



Stanton in Peak C of E Primary School

Year 1 Curriculum Plan

At Peak Tor Federation we offer a broad and balanced curriculum with strong cross curricular links. Our curriculum builds on the knowledge, understanding and skills of our pupils as they move through the school and fulfills the statutory requirements of the 2014 National Curriculum.

Our curriculum is carefully designed to meet the needs of all our pupils; their personal development is valued as highly as their academic progress. As a result our pupils are well equipped for the next stage in their education and make a positive contribution to our school, their local communities and the wider world.



ENGLISH

READING

Decoding

- apply phonic knowledge to decode words
- speedily read all 40+ letters/groups for 40+ phonemes
- read accurately by blending taught GPC
- read common exception words
- read common suffixes (-s, -es, -ing, -ed, etc.)
- read multisyllable words containing taught GPCs
- read contractions and understanding use of apostrophe
- read aloud phonically-decodable texts

Range of Reading

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences

Familiarity with Texts

- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases

Poetry and Performance

- learning to appreciate rhymes and poems, and to recite some by heart

Understanding

- drawing on what they already know or on background information and vocabulary provided by the teacher
 - checking that the text makes sense to them as they read and correcting inaccurate reading
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ENGLISH

Inference

- discussing the significance of the title and events
- making inferences on the basis of what is being said and done

Prediction

- predicting what might happen on the basis of what has been read so far

Discussing Reading

- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

WRITING

Phonic and whole word spelling

- spell words containing each of the 40+ phonemes taught
- spell common exception words
- spell the days of the week
- name the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound

Other Word Building Spelling

- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words
- apply simple spelling rules and guidance from Appendix 1

Transcription

- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.



ENGLISH

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' and to practise these

Planning Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it

Drafting Writing

- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Editing Writing

- discuss what they have written with the teacher or other pupils

Performing Writing

- read their writing aloud clearly enough to be heard by their peers and the teacher.

Vocabulary

- leaving spaces between words
 - joining words and joining clauses using "and"
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ENGLISH

GRAMMAR

- regular plural noun suffixes (-s, -es)
- verb suffixes where root word is unchanged (-ing, -ed, -er)
- un- prefix to change meaning of adjectives/adverbs
- to combine words to make sentences, including using and
- Sequencing sentences to form short narratives
- separation of words with spaces
- sentence demarcation (. ! ?)
- capital letters for names and pronoun 'I')

PUNCTUATION

- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'

Grammatical Terminology

letter, capital letter, word, singular, plural , sentence

punctuation, full stop, question mark, exclamation mark



ENGLISH

SPEAKING AND LISTENING

To listen carefully and understand

- Take turns to talk, listening carefully to the contributions of others.
- Sift information and focus on the important points.
- Seek clarification when a message is not clear.
- Understand instructions with more than one point.

To develop a wide and subject-specific vocabulary

- Use subject specific vocabulary to explain and describe.
- Suggest words or phrases appropriate to the topic being discussed.

To speak with clarity and confidence

- Speak in a way that is clear and easy to understand.
- Speak confidently to a group of peers so that they understand the message of what is being said.
- Reflect on the clarity of the message given.
- Demonstrate good phonic knowledge by clearly pronouncing the sounds within words.

To present stories with structure

- Ensure stories have a setting, plot and a sequence of events.
- Recount experiences with interesting detail. Take part in role play of a familiar story.

To hold conversations and debates

- Take turns to talk, listening carefully to the contributions of others.
 - Know that different people hold opinions that are different from our own.
 - Know that different language is appropriate in different situations (formal and informal)
 - Make contributions that are relevant to those that have come before.
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MATHS

NUMBER AND PLACE VALUE

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects & pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.

ADDITION AND SUBTRACTION

- Pupils should be taught to: read, write & interpret mathematical statements involving addition (+), subtraction (-) & equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit & two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects & pictorial representations, and missing number problems such as

$$7 = [] - 9.$$

MULTIPLICATION AND DIVISION

- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations

FRACTIONS

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
 - Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
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MATHS

MEASUREMENTS

- Compare, describe and solve practical problems for:
 - lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]
 - mass or weight [e.g. heavy/light, heavier than, lighter than]
 - capacity/volume [full/ empty, more than, less than, half, half full, quarter]
 - time [e.g. quicker, slower, earlier, later]
- Measure and begin to record the following: lengths and heights; mass/weight; capacity & volume; time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes.
- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

GEOMETRY

- Recognise and name common 2-D and 3-D shapes, including:
 - 2-D shapes (e.g. rectangles (including squares), circles and triangles)
 - 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres).

Position and direction

- Describe position, directions and movements, including half, quarter and three-quarter turns.



SCIENCE

BIOLOGY



SCIENCE

Plants

Enchanted Garden

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

(Children can predict which flowers they will find the most of and carry out a simple survey of local grounds, record results with support WS 1,2,3,10)

- identify and describe the basic structure of a variety of common flowering plants, including trees

(children make careful observations of common plants/trees and orally describe or group flowers by common features WS 2,5,12)

The Scented Garden

- observe and describe how seeds and bulbs grow into mature plants

(Children can plant seeds and take weekly observations, recording their findings using simple diagrams WS 7)

- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

(With the support of the teacher children set up two simple test one with what they think a flowers needs to grow well and one without make careful observations, they can use a ruler to measure the length every few days before using research to check their findings WS 2,4,8,12)

Animals including humans

Paws, Claw and Whiskers

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

- identify and name a variety of common animals that are carnivores, herbivores and omnivores

- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Beach Comber

- notice that animals, including humans, have offspring which grow into adults

- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



SCIENCE

-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Living things and their habitats

Beach Comber

- explore and compare the

differences between things that are living, dead, and things that have never been alive

- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

- identify and name a variety of plants and animals in their habitats, including microhabitats

- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

CHEMISTRY

Everyday materials

- distinguish between an object and the material from which it is made

- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock

- describe the simple physical properties of a variety of everyday materials

- compare and group together a variety of everyday materials on the basis of their simple physical properties

Uses of everyday materials

Muck, Mess and Mixtures

-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PHYSICS



SCIENCE

Seasonal changes

Splendid Skies

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

WORKING SCIENTIFICALLY

Explore the world around them and ask their own simple questions

Experience different types of science enquiries including practical activities

With help, decide how to compare objects, materials and living things

Observe closely using simple equipment with help, observe changes over time.

Use simple measurements and equipment to gather data

Record simple data

Talk about what they have found out.

Record and communicate their findings in a range of ways (drawings, drama, oral and written), simple scientific language should be modelled and prompted by an adult.



GEOGRAPHY

Location Knowledge

Dinosaur Planet

Name and locate the world's seven continents and five oceans

Bright Lights Big City

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom

Land Ahoy!

Name and locate the world's seven continents and five oceans

Place Knowledge



GEOGRAPHY

Rio de Vida and BLBC

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small contrasting area in a non-European country.

The Scented Garden

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small contrasting area in a non-European country.

Human and Physical Geography

Splendid Skies

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Bright Lights Big City

Use basic geographical vocabulary to refer to: key human features including, city, town, village, factory, farm, house, office, port, harbour and shop.

Beachcombers

Use basic geographical vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Tunnels, Towers and Turrets

Use basic geographical vocabulary to refer to: key human features including, city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork

Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



GEOGRAPHY

Use simple fieldwork and observational skills to recognise landmarks and basic human and physical features; devise a simple map.

Use simple directional language [for example, near and far; left and right], to describe the location of features and routes on a map.



HISTORY

Memory Box

Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.

Bright Lights Big City

Learn about events beyond living memory that are significant nationally or globally.

Towers, Tunnels and Turrets

Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

Street Detectives

Learn about significant historical events, people and places in their own locality.

Historical Skills

Knowledge and understanding of events, people and changes in the past

Recall some facts about people/events before living memory

Historical interpretation and enquiry

Look at books, videos, photographs, pictures and artefacts to find out about the past.

Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"

Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.

Chronological organisation and communication

Sort events or objects into groups (i.e. then and now.)

Use timelines to order events or objects.



HISTORY

Tell stories about the past.

Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.



PHSE

DRUG EDUCATION

H1 - Exploring the importance of physical, mental and emotional health.

H2 - Exploring how to make informed choices.

H11 - Understanding the role of drugs as medicines.

H11 - Identifying alternatives to taking medicines.

H11 - Identifying that household products, including medicines, can be harmful if not used properly.

H12 - Identifying rules for and ways of keeping safe.

H15 - Recognising they have a shared responsibility for keeping themselves and others safe.

EXPLORING EMOTIONS

R1 - Recognising a range of feelings in ourselves and other people.

R1 - Recognising how others show feelings and how to respond.

R2 - Recognising that their behaviour can affect others.

H1 - Communicating feelings to others.

H4 - Developing simple strategies for managing feelings.

H4 - Using words to describe a range of feelings.

BEING HEALTHY

H1 - Exploring what a healthy lifestyle means.

H1 - Identifying the benefits of a healthy lifestyle.



PHSE

H2 - Identifying ways of keeping healthy.

H2 - Recognising what they like and dislike.

H2 - Recognising that choices can have good and not so good consequences.

H3 - Setting simple goals.

H6 - Recognising the importance of personal hygiene.

H7 - Developing simple skills to help prevent diseases spreading.

GROWING UP

H8 - The process of growing from young to old.

H9 - Exploring growing and changing and becoming independent.

H10 - The correct names for the main parts of the body (including external genitalia).

H13 - Identifying people who they can ask for help and think about how they might do that.

H15, R3 - Identifying ways of keeping safe and knowing they do not keep secrets.

H16 - About privacy in different contexts.

H16 - About respecting the needs of ourselves and other people.

R8 - Identifying similarities and difference.

R10 - What physical contact is acceptable.

L8 - That everybody is unique.

CHANGES

H5 - Exploring what change means.

H5 - Exploring loss and change and the associated feelings.

H8 - Exploring the changes of growing from young to old.

H9 - Managing change positively.

H13 - Identifying strategies and where to go for help

BULLYING MATTERS

R2 - Recognising their behaviour can affect others.



PHSE

R6 - Listening to others and working cooperatively.

R11 - Identifying that people's bodies can be hurt.

R12 - Recognising when people are being unkind to them or others, who to tell and what to say.

R13 - Identifying different types of teasing and bullying, to identify that these are wrong and unacceptable.

R14 - Identifying strategies to resist teasing/ bullying if experienced or witnessed.

BEING ME

L4 - Recognise they belong to different groups and communities such as family and school.

L8 - Explore ways in which they are all unique.

L9 - Identify ways in which we are the same as all other people; what we have in common with everyone else.

R7 - Offer constructive support to others. R9 - Identify what makes them special.

DIFFERENCE AND DIVERSITY

L4 - Understanding that they belong to different groups.

L8 - Identifying ways in which they are unique.

R5 - Sharing opinions on things that matter using discussions.

R8 - Identifying and respecting the differences and similarities between people.

BEING RESPONSIBLE

L1 - Identify how they can contribute to the life of the classroom and school. L2 - Construct and explore the importance of rules.

L3 - Explore and understand that everyone has rights and responsibilities.

L5 - Identify what improves and harms their environments.

R4 - Recognise what is fair/unfair, right/wrong, kind/unkind.

BEING SAFE

H11 - Identifying household products are hazards if not used properly.



PHSE

H12 - Exploring rules for and ways of keeping safe in a range of situations.

H13 - Knowing who to go to if they are worried.

H14, H15 - Recognising that they share a responsibility for keeping themselves and others safe.

H16 - Exploring what is 'privacy'; their right to keep things private and the importance of respecting others' privacy.

L2 - Understanding why rules are important in keeping us safe.

L10 - Identifying people who work in the community and how to ask for help.

RELATIONSHIPS

R2 - Recognising our behaviour can affect others.

R4 - Recognising what is fair and unfair, kind and unkind, what is right and wrong.

R6 - Listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation).

R7 - Offering constructive support and feedback to others.

R9 - Identifying their special people (family, friends, carers) and how they should care for each other.

MONEY MATTERS

L6 - Recognising what money looks like.

L6 - Identifying how money is obtained.

L6 - Understanding the ways money can be used.

L7 - Understanding how to keep money safe and what influences choices.



PE

PUPILS SHOULD BE TAUGHT TO:

Master basic fundamental movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

Participate in team games, developing simple tactics for attacking and defending



PE

Perform dances, using simple movement patterns

GAMES

For instance: Practise different skills associated with simple games (e.g. co-ordinating throwing and catching) Work co-operatively in teams

ATHLETICS

Running

For instance: Run for 1 minute Show differences in running at speed and jogging Use different techniques to meet challenges Describe different ways of running

Jumping

For instance: Perform the 5 basic jumps (2-2, 2-1, 1-2, 1-1 same foot, 1 to 1 landing on other foot) Perform combinations of the above Show control at take-off and landing Describe different ways of jumping Explain what is successful or how to improve

Throwing

For instance: Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm Describe different ways of throwing Explain what is successful or how to improve

DANCE

Compose

For instance: Copy some moves Develop control of movement using: Actions (WHAT) – travel, stretch, twist, turn, jump Space (WHERE) – forwards, backwards, sideways, high, low, safely showing an awareness of others Relationships (WHO) – on own and with a partner by teaching each other 2 movements to create a dance with 4 actions Dynamics (HOW) – slowly, quickly, with appropriate expression Use own ideas to sequence dance Sequence and remember a short dance

Perform

For instance: Move spontaneously showing some control and co-ordination

Move with confidence when walking, hopping, jumping, landing

Move with rhythm in the above actions

Demonstrate good balance

Move in time with music



PE

Co-ordinate arm and leg actions (e.g. march and clap)

Interact with a partner (e.g. holding hands, swapping places, meeting and parting)

Appreciate

For instance: Respond to own work and that of others when exploring ideas, feelings and preferences

Recognise the changes in the body when dancing and how this can contribute to keeping health

GYMNASTICS

Sequencing

For instance: Perform gymnastic sequence with a balance, a travelling action, a jump and a roll

Teach sequence to a partner and perform together

Balance

For instance Stand and sit “like a gymnast”

Explore the 5 basic shapes: straight/tucked/star/ straddle/pike

Balance in these shapes on large body parts: back, front, side, bottom

Explore balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)

Develop balance by showing good tension in the core and tension and extension in the arms and legs, hands and feet

Develop balance on front and back so that extended arms and legs are held off the floor (arch and dish shapes respectively)

Challenge balance and use of core strength by exploring and developing use of upper body strength taking weight on hands and feet – front support (press up position) and back support (opposite) NB: ensure hands are always flat on floor and fingers point the same way as toes

Travel

For instance: Begin to travel on hands and feet (hands flat on floor and fully extend arms)

Monkey walk (bent legs and extended arms)

Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)



PE

Bunny hop (transfer weight to hands)

Jump

For instance: Explore shape in the air when jumping and landing with control (e.g. star shape)

Roll

For instance: Continue to develop control in different rolls

Pencil roll – from back to front keeping body and limbs in straight shape

Egg roll – lie on side in tucked shape, holding knees tucked into chest roll onto back and onto other side. Repeat to build up core strength

Dish roll – with extended arms and legs off the floor, roll from dish to arch shape slowly and with control

Begin forward roll (crouch in tucked shape, feet on floor, hands flat on floor in front. Keep hands and feet still, raise hips in the air to inverted 'V' position

OUTDOOR AND ADVENTUROUS ACTIVITIES

Orientation

For instance: Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom

Use simple maps and diagrams to follow a trail

Communication

For instance: Begin to work co-operatively with others

Plan and share ideas

Problem Solving

For instance: Discuss how to follow trails and solve problems

Select appropriate equipment for the task



God

Christians believe in God and that they find out about God in the Bible

Christians believe God is loving, kind, fair and forgiving and also Lord and King

Some stories show these Christians beliefs

Christians worship God and try to live in ways that please him

Creation

Christians believe God created the universe.

Christians believe the Earth and everything in it are important to God.

Christians believe God has a unique relationship with human beings as their creator and sustainer.

Christians believe humans should care for the world because it belongs to God.

Incarnation

Christians believe that Jesus is God and that he was born as a baby in Bethlehem

The Bible points out this his birth showed that he was extraordinary and that he came to bring good news

Christians celebrate Jesus' birth: Advent for Christmas is a time for getting ready Jesus' coming

Gospel

Christians believe Jesus brings good news for all people.

For Christians, this good news includes being loved by God and being forgiven for bad things.

Christians believe Jesus is a friend to the poor and friendless.

Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Salvation

Easter is very important in the big story of the bible.

Christians believe Jesus rose again, giving people hope of a new life.

DAS -A- Knowing about and understanding religions and world views.

1. Recall and name different religious practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
2. Retell and suggests meanings for some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising communities which they come from.



RE

3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

DAS –B - Expressing and communicating ideas related to religions and worldviews.

1. Ask and respond to questions about what communities do, and why so they can identify what difference belonging to a community can make.
2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
3. Notice and respond sensitively to some similarities between different religions and world views.

DAS – C – Gaining and deploying the skills for studying religions and world views.

1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
 2. Find out about and respond with ideas to examples of cooperation between people who are different.
 3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.
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French

I can explore the patterns and sounds of language through songs and rhymes

I can link the spelling, sound and meaning of words

I can engage in conversations by answering questions and beginning to ask questions

I can appreciate stories, songs, poems, rhymes in the language



Music

Performing

- Sing simple songs and chants (with actions) building rhythmic and melodic memory.
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Music

- Use voice to create sounds - humming, whispers, clicks and whistles. • Start and stop together on direction.
- Begin to use correct technique when playing a range of percussion instruments.
- Keep a steady beat and copy simple rhythm patterns.

Improvising and Composing

Create and clap own rhythms.

- Create patterns of sound – long/short, high/low, loud/soft (quiet).
- Use instruments to reflect a topic or add sound effects to a story.
- Invent symbols to represent sound and create a simple graphic score for pitch or duration that others can follow.

Listening and Reviewing

Talk about music heard with appropriate vocabulary.

- Begin to explore how music can affect emotions.
- Recognise how music enriches our lives.
- Compare 2 contrasting pieces of music for dimensions such as pitch or tempo.
- Think of ways to improve their compositions.

Dimensions

- Pitch: recognise and respond to high, low and middle sounds.
 - Duration: recognise and respond to a pulse and patterns of long and short sounds.
 - Dynamics: understand loud, quiet and silence.
 - Tempo: understand fast and slow
 - Timbre: identify different percussion sounds and how they are made
 - Texture: recognise and respond to one sound leading to many sounds.
 - Structure: understand and identify beginning, middle and end and use of repetition and introduction.
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ART AND DESIGN

Drawing

- Extend the variety of drawings tools
 - Explore different textures
 - Observe and draw landscapes
 - Observe patterns
 - observe anatomy (faces, limbs)
 - Experiment with tools and surfaces
 - draw as a way of recording experiences and feelings
 - discuss use of shadows, use of light and dark
 - Sketch to make quick record
-

Colour

- name all the colours
 - mixing of colours
 - Find collections of colour
 - applying colour with a range of tools
 - Begin to describe colours by objects
 - Make as many tones of one colour as possible (using white)
 - Darken colours without using black
 - using colour on a large scale
-

Texture

- weaving
 - collage
 - Sort according to specific qualities
 - how textiles create things
 - overlapping and overlaying to create effects
-



ART AND DESIGN

- Use large eyed needles – running stitches
 - Simple appliqué work
 - Start to explore other simple stitches
 - collage
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Form

- Construct
 - Use materials to make known objects for a purpose
 - Carve
 - Pinch and roll coils and slabs using a modelling media.
 - Make simple joins
 - Awareness of natural and man-made forms
 - Expression of personal experiences and ideas
 - to shape and form from direct observation (malleable and rigid materials)
 - decorative techniques
 - Replicate patterns and textures in a 3-D form
 - work and that of other sculptors
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Printing

- Create patterns
 - Develop impressed images
 - Relief printing
 - Print with a growing range of objects
 - Identify the different forms printing takes
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Pattern

- Awareness and discussion of patterns
 - repeating patterns
 - symmetry
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ART AND DESIGN

- Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning
 - natural and manmade patterns
 - Discuss regular and irregular
-



COMPUTING

Information Technology (multimedia)

Graphics

Use ICT to generate ideas for their work.

Use various tools such as brushes, pens, rubber, stamps, shapes.

Save, retrieve and print work.

Text

Use spacebar, backspace, delete, arrow keys, return.

Start to use two hands when typing.

Word process short texts to present.

Sound recording

Record sound at and away from a computer.

Use software to record sounds.

Change sounds recorded.

Save, retrieve and edit sounds.

Video

Capture video.

Discuss which videos to keep and which to delete.

Arrange clips to create a short film.

Add a title and credits.



COMPUTING

Presentation (2Connect)

Choose a suitable subject and collect some information.

Create a mindmap of this data.

Link appropriate bubbles.

Present the information to a group.

Computer Science

Bee-bots

Give commands including straight forwards / backwards / turn one at a time.

Explore what happens when a sequence of instructions is given.

Give a set of simple instructions to follow out a task.

Give a set of instructions to form simple geometric shapes.

Improve/change their sequence of commands.

Information technology (Online)

Internet research

Talk about websites they have been on.

Explore a website by clicking on the arrows, menus and hyperlinks.

Emails

Recognise an email address.

Find the @ key on the keyboard.

Contribute to a class email.

Open and select to reply to an email as a class.

Digital Technology

Make decisions about whether or not statements found on the internet are true or not.

Identify devices that can be used to search the Internet.

Identify what things count as personal information.

Identify when inappropriate content is accessed and act appropriately.



COMPUTING

Recognise that a variety of devices can be used to connect a number of people.

Consider other people's feelings on the Internet.

Data

Know that images give information.

Say what a pictogram is showing them.

Put data into a program.

Sort objects and pictures into lists or simple tables.

Make a simple Y/N tree diagram to sort information.

Create and search a branching database.



SCHOOL TRIPS AND RESIDENTIALS

Lea Green Spring 2

Beat, Band, Boogie - *Pantomime*

Tunnels and Turrets - *Conisbrough Castle*

The Enchanted Woodland - *Woodland Visit*

Memory Box - *Old House Museum – Bakewell*

Moon Zoom - *National Space Centre*

Bright Lights, Big City - *Sheffield Trip*

Wiggle and Crawl - *The Tropical Butterfly House – Sheffield*

Superheroes *Fire Station – trip, Police Visit*

Street Detective - *Bakewell visit*

Scented Garden - *Chatsworth Garden visit*

Paws, Claws and Whiskers - *Visit from a pet owner*
