



Guilden Sutton Church of England Primary School

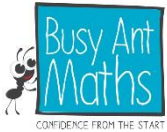



Love and Justice for All

Year 1 Curriculum Progression Map



Our Christian Values: WISDOM, JUSTICE, COMPASSION, LOVE, FORGIVENESS, FRIENDSHIP

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English Text</p>	<p>Toys in Space Mini Grey</p>  <p>Space Poems Gaby Morgan <i>Aliens from Planet Trouble</i> by Paul Cookson</p> 	<p>Look Up Nathan Bryon</p>  <p>Hello, World! Moon Landing Jill Mc Donald</p> 	<p>Goldilocks and the Three Bears Amanda Askew</p>  <p>Goldilocks and Just the One Bear Leigh Hodgkinson</p> 	<p>Our Amazing World of Bears Kay de Silva</p>  <p>Teddy Bear Wendy Straw</p>  <p>World Book Day</p>	<p>The Lion Inside Rachel Bright</p> 	<p>Little Red and the Very Hungry Lion Alex T. Smith</p>  <p>Rumble in the Jungle Giles Andrea</p> 




Focus Genres	<ul style="list-style-type: none"> • Narrative – retelling story • Poetry - rhyming poem 	<ul style="list-style-type: none"> • Narrative – alternative ending • Non-chronological report 	<ul style="list-style-type: none"> • Narrative – story with different characters 	<ul style="list-style-type: none"> • Non-chronological report 	<ul style="list-style-type: none"> • Narrative – story with alternative ending 	<ul style="list-style-type: none"> • Recount • Poetry – rhyming couplets
Other Genre	<ul style="list-style-type: none"> • Setting description • Recount 	<ul style="list-style-type: none"> • Letter • Recount 	<ul style="list-style-type: none"> • Character description • Recount • Instructions • Narrative – retelling a traditional story 	<ul style="list-style-type: none"> • Poetry – nursery rhymes 	<ul style="list-style-type: none"> • Setting description • Diary writing 	<ul style="list-style-type: none"> • Instructions • Letter • Riddles
SPaG	<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop • Separation of words with spaces • Using a capital letter for names, places and the pronoun ‘I’ • Begin to join words and clauses using and • Begin to punctuate sentences using a question mark 		<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop • Separation of words with spaces • Using a capital letter for names, places and the pronoun ‘I’ • Begin to join words and clauses using and • Begin to punctuate sentences using a question mark and exclamation mark 		<ul style="list-style-type: none"> • Begin to punctuate sentences using a capital letter and a full stop • Separation of words with spaces • Using a capital letter for names, places and the pronoun ‘I’ • Begin to join words and clauses using and • Begin to punctuate sentences using a question mark and exclamation mark 	
Spelling	Essential Letters and Sounds					
	<ul style="list-style-type: none"> • Spell words containing each of the 40+ phonemes already taught • Spell common exception words (Harder or read and spell words) 					
	<ul style="list-style-type: none"> • Suffix ‘ing’ that can be added to verbs where no change is needed in the spelling of root words (e.g., helping) 	<ul style="list-style-type: none"> • Regular plural noun suffixes –s • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing] 	<ul style="list-style-type: none"> • Suffix ‘ed’ that can be added to verbs where no change is needed in the spelling of root words (e.g., helping, helped, helper) 	<ul style="list-style-type: none"> • Regular plural noun suffixes –es (ch and sh) 	<ul style="list-style-type: none"> • Regular plural noun suffix–es (x and s) 	<ul style="list-style-type: none"> • Suffix ‘er’ that can be added to verbs where no change is needed in the spelling of root words. Revision of suffixes, ‘ing’ and ‘ed’.
Maths	Busy Ant Maths		Busy Ant Maths		Busy Ant Maths	
	Unit 1 <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 		Unit 5 <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 		Unit 9 <ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction 	


	<ul style="list-style-type: none"> • Properties of Shape <p>Unit 2</p> <ul style="list-style-type: none"> • Addition and Subtraction • Addition and Subtraction • Measurement - Length and Height <p>Unit 3</p> <ul style="list-style-type: none"> • Number and Place Value • Multiplication and Division • Position and Direction <p>Unit 4</p> <ul style="list-style-type: none"> • Addition and Subtraction • Fractions • Measurement - Money 	<ul style="list-style-type: none"> • Properties of Shape <p>Unit 6</p> <ul style="list-style-type: none"> • Multiplication and Division • Multiplication and Division • Measurement - Mass <p>Unit 7</p> <ul style="list-style-type: none"> • Addition and Subtraction • Addition and Subtraction • Measurement - Time <p>Unit 8</p> <ul style="list-style-type: none"> • Number and Place Value • Fractions • Measurement - Volume and Capacity 	<ul style="list-style-type: none"> • Position and Direction <p>Unit 10</p> <ul style="list-style-type: none"> • Multiplication and Division • Multiplication and Division • Measurement – Length and Height <p>Unit 11</p> <ul style="list-style-type: none"> • Addition and Subtraction • Addition and Subtraction • Properties of shape <p>Unit 12</p> <ul style="list-style-type: none"> • Multiplication and Division • Fractions • Measurement - Time 	
<p>Key Vocabulary</p> <p>Number and place value: sort, represent, multiples, partitioning, ones, tens.</p> <p>Addition and subtraction: addition/add, subtraction, difference, equals, facts, problems, missing number problems, 2-digit number, inverse</p> <p>Multiplication and division: multiplication, division, arrays</p> <p>Fractions, decimals and percentages: whole, half, quarter, equal parts</p> <p>Measurement: Compare, mass, volume, chronological order, days of the week, months of the year, month, year, o'clock, half past, second, money, coins, notes, pounds £, pence p</p> <p>Geometry: sides, corners, properties, pyramids, faces, position, direction, movement, whole turn, quarter turn, half turn, three-quarter turn</p>				
<p><u>Busy Ant Maths Year 1 Medium Term Plans</u></p>				
<p>Cross-curricular Mathematics</p>	<p>Venn diagrams (History and Science) Measurement – Capacity (Science) Time (Science)</p>	<p>Place Order (History) Measuring (Science) Position and Direction (Geography)</p>	<p>Pictogram (Science) Position and Direction (Geography)</p>	
<p>Science</p>	<p>Everyday Materials</p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out which material is the most absorbent?</i></p>	<p>Seasonal Changes </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Identifying and classifying: Can I talk about different seasons and suggest which</i></p>	<p>Plants </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I find out where seeds grow best?</i></p> <p><i>Identifying and classifying: Can I identify, describe and compare two trees in our playground?</i></p>	<p>Animals including Humans </p> <p><i>Line of scientific enquiry examples:</i></p> <p><i>Fair testing: Can I investigate whether our sense of taste is better when cannot see?</i></p> <p><i>Identifying and classifying: Can I identify the features of a bird?</i></p> <p><i>Can I classify animals into carnivores, herbivores and omnivores?</i></p>



<p>Identifying and classifying: Can I sort objects into their material groups?</p> <p>Research: Can I share a fact about Greta Thunberg?</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, 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 physical properties <p>COP∞ – recycling and landfill/ Greta Thunberg – environmental activist</p> <p>EYFS - Properties of materials - floating and sinking</p>	<p><i>clothes are best to wear?</i></p> <p>Observation over time: Can I observe how the weather changes over a week?</p> <p>Pattern seeking: Can I say how day length changes over a year?</p> <p>Research: How is winter different around the world?</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies <p>George James Symons – a British meteorologist</p> <p>COP∞ – Climate Change</p> <p>EYFS - Explore the changes in seasons – outdoor learning</p>	<p>Observation over time: Can I observe changes in leaves across the seasons?</p> <p>Pattern seeking: Is there a pattern in where we find moss growing in the school grounds?</p> <p>Research: Can I find out why Jean Baret was important to botany?</p> <ul style="list-style-type: none"> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers <p>Jeanne Baret – explorer and botanist who discovered new plants</p> <p>EYFS- Observing Spring bulbs and completing observational drawings.</p>	<p>Pattern seeking: Are boys better at smelling things than girls?</p> <p>Research: Can I find out the characteristics of an animal and say what they need to stay healthy?</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are birds, fish, amphibians, reptiles 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 (birds, fish, amphibians, reptiles and mammals, and including pets). Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense <p>Mary Anning – a palaeontologist who was a fossil hunter</p> <p>EYFS – Lifecycles of animals, observing the chicks hatch, butterflies through the Hungry Caterpillar</p>
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	<p>Key Vocabulary Materials – object, material, hard, soft, stretchy, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, transparent, opaque Seasonal changes – weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, sunrise, sunset, day length Plants – deciduous, evergreen, root, stem, leaves, flowers, petals, fruit, seed, bulb, blossom, petal, berry, root, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area, plants we call weeds Animals including Humans – amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, head, body, eyes, ears, nose, mouth, tongue, teeth, skin, fingers, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, parts of the human body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear</p>		
Working Scientifically	<ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways • Observe closely, using simple equipment • Performing simple tests • Identifying and classifying • Using observations and ideas to suggest answers to questions • Gather and record data to help in answer questions 		
Geography	<p>My Home and School</p> <ul style="list-style-type: none"> • Use directional vocabulary to find places in school and within the school grounds • Follow simple instructions to locate places in school and within the school grounds • Use an aerial map of school to locate places • Locate children’s houses on the map of their local area • Use positional vocabulary to describe where something is located e.g. ‘near, far, left, right and behind’ • Use basic geographical vocabulary to refer to human features within the local area • Draw a simple map using basic symbols as a key <p>Walk around Guilden Sutton</p>	<p>Weather and the Seasons </p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom • Location of the Equator and the North and South poles on a map of the world • Locate hot and cold areas of the world in relation to the equator on a map • Explain how the weather changes within each season • Use basic geographical vocabulary to refer to key physical features <p>COP∞ – Climate change</p> <p>Seasons – observations of hot and cold weather</p>	<p>Our World </p> <ul style="list-style-type: none"> • Identify the North pole and South pole are on a globe or atlas • Introduce the world’s seven continents on an aerial map • Use basic geographical vocabulary to refer to key human and physical features to describe places on a world map • Use fieldwork and observational skills to find geographical similarities and differences of a small area in a contrasting non-European country <p>Parent volunteer from non-European country</p> <p>Map skills – identifying countries and climate</p>
	<p>Key Vocabulary Home, school, house, address, map, personal, local, directions, human features, physical features, aerial map, atlas, globe, continent, North pole, South pole, weather, seasons.</p>		
History	Toys past and present	Kings and Queens	Nurses


	<ul style="list-style-type: none"> • Develop an awareness of the past, using common words and phrases relating to the passing of time • Explain how we can find out about the past • Describe and recognise features of different toys old and new within living memory • Compare toys from different time periods, identifying similarities and differences and begin to suggest reasons for this • Understand the lives of significant individuals in the past who have contributed to national and international achievements: Neil Armstrong and Tim Peak comparison (as part of the English unit, space) 	<ul style="list-style-type: none"> • Introduce the concept of monarchy • Compare the differences and similarities between the Queen Elizabeth II and rulers of the past • Develop an understanding of chronology and an awareness of change • Understand how people’s lives have shaped this nation and how Britain has been influenced by the wider world • Recognise why events happened and why people acted as they did • Know and understand how significant events have impacted the wider world, make connections between now and previous events • Understand the lives of significant individuals in the past who have contributed to national and international achievements: Queen Victoria 	<ul style="list-style-type: none"> • Explain the role of a nurse now, within living memory and beyond living memory • Compare the differences and similarities between nurses now and nurses of the past and how this has changed in national life • Understand the lives of significant individuals in the past who have contributed to national and international achievements: Florence Nightingale and Mary Seacole • Compare the differences and similarities between the two nurses and how their circumstances differed 		
<p>Key Vocabulary Specific-toys, timeline, past, present, Victorian, era, material, mechanical, handmade, similarities, differences, monarch, reign, chronological, coronation, jubilee. General-present, past, future, year, decade, century, modern, long ago, timeline, different, similar, living memory, source.</p>					
<p>Religious Education</p>	<p>Good News</p> <ul style="list-style-type: none"> • Discuss good news stories that Jesus told • Understand why good news is important to Christians • Retell the parable of the Lost Sheep 	<p>Incarnation</p> <p>Retell the Nativity story Understand why an angel visits Mary (Luke 12:26-38) Describe what can be learnt about Jesus from the Nativity story Make links to ideas from the rest of the story</p>	<p>Christian Community</p> <ul style="list-style-type: none"> • Identify how Christians worship God in Church • Discuss why the bible important to Christians • Describe what people can learn from a story in the Bible and say why 	<p>Salvation</p> <ul style="list-style-type: none"> • Understand that a cross is an important symbol for Christians • Identify different types of crosses and suggest reasons why this is important • Explain what the cross in the Easter story represents 	<p>Islam</p> <ul style="list-style-type: none"> • Understand that people have other faiths and beliefs, begin to make links to Christianity • Identify Allah as the god that Muslims believe in • Understand that in Islam the place of worship is called a mosque and the holy book is called the Qur’an


	<ul style="list-style-type: none"> Identify what is important to me and relate it to a parable Jesus told 	<p>Chester Cathedral - Walking Nativity – interactive way for the children to understand the Nativity story.</p>	<p>Heather Carty</p>	<ul style="list-style-type: none"> Retell parts of the Easter story (Palm Sunday/Easter Sunday) <p>Heather Carty – Palm Sunday</p>	<ul style="list-style-type: none"> Understand who the prophet Mohammad (PBUH) is and discuss some of the stories he told
<p>Key Vocabulary Good news - Christianity, God, Jesus, good news, bible, parables, lost. Incarnation – Christianity, God, The Son of God, good news, bible, the nativity, Bethlehem, shepherd, angel, saviour, Christ the Lord, King Herod, Magi. Christian Community – church, symbol, bible, Old Testament, New Testament. Salvation – cross, crucifix, Good Friday, Palm Sunday, Easter. Islam – Islam, muslim, Allah, Muhammad (pbuh), Qur’an, mosque.</p>					
<p>Year 1 RE Medium Term Plans</p>					
<p>Physical Education</p> 	<p>Multi-skills (Invasion games) </p> <ul style="list-style-type: none"> Develop the ability to roll and catch a ball Throw, roll or kick through gates to a partner with improving accuracy Move and run into space <p>Dance</p> <p>Musical Theatre (based on Introductory Stage Musical Theatre and Primary Theatre Craft)</p> <ul style="list-style-type: none"> Ball heel walks Spring points Hops in combination <p>Rock ‘n’ Roll</p> <ul style="list-style-type: none"> Flick Tum Tee Tum Flick Ticks Twisty Walks 	<p>Gymnastics</p> <ul style="list-style-type: none"> Balance on 1 leg Basic shapes Rolls Travel under, over and across Basic jumps – one foot to one foot, one foot to two feet, two feet to one foot, two feet to two feet <p>Net games</p> <ul style="list-style-type: none"> Travel whilst balancing a ball Send a ball along the ground 	<p>Athletics </p> <ul style="list-style-type: none"> Run, jump and throw Jump with two feet Run short distances <p>Striking and fielding games</p> <ul style="list-style-type: none"> Underarm to a partner Receiving the ball 		
<p>Key Vocabulary Underarm, jump, land, pass, catch, roll, balance, run, jog, anatomy (joints), presentation, importance of warm up and cool down (physical and vocal)</p>					
<p>Art</p>	<p>Focus Artist: Picasso Focus Skill: Drawing</p>	<p>Kings and Queens</p>		<p>Focus Artist: Georges Seurat Focus Skill: Printing</p>	

	<ul style="list-style-type: none"> • Explore a range of drawing tools to make marks • Begin to show increased control of the types of marks made with a range of media. • Draw on different surfaces • Explore different textures • Draw from imagination • Draw a self-portrait, traditional and in the style of Picasso • Explore the use of colour, pattern, texture, line and shape • Start to explore the use of sketchbooks to record ideas and practice skills <p>Seasons – Collage</p> <ul style="list-style-type: none"> • Begin to use scissors and tearing to create a range of shapes • Create an image from a variety of cut or torn media • Arrange and glue materials to different backgrounds • Create an Autumn collage using found materials and leaves 	<p>Focus Artist: Henry Matisse - Link to Kings and Queens Focus Skill: Painting (Colours)</p> <ul style="list-style-type: none"> • Begin to explore and experiment with the primary colours • Mix primary colours to create secondary colours • Describe collections of colours • Discuss and use warm and cold colours • Describe favourite colours and why colours may be used for different purposes • Explore a range of paint, brush sizes and tools • Appraise the work of Henri Matisse (Fauvism), creating our own pieces with strong colours and fierce brushwork • Weaving – Create colourful weaving looms using bright paper • Follow the over/under technique with the weft and warp 	<ul style="list-style-type: none"> • Explore pointillism and create artwork with dots • Use objects to create prints (e.g., fruit, vegetables, or sponges) • Begin to press, roll, rub and stamp to make prints • Take rubbings from textured surfaces: e.g leaf, coin, tree bark • Begin to identify different forms of printing e.g books, newspapers, fabric, wallpaper • Know that printmaking is making art by printing pictures, normally on paper • Create a pointillism inspired print piece using small circular objects (cotton buds, pencils, etc.) <p>Focus Artist: Jo Gough (Chester) Focus Skill: Digital Art</p> <ul style="list-style-type: none"> • Use iPads independently to create pictures • Use simple tools e.g., brush and pen tools • Experiment with filters and effects • Edit work on an iPad • Sketch animals using drawing apps (Freeform and Noteability)
<p>Key Vocabulary Drawing – tools, surface, texture, self-portrait, colour, pattern, texture, line, shape Collage - cutting shapes, sticking, texture, rough, soft, crunch, smooth, hard, overlap Painting – primary colours, secondary colours, warm and cold colours Printing – pointillism, press, roll, rub, stamp, printmaking Digital Art – iPads, apps, Noteability, edit, filter, effects, tools</p>			
<p>Design Technology</p>	<p>Puppets – Textiles</p> <ul style="list-style-type: none"> • Can I make a success criteria? 	<p>Goldilocks and the 3 bears – Structure</p> <ul style="list-style-type: none"> • Can I make a success criteria? 	<p>Ice pops – Food</p> <ul style="list-style-type: none"> • Can I make a success criteria?

	<ul style="list-style-type: none"> • Can I explore and evaluate a range of puppets? • Can I explore different ways of joining materials? • Can I design and label two different puppets based on my research? • Can I make my design? • Can I evaluate my design? <p>Designer: Vivienne Westwood</p>	<ul style="list-style-type: none"> • Can I explore and evaluate a range of existing products? • Can I explore the concept and features of structures and the stability of different shapes? • Can I design and label two different chairs based on my research? • Can I make my design? • Can I evaluate my design? <p>Designer: Ron Arad</p>	<ul style="list-style-type: none"> • Can I explore and evaluate a range of existing products? • Can I explore the different flavours and shapes used for ice pops? • Can I design and label two different ice pops based on my research? • Can I make my design? • Can I evaluate my design? <p>Chef: Mary Berry</p>			
<p>Key Vocabulary Design, evaluate, attach, structure, apply, decoration, mould, stable, stiff, strong, weak, textiles, finger puppet, running stitch,</p>						
<p>Music</p> 	<p>Charanga</p> <ul style="list-style-type: none"> • Hey You • Old School Hip-Hop • How pulse, rhythm and pitch work together <p>Key vocabulary: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Rhythm In the Way We Walk and The Banana Rap • Reggae • Pulse, rhythm and pitch, rapping, dancing and singing <p>Key vocabulary: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p>	<p>Charanga</p> <ul style="list-style-type: none"> • In the Groove • Blues, Baroque, Latin, Bhangra, Folk, Funk • How to be in the groove with different styles of music. <p>Key vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Round and Round • Bossa Nova • Pulse, rhythm and pitch in different styles of music. <p>Key vocabulary: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Your Imagination • Pop • Using your imagination <p>Key vocabulary: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination</p>	<p>Charanga</p> <ul style="list-style-type: none"> • Reflect, Rewind & Replay • Classical • The history of music, look back and consolidate your learning, learn some of the language of music.
<p>Music Year 1 – Knowledge and Skills</p>						
<p>Computing</p> 	<p>Online safety</p> <ul style="list-style-type: none"> • To know that the internet is many devices connected to one another. 	<p>Programming 1 – Algorithms unplugged</p> <ul style="list-style-type: none"> • To understand that an algorithm is when instructions are put in an exact order. 	<p>Programming 2 – Bee-bot</p> <ul style="list-style-type: none"> • To understand the basic functions of a Bee-Bot. • To know that algorithms move a bee-bot accurately to a chosen destination. 			

	<ul style="list-style-type: none"> • To know that you should tell a trusted adult if you feel unsafe or worried online. • To know that people you do not know on the internet (online) are strangers and are not always who they say they are. • To know that to stay safe online it is important to keep personal information safe. • To know that 'sharing online means giving something specific to someone else via the internet and 'posting' online means placing information on the internet. <p>Computer systems and networks – Improving mouse skills</p> <ul style="list-style-type: none"> • To know that "log in and log out" means to begin and end a connection with a computer. • To know that a computer and mouse can be used to click, drag, fill and select and also add backgrounds, text, layers, shapes and clip art. • To know that passwords are important for security. • To know that when we create something on a computer it can be more easily saved and shared than a paper version. • To know some of the simple graphic design features of a piece of online software. 	<ul style="list-style-type: none"> • To understand that decomposition means breaking a problem into manageable chunks and that it is important in computing. • To know that you can use a camera/tablet to make simple videos. <p>Creating media – Digital imagery</p> <ul style="list-style-type: none"> • To understand that holding the camera still and considering angles and light are important to take good pictures. • To know that you can edit, crop and filter photographs. • To know how to search safely for images online. 	<ul style="list-style-type: none"> • To know that we call errors in an algorithm 'bugs' and fixing these 'debugging'.
<p>Key Vocabulary</p> <p>Online safety - connect, console, digital footprint, emotion, feelings, internet safety, laptop, mood, personal information, phone, posting, respect, sharing, smart device, smartphone, smart TV, smartwatch, strangers, trust, wired, wireless</p> <p>Computer systems and networks – Improving mouse skills - account, ctrl, cursor, digital photograph, duplicate, layers, tool</p> <p>Programming 1 – Algorithms unplugged - automatic, chunks, clear, code, decompose, decomposition, input, manageable, motion, order, organise, output, precise, robot, sensor, solution, specific, steps, tasks, virtual assistant</p> <p>Creating media – Digital imagery - Background, blurred, camera, crop, device, digital camera, download, edit, editing software, filter, image, import, internet, keyword, online, photograph, resize, save as, search engine, storage space, visual effects</p> <p>Programming 2 – Bee-bot - artificial intelligence, Bee-Bot, demonstration, filming, pause, predict, program, tinker, video, video recording</p>			

<p style="text-align: center;">French</p> 	<p>Class Rules in French Lessons.</p> <p>Revisions: Greetings Warm up (Rapidement/Lentement) Class instructions Locate France, Paris... Numbers 1-20 Colours Vocabulary Games</p> <p>Songs (le livre des chansons françaises) Show book. + new song: - C'est l'Automne (+ voc tree: un arbre, les racines, le tronc, les branches...)</p>	<p>Culture/ Halloween New Song: - Sorcière tourne la soupe (New clothes voc: Le chapeau, le t-shirt, la jupe. les chaussettes, les chaussures...) Recall previous. (voc + bonbons)</p> <p>Numbers 1-30 (Comptez les enfants)</p> <p>Culture: 11 Nov/ Le jour du Souvenir (Voc: un coquelicot, un soldat, Marchez, Stop arrêtez...)</p> <p>Christmas vocabulary: le sapin, le cadeau (+ Colour adjective), le renne, la boule, l'étoile, papa Noel... + New Song/Chanson: Petit papa Noel.</p> <p>Merry Christmas/Joyeux Noël</p>	<p>Happy new year/ Bonne année</p> <p>Greetings/Les salutations: Madame, Monsieur, Mademoiselle, jeune homme.</p> <p>Culture/ 6 Jan: l'Épiphanie/ La Galette des rois (Kings cake). Mime how to make one/ name of Ingredients & Ustensils.</p> <p>Recall Rhyme/comptine: Bonhomme de neige Paper work: Comptons jusqu'à 10 ... Introduce writing. + Story: Le Bonhomme de neige (More Clothes/ les vêtements. le pyjama, le pull, le pantalon, la cravate, la robe de chambre...)</p> <p>[Recall Culture/ la chandeleur (Candlemas)/ Crêpes/ how to make pancakes/mime / names of Ingredients & Ustensils.]</p>	<p>[Culture: Mardi gras (Shrove Tuesday) Carnival, Crepes...]</p> <p>Recall Culture/ Fête des mères (Mother day/ different date in France: 29th May) Family/ La famille Recall members. (+ Bonne fête Maman, Je t'aime) + Flower voc: Une fleur, la tige, la terre, la graine... Act. (+ Color adjective)</p> <p>Recall House Rhyme/ (Dans le Jardin il y a...) Recall Pets Voc. (Dices/memory games per table...)</p> <p>Farm animals / Les animaux de la ferme (Voc: le cochon, le cheval, le mouton, le canard, la vache) Game:/jeu: Qu'est ce qu'il y a dans le sac...? New Song/ Chanson: Dans la ferme de Mathurin.</p> <p>Culture/mid April: Joyeuses Paques</p>	<p>Vegetables/les légumes (voc: chou, brocoli, pomme de terre, concombre, haricots verts, les petits pois...) Paper plate (Color Adj.) (Instructions: dessinez, coloriez)</p> <p>New Song/Chanson: - Savez-vous plantez les choux. Recall body parts (+ new: le coude, la main, le pied...) (Intro plural)</p> <p>Express likes and dislikes: J'aime, je n'aime pas.... (Sentence building)</p>	<p>Culture/ 19 June: Fête des pères (Father's Day) Recall voc. (+ Bonne fête papa, Je t'aime)</p> <p>Culture/ 21 Juin: Fête de la musique Recall all songs + Voc: learn some instruments.</p> <p>Recall farm animals and pets. (Dices/memory games per table...)</p> <p>Summer/sea animals/ les animaux de la mer (voc: le crabe, la pieuvre, l'étoile de mer, la tortue, la baleine...) Video/ Book: - Le petit poisson blanc Recall song: les petits poissons dans l'eau.</p> <p>Recall Culture/ Bastille day /14 Juillet</p>
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				Recall Easter vocabulary + Song/Chanson: Frere Jacques (+ La chasse aux oeufs)		
<p>Happy birthday /Joyeux anniversaire Song/Chanson: Quel âge as-tu? J'ai... Ans.</p> <p>Happy holidays/ Bonnes vacances.</p> <p>Warm up actions: Dansez, Tournez, Sautez, Frappez, Touchez, Jouez. Mangez, Buvez, Lavez, Fermez les yeux, ouvrez les yeux,</p> <p>Classroom instructions: Faites un cercle, Asseyez-vous, Levez- vous, Levez la main, Chut taisez-vous, Regardez, Ecoutez, Oui, Non, S'il te/vous plait, Chantez, Comptez, Stop Arretez...</p>						
<p>PSHE/Sex and Relationships/ Safeguarding</p> 	<p>Me and My Relationships</p> <p>Why we have classroom rules.</p> <ul style="list-style-type: none"> Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these <p>Thinking about our feelings.</p> <ul style="list-style-type: none"> Identify a range of feelings and discuss how these feelings might make us behave Suggest strategies for someone experiencing 'not 	<p>Valuing Difference</p> <p>Same or different?</p> <ul style="list-style-type: none"> Identify the differences and similarities between people Empathise with those who are different from them Begin to appreciate the positive aspects of these differences <p>Unkind, tease or bully?</p> <ul style="list-style-type: none"> Explain the difference between unkindness, teasing and bullying Understand that bullying is usually quite rare <p>It's not fair!</p>	<p>Keeping Safe</p> <p>Healthy me</p> <ul style="list-style-type: none"> Understand that the body gets energy from food, water and air (oxygen) Recognise that exercise and sleep are important parts of a healthy lifestyle <p>Who can help? (1)</p> <ul style="list-style-type: none"> Recognise emotions and physical feelings associated with feeling unsafe Identify people who can help them when they feel unsafe <p>Good or bad touches?</p>	<p>Rights and Respect</p> <p>Around and about the school</p> <ul style="list-style-type: none"> Identify what they like about the school environment Recognise who cares for and looks after the school environment <p>Taking Care of Something</p> <ul style="list-style-type: none"> Demonstrate responsibility in looking after something (e.g. a class pet or plant) Explain the importance of looking after things that belong to themselves or to others 	<p>Being my Best</p> <p>Eat well</p> <ul style="list-style-type: none"> Recognise that they may have different tastes in food to others Select foods from the Eatwell Guide in order to make a healthy lunch Recognise which foods we need to eat more of and which we need to eat less of to be healthy <p>Catch it! Bin it! Kill it!</p> <ul style="list-style-type: none"> Understand how diseases can spread Recognise and use simple strategies 	<p>Growing and Changing</p> <p>Inside my wonderful body!</p> <ul style="list-style-type: none"> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) Understand and explain the simple bodily processes associated with them <p>Taking care of a baby</p> <ul style="list-style-type: none"> Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye contact, cuddling,

	<p>so good' feelings to manage these</p> <p>Feelings and Bodies.</p> <ul style="list-style-type: none"> Recognise how others might be feeling by reading body language/ facial expressions Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt <p>Good friends.</p> <ul style="list-style-type: none"> Identify simple qualities of a good friendship Suggest simple strategies for making up 	<ul style="list-style-type: none"> Recognise and explain what is fair and unfair, kind and unkind Suggest ways they can show kindness to others 	<ul style="list-style-type: none"> Name and know which parts should be private Explain the difference between appropriate and inappropriate touch Understand that they have the right to say "no" to unwanted touch Discuss who you can trust and when to ask for help 	<p>Harold's money</p> <ul style="list-style-type: none"> Explain where people get money from List some of the things that money may be spent on in a family home 	<p>for preventing the spread of diseases</p> <p>Pass on the Praise</p> <ul style="list-style-type: none"> Demonstrate attentive listening skills Suggest simple strategies for resolving conflict situations Give and receive positive feedback, and experience how this makes them feel 	<p>washing, changing, feeding</p> <p>Who can help? (2)</p> <ul style="list-style-type: none"> Explain the difference between teasing and bullying Give examples of what they can do if they experience or witness bullying Say who they could get help from in a bullying situation <p>Surprises and secrets</p> <ul style="list-style-type: none"> Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
<p>Key Vocabulary</p> <p>Me and My Relationships – rules, safe, responsibility, work together, feelings, body language, emotions, safe, support, friendship making up.</p> <p>Valuing Difference – same, different, difference, respect, unkind, tease, teasing, bully, bullying, behaviour, fair, unfair.</p> <p>Keeping Safe – private, trust, privates, food, water, oxygen, feelings, worried, nervous, scared, support, unsafe.</p> <p>Rights and Respect – environment, responsibility, needs, responsible, responsibility, rules, money, cost, bills, spending, afford.</p> <p>Being My Best – healthy, fruit, vegetable, dairy, meat, sugar, salt, cereal, germs, disease, hygiene, spread, praise, support, feedback, encourage, feelings.</p>						

	Growing and Changing – caring, love, attention, needs, help, surprise, secret, uncomfortable, heart, lungs, intestines, stomach, blood, brain, unkind, tease, bully, help.
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