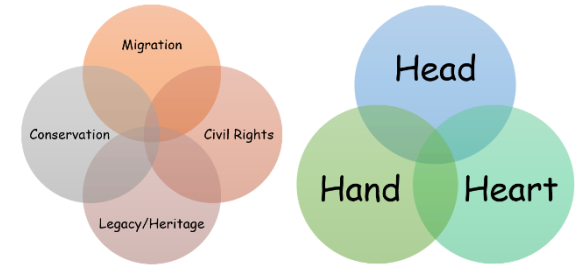


Riversdale Primary School

Medium Term Planning



Year Group	Year 1
Term	Spring 1

Learning Overview
<p>This half term, the pupils in Year 1 will continue to develop their understanding of what the past is by learning about significant buildings within London and the surrounding regions. These will focus on palaces and castles and introduce pupils to the concept of the monarchy, as well as helping them to recognise why these significant buildings were built. In geography, the pupils will explore the importance of maps and plan perspectives in everyday life and how directional language (including the four cardinal points) is used to help us navigate around buildings and our local area. Computing will see the pupils tackle the idea of algorithms, building on their introduction to programming in EYFS. In RE, the pupils will explore the different religious and non-religious perspectives on who made the world, and in art, the pupils explore the skills and techniques for collage.</p>

Engaging Starting Points/Hooks
<ul style="list-style-type: none"> Explore photographs of different homes and how they are similar/different, including palaces and castles. (History)

Quality Stimulus Text(s)	
<ul style="list-style-type: none"> Paddington at the Palace The King Who Banned the Dark The Queen's Hat 	

Significant People Past & Present	
<ul style="list-style-type: none"> King Charles III (History) Elizabeth II (History) 	<ul style="list-style-type: none"> George III (History) William the Conqueror (History)

Linked UNCRC Articles

- Article 13: Sharing Thoughts Freely
- Article 14: Freedom of Thought & Religion
- Article 18: Responsibility of Parents
- Article 24: Health, Water, Food, Environment
- Article 27: Food, Clothing and a Safe Home
- Article 31: Rest, Play, Culture, Arts

Subject	Consolidating: What skills specific to this topic are being built upon? What knowledge specific to this topic is being consolidated?	Head* What substantive KNOWLEDGE should the children learn?	Hand* What disciplinary knowledge and SKILLS should the children learn?	Heart* What VALUES and EMOTIONAL INTELLIGENCE concepts should the children develop?
English:	EYFS & Year 1: <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Apply recently introduced vocabulary during discussions about texts and in play. • Write recognisable letters, most of which are correctly formed. • Spell words by apply GPC, mostly correctly. Year 1: <ul style="list-style-type: none"> • Consistently read words which use taught Phase 5 GPCs by mentally blending. • Identifying that words have specific jobs in a sentence. • Identify specific Word Classes: nouns, verbs, and adjectives, in sentences. • Define the role of a noun, a verb, and an adjective. • Explain that all sentences begin with a Capital Letter. • Identify a full stop and explain its purpose as the end of a statement sentence. • Building on vocabulary to support with sentence development. • Recognise that descriptions are written in third person. • Know that simple coordinating conjunctions (E.g.: and, but, then, 	<ul style="list-style-type: none"> • Recognise a range of Phase 5 graphemes/phonemes in line with the Little Wandle Letters and Sounds Revised Spring 1 Scheme. <p><u>POSTCARD:</u></p> <ul style="list-style-type: none"> • Explain the purposes in which a postcard might be used within a real-life context. • Identify the format of a postcard including the recipient’s address, date and appropriate greeting/sign off. • Define the term conjunction as a word that links two ideas together, for example the word ‘and’. • Know that the word ‘and’ should not be used too often. • Understand the sentence type ‘question’. • Know that a question is demarcated with a question mark, which is a different punctuation mark to a full stop (used for statements). • Explain how a question might be used in the context of a postcard. • Define the term suffix. • Know that suffixes can be added to change a word from singular to plural. • Define singular and plural. <p><u>NARRATIVE:</u></p> <ul style="list-style-type: none"> • Know that a story has a beginning, middle and an end. 	Pupils to apply grammar, purpose for writing and specific text type features in Writing to Inform: <ul style="list-style-type: none"> • A postcard in role as Paddington recounting an aspect of his trip to Buckingham Palace. (Sentence Stacking) • A postcard in the role of a tourist who witnessed the Queen chasing her hat across London. (Independent Write) Pupils to apply grammar, purpose for writing and specific text type features in Writing to Entertain: <ul style="list-style-type: none"> • A short 3rd person narrative inspired by the events of The King Who Banned the Dark. (Sentence Stacking) Composition: <ul style="list-style-type: none"> • Developing accuracy by saying the sentence before they write. • Read back their work/stories – blending and segmenting. • Applying learnt word classes to build descriptive sentences. Handwriting: <ul style="list-style-type: none"> • Correct Letter and digit formation. • Using finger spaces between words. • Apply an appropriate pencil grip. 	<ul style="list-style-type: none"> • Listening to one another and sharing ideas. • Enjoying writing and listening to stories • Building confidence in reading and writing.

	<p>so) are used to link sentences together.</p> <ul style="list-style-type: none"> • Know that a simile is a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. 	<ul style="list-style-type: none"> • Recognise that many stories signal the beginning using phrases such as "One day,". • Identify that stories might be written in third person. • Know that that third person means when you write about someone else. • Recognise pronouns for other people such as: he, she or they, will be used in a 3rd person narrative. • Understand that most stories are written in the past tense as they are about fictional events that have happened in a fictional world. • Know that the simple past tense is written using verbs such as: was or were. • Define the term suffix. • Know that suffixes can be added to change a word from present to past tense, e.g. -ed. • Recognise that simple conjunctions can be used to link two ideas, e.g.: and, but, then, so. • Recognise that simple time conjunctions can be used to sequence events in the correct order, e.g.: first, then, next. • Identify a range of adjectives for size and colour that can help to add detail to a narrative and engage the reader. • Define similes as a way of describing a person, place or thing by comparing it to something else, using the words 'like' or 'as'. • Know that similes are a more engaging and creative way to describe. 		
Mathematics:	<p>EYFS:</p> <ul style="list-style-type: none"> • Understanding of number to 10, including the composition of each number. 	<ul style="list-style-type: none"> • Recognise 2D shapes: rectangle, squares, triangles, circles. • Explain how the number of sides can be used to determine the name of a 2D shape. 	<p>Shapes & Patterns:</p> <ul style="list-style-type: none"> • Recognise and name common 2-D and 3-D shapes. <p>Length & Height:</p>	<p>Values: Respect, Individuality, Value, Reflect, Share, Aspire, Empathy</p> <ul style="list-style-type: none"> • Working collaboratively with partners and in groups.

	<ul style="list-style-type: none"> • Subitise (recognise quantities without counting) up to 5. • Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> • Identify 3D shapes: cube, cuboid, sphere, pyramid. • Explain the meaning of long, short and tall. • Identify the meaning of the comparatives longer, shorter, taller. • Know that we can use a range of methods for measuring height and length. • Recognise that rulers can be used to get an accurate measurement of height and length. • Identify the sequence of numbers from 0 to 40. • Explain the concept of 1s and 10s, knowing that ten 1s is equivalent to 10. • Know the numerals (digits) and what they represent (numbers from 0 to 40). • Recognise the meaning of forwards and backwards. • Understand the meaning of more and less and relate this to forwards and backwards/before and after in relation to a sequence. • Identify the sequences of numbers when counting in multiples of 2, 5 and 10. • Identify the meaning of more than/greater than. • Identify the meaning of less than/fewer than. • Explain what a number line is. • Know how to place numbers on a number line/in order, with increasing numbers to the right and decreasing numbers to the left. 	<ul style="list-style-type: none"> • Compare, describe, and solve practical problems for lengths and heights. • Measure and begin to record lengths and heights. <p>Number & Place Value Revisited:</p> <ul style="list-style-type: none"> • Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number. • Count, read and write numbers to 40 in numerals. • Count in multiples of 2s, 5s and 10s up to 40. • Given a number, identify 1 more and 1 less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least. 	<ul style="list-style-type: none"> • Using appropriate listening skills and turn taking in group discussion. • Showing empathy and kindness by helping each other to understand. • Knowing that giving your partner the answer is not helpful but explaining it is. • To recognise the value in making mistakes. • To identify the importance of resilience in problem solving. • To find different ways to solve the same problem.
<p>Science:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Humans has five senses: vision, hearing, smell, taste and touch. • Each sense is connected with specific body parts. • Our eyes help us to see (vision), and our ears help us to hear. 	<p>Everyday Materials – Working Scientifically Focus Part 1:</p> <ul style="list-style-type: none"> • Objects are things we can see and touch. • Materials are what objects are made from, like wood, metal, or plastic. 	<p>Ask Questions:</p> <ul style="list-style-type: none"> • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how 	<p>Values: Respect, Value, Individuality, Aspire, Reflect, Empathy,</p> <ul style="list-style-type: none"> • Understanding the materials around us and how they are used teaches us to respect the

	<ul style="list-style-type: none"> • Our noses help us to smell, and our tongues help us to taste. • Our hands help us touch. • We use our senses to be aware of and understand the world around us. • Develop the ability to ask questions such as: what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen. • Where appropriate, answer these questions. • Sort and group things, identifying their own criteria for sorting. • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. • Use experiences of the world around them to suggest appropriate answers to questions 	<ul style="list-style-type: none"> • The same object can be made from different materials. • For example, spoons can be plastic, metal, or wood. • Everyday materials include wood, plastic, glass, metal, water, and rock. • Materials can also include paper, fabric, elastic, foil, and brick. • Each material has special properties that make them good for different purposes. • For example, materials might be: hard or soft, stretchy or stiff, shiny or dull, rough or smooth. 	<p>things change and how they happen.</p> <ul style="list-style-type: none"> • Where appropriate, answer these questions. • Answer questions developed with the teacher through a scenario. • Be involved in planning how to use resources provided to answer questions. <p>Enquiry:</p> <ul style="list-style-type: none"> • Use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. • With support carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. • Use their observations and testing to compare objects, materials and living things. • Sort and group things, identifying their own criteria for sorting. <p>Observe:</p> <ul style="list-style-type: none"> • Make careful observations to support identification, comparison and noticing change. • Use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make observations. <p>Record/Present:</p> <ul style="list-style-type: none"> • Classify using simple prepared tables and sorting rings. <p>Conclusions:</p> <ul style="list-style-type: none"> • Use experiences of the world around them to suggest appropriate answers to questions. 	<p>resources we have and the world we live in.</p> <ul style="list-style-type: none"> • Highlighting the importance of recognising and appreciating the materials we use every day. • Exploring how different materials have unique properties, just as people do. • Encourage pupils to think about how understanding materials can help in designing or improving objects. • Discuss how shiny materials literally reflect light, and how reflection helps us learn. • Comparing textures and discussing how different textures can affect comfort and usability for others.
<p>Art:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> • Join different materials and explore different textures. • Use one-handed tools and equipment, for example making snips in paper with scissors. • Choose the right resources to carry out their own plan. 	<p>Collage:</p> <ul style="list-style-type: none"> • A collage is a piece of art made by sticking various materials onto a surface. • Materials for collages can include pictures from magazines, fabric, crepe paper, and other textured papers. 	<p>Exploring & Developing Ideas:</p> <ul style="list-style-type: none"> • Start to record simple media explorations in a sketch book. <p>Responding to Art:</p> <ul style="list-style-type: none"> • Talk about own work, explaining simply the process they have used. • Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. 	<p>Values: Share, Respect, Entrust, Individuality, Love, Reflect</p> <ul style="list-style-type: none"> • Encourage the children to share knowledge and skills that they already know about the process of making a collage e.g. gluing and cutting.

	<ul style="list-style-type: none"> Use a range of small tools including scissors, paintbrushes, and cutlery. Safely use and explore a variety of materials, tools, techniques, experimenting with colour, design, texture, form, and function. <p>Year 1:</p> <ul style="list-style-type: none"> Start to record simple media explorations in a sketch book. Talk about own work, explaining simply the process they have used. Look at and talk about the work of other artists expressing their likes and dislikes in simple terms. Begin to explore the work of a range of artists and designers, describing simple differences and similarities. 	<ul style="list-style-type: none"> Cutting is a skill we use to carefully remove pictures and shapes from magazines. We can also tear or crumple papers to give them an interesting look and texture. Some collages are created by arranging and sticking materials onto a background. Artists need to plan how they want the collage to look before gluing anything down. Glue (or adhesive) is used to attach materials to the background. <p>Significant People: Megan Coyle</p> <ul style="list-style-type: none"> An artist and illustrator who lives in New York City. Takes common, everyday magazines and turns them into works of art. <p><i>Vocabulary:</i> collage, material, adhesive, cut, fold, crumple, tear, background</p>	<ul style="list-style-type: none"> Begin to explore the work of a range of artists and designers, describing simple differences and similarities. <p>Collage:</p> <ul style="list-style-type: none"> Create images from a variety of media e.g., magazines, fabric, crepe paper. Arrange and glue materials to different backgrounds. Sort and group materials by properties e.g., colour and textures. Collect, sort, name, and match colours appropriate for an image. Create and arrange shapes appropriately. Select and use textured paper for an image. Cut, fold, crumple, tear and overlap papers and other materials. 	<ul style="list-style-type: none"> Respect for the artist and influence she has had in the art world. Pupils should understand that they are being entrusted with scissors to be used appropriately and safely. As pupils progress through the lesson, their work can be shared with the class. This is an opportune time to discuss how each collage will look different and reflect the individual artist. Pupils' should be praised and work displayed to foster a sense of love for their learning and developing pride in their work. Pupils should be encouraged to identify something they like about their completed art work.
<p>Computing:</p>	<p>EYFS:</p> <ul style="list-style-type: none"> Using logical reasoning to understand simple instructions and predict the outcome. Following instructions as part of practical activities and games. Learning to give simple instructions. Learning to debug instructions, with the help of an adult, when things go wrong. 	<p>Kapow Computing Scheme</p> <p>Algorithms Unplugged Lesson 1 – 3:</p> <ul style="list-style-type: none"> Explain that an algorithm is when instructions are put in an exact order. Identify that decomposition means breaking a problem into manageable chunks, which is important in computing. <p><i>Vocabulary:</i> algorithm, artificial intelligence, bug, debug, decompose, directions, input, instructions, order, output, problem, virtual assistant</p>	<ul style="list-style-type: none"> Recognising that some devices are input devices and others are output devices. Learning that decomposition means breaking a problem down into smaller parts. Using decomposition to solve unplugged challenges. Developing the skills associated with sequencing in unplugged activities. Following a basic set of instructions. Assembling instructions into a simple algorithm. Learning to debug instructions when things go wrong. Learning to debug an algorithm in an unplugged scenario. 	<p>Values: Reflect, Empathy, Share</p> <ul style="list-style-type: none"> Encourage students to reflect on their problem-solving process during unplugged activities. Use reflective discussions to help students evaluate their learning and refine their approach. Encourage students to think about their audience when creating algorithms, considering how to make them accessible and understandable for all. Highlight the importance of understanding others' perspectives in debugging and improving instructions. Promote sharing by asking students to work collaboratively on unplugged activities, such as

				<p>assembling algorithms or debugging instructions.</p> <ul style="list-style-type: none"> • Emphasise that sharing ideas and strategies strengthens the group's problem-solving abilities. • Model how to communicate respectfully and effectively during group work.
<p>DT:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Discuss existing products: • Work within a range of contexts. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. 	<p>CONTEXT:</p> <p><i>"Hi everyone, my name is Ella. It's my nephew's 6th birthday next month. I want to make him a birthday card that is going to be interactive. But, I don't know how and I don't know what six-year-old children like. Can you help me design and make something for him?"</i></p> <p>Sliders & Levers Lessons 1 – 3:</p> <ul style="list-style-type: none"> • Simple mechanisms move in different ways: <ul style="list-style-type: none"> - in a straight line - in a straight line, both backwards and forwards - round and round - in a curve/arch • Sliders move in straight lines, for example up and down. • They can also move in straight lines, left to right. • Here a track has been cut out of the backing card to let the slider through. • A decorative item is then attached to the top. • The bottom is the handle. • Levers move in a curve, left to right, around the pivot (split pin/paper fastener). • Here a card strip is used as the lever and is pushed through a slot in the backing card. • The top is then attached to a decorative item. • The bottom is the handle. <p><i>Vocabulary:</i></p>	<p>Mechanisms</p> <ul style="list-style-type: none"> • Identify simple levers and sliders in context, e.g. story books, and explain how they work. • Use correct vocabulary to describe slider and level mechanisms and how they move, e.g. pivots, slots, etc. • Draw simple products to show how they work using directional arrows. <p>Evaluating</p> <ul style="list-style-type: none"> • Discuss existing products: <ul style="list-style-type: none"> - what products are, - who products are for, - what products are for, - how products work, - how products are used, - where products might be used, - what materials products are made of. <p>Designing</p> <ul style="list-style-type: none"> • Work within a range of contexts. • State what products they are designing and making. • Say whether their products are for themselves or other users. • Describe what their products are for. • Say how their products will work. • Say how they will make their products suitable for their intended users. • Use simple design criteria to help develop their ideas. • Generate ideas by drawing on their own experiences. 	<p>Value: Respect, Individuality, Reflect, Share</p> <ul style="list-style-type: none"> • Encourage students to handle sliders and levers with care, respecting the materials and mechanisms. • Highlight the individual characteristics of sliders, noting how they can be uniquely designed and manipulated. • Encourage students to reflect on their own learning and design process, considering how they can apply what they've learned to their own ideas. • Foster a culture of sharing ideas and resources among students, promoting collaboration and teamwork as they discuss and plan their designs together.

		<i>push, pull, slider, lever, fulcrum, pivot, slot, design, evaluate, audience</i>	<ul style="list-style-type: none"> • Use knowledge of existing products to help come up with ideas. • Develop and communicate ideas by talking and drawing. 	
Geography:	<p>Year 1:</p> <ul style="list-style-type: none"> • Know that the local area is Southfields and is located in London. • Show on a map which country they live in (England) and what its capital is (London). • Use photographs to recognise landmarks and basic human and physical features. • Recognise if a place is a city, town or village. • Describe and locate the features of the local area on maps. • Describe some of the observed human and physical geography features of the local area. • Identify the physical and human features around the school/local area. 	<p>Show Me the Way Lessons 1 – 3:</p> <ul style="list-style-type: none"> • Maps can show important features, such as roads, buildings, rivers, and parks. • We can also use them to plan routes from one place to another. • Aerial photographs are real pictures taken from above, while maps are drawings. • A plan perspective helps us locate places, often inside a building. • Symbols make maps easier to read and understand. • Symbols might be used to show green spaces, paths/roads, specific buildings, or water. • The four main compass directions are North, South, East, and West. • Directions help us describe how to get from one place to another or where things are. • Maps often have a compass rose to show directions. • It's important to hold maps the right way so that you know which way, or direction to go. <p><i>Vocabulary:</i> <i>map, aerial photograph, plan perspective, feature, symbol, key, compass, direction, route</i></p>	<p>Interpret a Range of Sources</p> <ul style="list-style-type: none"> • Use photographs to recognise landmarks and basic human and physical features. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. <p>Mapwork</p> <ul style="list-style-type: none"> • Devise a simple map and use and construct basic symbols in a key. • Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. 	<p>Values: Respect, Individuality, Share</p> <ul style="list-style-type: none"> • Learning to respect the environment by recognising human and physical features. • Understanding the importance of caring for the places we see on maps. • Emphasising creativity and individuality in designing unique symbols for maps. • Encourage children to appreciate that maps and symbols can reflect different people's perspectives. • Highlighting the importance of sharing clear directions and information to help others. • Encourage collaboration when giving and following directions.
History:	<p>Year 1:</p> <ul style="list-style-type: none"> • Discuss a significant person within a historical event and why they were important. • Discuss why a historical event was significant in relation to its impact on society. • Know that some people and events are considered more 'special' or significant than others. 	<p>Houses, Palaces & Castles Lessons 1 – 3:</p> <ul style="list-style-type: none"> • Some of us live in homes from when we were born, others move homes. • The four types of homes in the UK are: detached house, semi-detached house, terraced house, or flat. • Buckingham Palace is the official residence of the UK monarch. 	<p>Chronology</p> <ul style="list-style-type: none"> • Begin to recognise the concept of a generation within a family context. • Recount changes within living memory. • Develop an awareness of the past, using common words and phrases relating to the passing of time, 	<p>Values: Respect, Individuality, Entrust, Value</p> <ul style="list-style-type: none"> • Understanding and respecting the different types of houses people live in, appreciating the diversity in living arrangements. • Emphasise the unique roles of individual monarchs and recognise their individual contributions.

	<ul style="list-style-type: none"> • Know that 'historically significant' people or events changed many people's lives. • Recognise why people did things or why events happened. • Begin to explain what happened as a result of events or people's actions. • Begin to sequence artefacts, photographs and events that are in time order. • Begin to understand where people and events fit on a timeline. • Develop an awareness of the past, using common words and phrases relating to the passing of time, such as past, present, before and after. 	<p>Significant People:</p> <p>King Charles III</p> <ul style="list-style-type: none"> • Current King of England • Inherited the throne from his mother Queen Elizabeth II. <p>King George III</p> <ul style="list-style-type: none"> • King of England (1760 – 1820) • Bought Buckingham Palace for his wife Queen Charlotte. <p><i>Vocabulary:</i> home, residence, significant, century, palace, castle, monarch, conservation</p>	<p>such as latest, past, present, future, century, before and after.</p> <p>Historical Interpretation</p> <ul style="list-style-type: none"> • Recognise that there are reasons why people in the past acted as they did. • Know that we remember some (but not all) of the events that we have lived through. <p>Historical Significance</p> <ul style="list-style-type: none"> • Know that some people and events are considered more 'special' or significant than others. 	<ul style="list-style-type: none"> • Highlight the entrusted transfer of the monarch's position within the royal family. • Discuss the value of Buckingham Palace as an important symbol of the UK as the official residence of the monarch.
<p>Music:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Recognising basic tempo changes. • Describing the character, mood, or 'story' of music they listen to (verbally or through movement). • Describing the differences between two pieces of music. • Listening to and repeating short, simple rhythmic patterns. • Listening and responding to other performers by playing as part of a group. • Combining instrumental and vocal sounds within a given structure. • Beginning to make improvements to their work as suggested by the teacher. • Using their voices expressively to speak and chant. • Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. • Responding to simple musical instructions such as tempo changes. • Competently singing songs with a very small pitch range (two notes that are different but close together). 	<p>Kapow Music Scheme</p> <p>Dynamics (The Seaside):</p> <ul style="list-style-type: none"> • To know that sections of music can be described as loud, quiet or silent and the meaning of these terms. • Know that notation is read from left to right. • To be able to recognise and name up to three instruments from Groups A and B. <p><i>Vocabulary:</i> dynamics, instrument, seaside, soundscape, symbol, volume</p>	<p>Listening and Evaluating</p> <ul style="list-style-type: none"> • Listening with concentration to short pieces of music or excerpts from longer pieces of music. • Engaging with and responding to longer pieces of music. • Coordinating the speed of their movements to match the speed of the music (not the beat). • Beginning to articulate how a piece of music affects them (e.g. it makes them feel sleepy, it makes them want to dance, it makes them happy) • Identifying some common instruments when listening to music. • Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud'). • Talking about the tempo of music using the vocabulary fast and slow. • Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. • Talking about the pitch of music, using the vocabulary high and low. 	<p>Values: Respect, Individuality, Value, Entrust, Reflect, Share, Democracy, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Appreciate the skills and efforts of their peers and musicians. • Respect for the instruments and equipment used in music-making. • Express individual creativity through music composition and performance. • Explore different instruments and musical roles. • Maintain individual responsibilities in group performances, ensemble rehearsals, and collaborative projects. • Share musical talents and skills through performances. • Share ideas, insights, and responsibilities. • Listen to and understand each other in teamwork.

- To recognise and name the following instruments: up to three instruments from Group A and B.
- Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.
- Stating what they enjoyed about their peers' performances.
- Appreciating music from a wide variety of cultures and historical periods.

Creating Sound

- Developing an awareness of how sound is affected by the way an instrument is held. (Group A, B and C.)
- Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Notation

- Reading different types of notation by moving eyes from left to right as sound occurs.

Composing and Improvising

- Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.
- Experimenting with creating different sounds using a single instrument. Experimenting with creating loud, soft, high and low sounds.
- Selecting objects and/or instruments to create sounds to represent a given idea or character.

Performing

- Offering positive feedback on others' performances.

			<ul style="list-style-type: none"> Showing awareness of the leader, particularly when starting or ending a piece. 	
PE:	<p>EYFS:</p> <ul style="list-style-type: none"> Swimming Negotiate space and obstacles safely. Demonstrate strength, balance and coordination when playing. 	<ul style="list-style-type: none"> Learn vocabulary associated with: <ul style="list-style-type: none"> Swimming Gymnastics/Dance Begin to explain the concept of getting into space. Begin to describe how to make movements using large or smaller body parts. Explain what stretching is. Explain the importance of stretching for balance, coordination, and travel. Identify the four basic shapes in sports specific gymnastic moves. Begin to explain the meaning of a dance phrase. 	<ul style="list-style-type: none"> Show basic balance, control and coordination when travelling. Choose and link actions. Remember and repeat actions/dance phrases. Find and use space safely. Use the four basic shapes in sports specific gymnastic moves. Perform basic actions Use different parts of the body singly. Use different parts of the body in combination. Use appropriate movements for different dance ideas. 	<p>Values: Respect, Value, Entrust, Reflect, Share, Democracy, Aspire, Empathy</p> <ul style="list-style-type: none"> Carry out activities to improve their work with support and understand why they are useful. Work collaboratively and share ideas with others. Value the efforts of others and show empathy when providing peer-assessment/feedback. Entrust each other to be kind and supportive, showing good sportsmanship. Show resilience when receiving feedback and reflect on how this can be used.
RE:	<p>Year 1:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. 	<p>Who made the world?</p> <ul style="list-style-type: none"> Identify different beliefs about where plants and animals came from. Explain why some people think God must have made the world, including humans. Retell the story of creation from Genesis. Describe how (some) Hindus believe the world was created and how humans were given certain jobs. Identify what scientists mean by the 'Big Bang'. Share opinions on whether the big bang is hard/easy to understand. Identify own opinion about what happened to make the world. Explain different opinions about if this is an important question to answer. <p><i>Vocabulary:</i> creation, big bang, belong, God, Purusha</p>	<p>Learning About Religion & Belief:</p> <ul style="list-style-type: none"> Identify religious stories and talk about them. Use the right names for things that are special to believers. Use some religious words to describe some religious practices. Talk about religious art, symbols and words. Say what some symbols stand for and what some of the art and music is about. Tell religious stories and talk about them. <p>Learning From Religion & Belief:</p> <ul style="list-style-type: none"> Talk about things that happen to them. Talk about what they find interesting or puzzling. Ask about what happens to others with respect for their feelings. Talk about some things in stories that make people ask questions. Talk about what is important to them and to others with respect for their feelings. 	<p>Values: Respect, Individuality, Value, Reflect, Share, Empathy.</p> <ul style="list-style-type: none"> Respect that different religions have different perspectives on how the world came to be. Respect that not all people have a particular religious belief. Understand that individuals may have beliefs that differ from our own and that this is ok. Value the range of ideas within and outside the classroom. Reflect on own opinions which may or may not be based in religious belief. Reflect on the importance of knowing where the world came from. Share opinions with respect and empathy for others.

<p>RSE:</p>	<p>Year 1:</p> <ul style="list-style-type: none"> • Identify that family is one of the groups they belong to, as well as, for example, school, friends, clubs. • Recognise the different people in their family/those that love and care for them. • Explain what their family members, or people that are special to them, do to make them feel loved and cared for • State how families are all different but share common features – what is the same and different about them. • List different features of family life, including what families do/enjoy together. • Explain that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. 	<ul style="list-style-type: none"> • Recognise that the things people put into or onto their bodies can affect how they feel. • Know how medicines (including vaccinations and immunisations) can help people stay healthy. • Know that some people need to take medicines every day to stay healthy. • Recognise why hygiene is important and how simple hygiene routines can stop germs from being passed on. • Explain what people can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing. 	<p>Health & Wellbeing:</p> <ul style="list-style-type: none"> • Being healthy. • Hygiene. • Medicines. • People Who Help Us with Health. 	<p>Values: Respect, Value, Reflect, Aspire, Love, Empathy</p> <ul style="list-style-type: none"> • Respect the importance of making healthy choices in relation to food and medicines. • Value the role that medicines have in keeping up healthy. • Reflect on why some people may need to take medicines regularly. • Have empathy for those with medical conditions that need to change their lives to stay healthy. • Value their own hygiene routine and how this makes them feel (e.g. clean, healthy etc). • Reflect on their own hygiene routines and how these can be made better. • Aspire to lead healthy lifestyles. • Show self-love in undertaking regular, healthy routines.
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*Links to Curriculum Themes: Migration, Civil Rights, Conservation, Legacy/Heritage