can affect other people Recognise what is kind and unkind, right and wrong Recognise and understand what is fair and unfair Learn strategies to resolve disputes and conflicts as modelled by adults Recognise that friends should care for each other Practise strategies to help resolve disputes, with support from adults Recognise that resorting to violence is never right. | <ul style="list-style-type: none"> Learn about the conventions of courtesy and manners (as modelled by an adult) Listen to other people, taking part in discussions. Understand how rules within the classroom help them. Contribute to the life of the class Show respect through their actions Know that people and living things have rights and it is everyone's responsibility to protect these (e.g. protecting bodies and feelings) Recognise unkindness, teasing and bullying to themselves or others, knowing that this is wrong Develop strategies to resist teasing or bullying if they experience or witness it. Use the conventions of courtesy and manners in interactions with others. Listen to other people, taking part in discussions, playing co-operatively Begin to offer feedback to others Share their opinions on thing that matter to them and explain their views Consider social and moral dilemmas they come across in everyday life, with adult support | <ul style="list-style-type: none"> Use class rules/charter Know school rules about health and safety Recognise that they share a responsibility to keep themselves safe online. Know what to do and who to tell if they see inappropriate content online Know how to keep safe from risks associated with bonfire night and fire hazard in the home Know how to make a clear and efficient call to emergency services in an emergency situation Develop rules and ways of keeping physically and emotionally safe Know what is meant by the term privacy Know and be able to verbalise the basic concept that each person's body belongs to them. Know the difference between secrets and nice surprises and the importance of not keeping secrets that make them feel uncomfortable. Name people who look after them, their family network, who to go to if they are worried and how to attract their attention Know about the conventions of road safety Know that exposure to the sun may be harmful and learn ways in which to keep safe | <ul style="list-style-type: none"> Learn about feelings (emotions) Know about people who look after them, their family networks and adults in school Recognise good and not so good feelings Know who to go to if they are worried and how to attract attention. Understand that mental wellbeing is a normal, important part of daily life. Recognise what they are good at Identify things that impact their physical, mental and emotional health. Know the benefits to mental health of an active lifestyle. Know what a goal is and how to set a simple goal Tackle a challenge, with adult support, until it is resolved | <ul style="list-style-type: none"> Know what constitutes a healthy lifestyle, including the physical benefits of an active lifestyle and healthy diet To begin to be recognise what they like and dislike Know how some diseases are spread and can be controlled Understand simple skills to prevent the spreading of disease e.g. effective handwashing, toilet etiquette Know more of what constitutes a healthy lifestyle (physical activity, mindfulness, relaxation and rest). Understand the importance of maintaining personal hygiene and hygiene standards when preparing, cooking and eating food Learn the importance of good oral hygiene and dental health and the benefits of regular dental check ups Know that some household products can be harmful if not used properly |

TRANSITION from EYFS. Children develop an understanding of other cultures and religions in their exploration of other countries in topics such as 'Where would you like to go.' Children develop an awareness of key calendar events and festivals which are celebrated such as Chinese New Year and Easter. They might listen to or share stories from home regarding their own families faith or beliefs and respect for the faith, beliefs and culture of others is always encouraged, celebrated and modelled.

| YEAR 1 | AUTUMN | | SPRING | |
|--|--|--|---|--|
| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 |
| <p>RE</p>  | <p>What does it mean to belong to a faith community? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and Jewish/non-religious) <p>Make connections: Be able to:</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities, responding sensitively to differences Talk about what they think is good about being in a community, giving a reason for their ideas | <p>What do Christians believe God is like? <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of The Lost Son and recognise a link with the Christian idea of God as a forgiving Father <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give two examples of a way in which Christians show their belief in God as loving and forgiving Give an example of how Christians put their beliefs into practise in worship <p>Make connections Be able to:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make | <p>Who is Jewish and how do they live? (part 1) <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell some stories used in Jewish celebrations (eg Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (eg Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways <p>Make connections Be able to:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for whether these ideas have some relevance to themselves | <p>Who is Jewish and how do they live? (part 2) <i>Making sense of beliefs</i> Be able to:</p> <ul style="list-style-type: none"> Recognise the words of Shema as a Jewish prayer Retell some stories used in Jewish celebrations (eg Chanukah). Give examples of how the stories used in celebrations remind Jews about what God is like <p>Understand the impact Be able to:</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways <p>Make connections Be able to:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for whether these ideas have some relevance to themselves |

| YEAR 1 | SUMMER | |
|--|--|---|
| RE | SUMMER 1 | SUMMER 2 |
|  | <p>Who do Christians say made the world?</p> <p><i>Making sense of beliefs:</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Retell the story of creation from <i>Genesis</i> • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the world <p><i>Understand the impact:</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Give one example of what Christians do to say 'thank you' to God for Creation <p><i>Make connections</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in | <p>How should we care for others and the world and why does it matter?</p> <p><i>Making sense of beliefs</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Identify a story that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories • Give a simple account of what <i>Genesis 1</i> tells Christians and Jews about the natural world <p><i>Understand the impact</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Give an example of how people show that they care for others • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world <p><i>Make connections</i></p> <p>Be able to:</p> <ul style="list-style-type: none"> • Think, talk and ask questions about what difference believing in God makes to how people treat each and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world |

| YEAR 1 | AUTUMN | SPRING | SUMMER |
|------------------------|--|--|---|
| <p>PE (PFA)</p> | <p>FUNS 10 (Coordination: footwork), FUNS 1 (Static balance: one leg),</p> <ul style="list-style-type: none"> Hopscotch forwards and backwards (changing feet) Combine side-steps with a 180° front pivot (both feet) Combine side-steps with a 180° reverse pivot (both feet) Skip with knee and opposite elbow at 90° Stand still on one and complete 5 mini squats (both legs) Stand on one leg for 30 seconds (both legs) <p>FUNS 6 (Dynamic balance to agility: jumping and landing),</p> <p>FUNS 2 (static balance: seated)</p> <ul style="list-style-type: none"> Jump 2 feet to 2 feet with a quarter turn in both directions Jump 2 feet to 1 foot with a freeze on landing (both feet)(seated with feet on floor) To pick up a cone from one side, swap hands and replace to the floor with the other hand (seated with feet on floor) To pick up a cone from one side, swap hands and replace to the floor with the other hand. <p>(PMW)</p> | <p>FUNS 5 (Dynamic balance: on a line), FUNS 4 (Static balance: stance),</p> <ul style="list-style-type: none"> (on a line) Walk forwards and backwards lifting knees up to 90 (on a line) walk forward and backwards lifting heels up to bottom Stand on a low beam with good stance for 10 seconds <p>FUNS 9 (Coordination: ball skills), FUNS 7 (Counter Balance: with a partner)</p> <ul style="list-style-type: none"> Sit and roll a ball around the floor using 1 hand (right and left) (standing) Roll a ball to my toes, back up my body and around the head using 2 hands (standing) Roll a ball to my toes, back up my body and around the head using 1 hand <p>Dance will utilise and extend all movement skills taught.</p> | <p>FUNS 8 (Coordination: sending and receiving),</p> <p>FUNS 12 (Agility: action and response),</p> <ul style="list-style-type: none"> Throw a tennis ball against a wall or to a partner and catch it with the same hand Throw a tennis ball against a wall or to a partner and catch it with the same hand after 1 bounce Throw a tennis ball against a wall or to a partner and catch it with the opposite hand Throw a tennis ball against a wall or to a partner and catch it with the opposite hand after 1 bounce <p>FUNS 11 (Agility: ball chasing), FUNS 3 (Static Balance: Floor work)</p> <ul style="list-style-type: none"> To catch a tennis ball dropped from shoulder height after 1 bounce To throw a bouncing ball, chase it and catch it To hold a mini-front support position, place a cone on the back and remove it with the opposite hand To hold a mini-back support position To hold a mini-back support position, place a cone on my tummy and remove it with the opposite hand <p>Dance will utilise and extend all movement skills taught.</p> <p>Games and Athletics will ensure taught skills are utilised and extended in competitive and non-competitive games</p> |
| | <p>15 minutes additional physical activity either in the classroom or in the outdoor area. This maybe activities taken from 'take 10', 'active breaks' or children running around the perimeter of the playground 'daily mile activity'. In all cases, these activities will result in an increase in heart rate and promote exercise as a means towards a healthy lifestyle.</p> | | |