

# Netherton Moss Primary School Curriculum

Our School Curriculum is underpinned by these key drivers:

*Communication Community Resilience Creativity Adventure Health*

Learner Profile - Our curriculum is intended to develop learners who are:

*Inquirers Open-minded Thinkers Caring Knowledgeable Principled Balanced Communicators Reflective Risk-takers*

## Year 1 - Autumn Term

### Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

	Autumn 1	Autumn 2	
English	<b>Link to Year 1 English Curriculum Continuum</b>		
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=68&amp;type=docx">https://www.nethertonmoss.co.uk/attachments/download.asp?file=68&amp;type=docx</a>		
Maths	<b>Link to Year 1 Maths Curriculum Overview</b>		
	<a href="https://www.nethertonmoss.co.uk/attachments/download.asp?file=258&amp;type=pdf">https://www.nethertonmoss.co.uk/attachments/download.asp?file=258&amp;type=pdf</a>		
Science	<b>Observe Seasonal Change (On-going)</b>	<b>Animals</b>	
	<b>Substantive Knowledge</b>	<b>Substantive Knowledge</b>	
	<ul style="list-style-type: none"> <li>✓ I can name the four seasons and identify when in the year they occur.</li> <li>✓ I can describe weather in different seasons over a year.</li> <li>✓ I can describe days as being longer (in time) in the summer and shorter in the winter.</li> <li>✓ I can describe other features that change through the year.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can describe the key features of named animals</li> <li>✓ I can label key features on a picture/ diagram</li> <li>✓ I can name a range of animals which include animals from each of the vertebrate groups.</li> <li>✓ I can describe what a range of animals eat.</li> </ul>	
	<b>Disciplinary Knowledge – Working Scientifically</b>	<b>Disciplinary Knowledge – Working Scientifically</b>	
<ul style="list-style-type: none"> <li>✓ I can use their evidence gathered to describe the general types of weather and changes in day length over the seasons.</li> <li>✓ I can use their evidence to describe some other features of their surroundings, themselves, animals, plants that change over the seasons</li> <li>✓ I can demonstrate their knowledge in different ways e.g. writing seasonal pieces, creating seasonal artwork</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can sort and group animals using similarities and differences.</li> <li>✓ I can use simple charts etc. to identify unknown animals</li> <li>✓ I can create a drawing of an imaginary animal labelling its key features</li> <li>✓ I can use secondary resources to find out what animals eat, including talking to experts e.g. pet owners, zoo keepers etc.</li> </ul>		
Computing	<b>Digital Literacy</b>	<b>Computer Science</b>	<b>Information Technology</b>
	Unit 1.1	Unit 1.2	Unit 1.3
	<b>Online Safety &amp; Exploring Purple Mash</b> 4 lessons	<b>Grouping &amp; Sorting</b> 2 lessons	<b>Pictograms</b> 3 lessons
Art	<b>Surface &amp; Colour</b>		
	<b>Spirals</b>		
	<b>Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks</b>		
	<ul style="list-style-type: none"> <li>✓ I can draw from my fingertips, my wrist, my elbow, my shoulder, my body.</li> <li>✓ I can make a drawing using a continuous line for a minute or two.</li> <li>✓ I have made a sketchbook (or perhaps decorated the cover of a bought sketchbook) and I feel like it belongs to me.</li> <li>✓ I can draw from observation for a few minutes at a time.</li> <li>✓ I can make different marks with different drawing tools.</li> <li>✓ I have seen the different marks I can make with a soft pencil, a graphite stick and a handwriting pen.</li> <li>✓ I have explored how water affects the graphite and pen, and explored how I can use a brush to make new marks.</li> <li>✓ I can make choices about which colours I'd like to use in my drawing.</li> <li>✓ I have seen the work of an artist and listened to how the artist made the work.</li> <li>✓ I have been able to share how I feel about the work.</li> <li>✓ I can talk about what I like in my drawings, and what I'd like to try again.</li> <li>✓ I can take photos of my artwork.</li> </ul>		
DT	<b>Mechanisms</b>		
	<b>Sliders and levers</b> <i>Designing, making and evaluating a moving storyboard to retell fairy-tale to the class</i>		

	<p style="text-align: center;"><b>Designing</b></p> <ul style="list-style-type: none"> <li>✓ Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</li> <li>✓ Develop, model and communicate their ideas through drawings and mock-ups with card and paper.</li> </ul> <p style="text-align: center;"><b>Making</b></p> <ul style="list-style-type: none"> <li>✓ Plan by suggesting what to do next.</li> <li>✓ Select and use tools, explaining their choices, to cut, shape and join paper and card.</li> <li>✓ Use simple finishing techniques suitable for the product they are creating.</li> </ul> <p style="text-align: center;"><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>✓ Explore a range of existing books and everyday products that use simple sliders and levers.</li> <li>✓ Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.</li> </ul> <p style="text-align: center;"><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>✓ Explore and use sliders and levers.</li> <li>✓ Understand that different mechanisms produce different types of movement.</li> <li>✓ Know and use technical vocabulary relevant to the project.</li> </ul>	
<b>Music</b>	<i>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</i>	
	<ul style="list-style-type: none"> <li>✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel</li> <li>✓ I have opportunities to play playground singing games</li> <li>✓ I am able to improvise a simple 4 beat rhythm pattern</li> <li>✓ I can create a sound picture based on a theme e.g. autumn, space etc</li> <li>✓ I have regular opportunities to listen to pieces of classical music</li> <li>✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic, school concert</li> <li>✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas Chinese, New Year</li> <li>✓ I understand how to create a piece of music from a sequence of picture symbols</li> <li>✓ I am able to play an instrument to accompany a song</li> </ul>	<p style="text-align: center;"><i>Develop the characteristics of a Musician – Dispositions</i></p> <ul style="list-style-type: none"> <li>✓ I am developing a real love for music and I enjoy all aspects of practising and performing</li> <li>✓ I never give up and strives for perfection when making music</li> <li>✓ I keep an open mind to allow creativity and help me develop my own musical taste</li> <li>✓ I am developing a talent to entertain and provide enjoyment for others</li> <li>✓ I am prepared to work hard and practice in order to perform to the best of my ability</li> </ul>
<b>History</b>	<b>Events beyond living memory – The Gunpowder Plot – Significant Individuals – Guy Fawkes</b>	
	<ul style="list-style-type: none"> <li>✓ I can find out about Guy Fawkes.</li> <li>✓ I can understand some of the differences in how people such as Guy Fawkes lived, compared with today.</li> <li>✓ I can find out about how the Gunpowder Plot started and some of the problems the plotters encountered.</li> <li>✓ I can find out about the main events of the Gunpowder Plot. I can find out about what happened to the plotters after the Gunpowder Plot was discovered.</li> <li>✓ I can use parts of the Gunpowder Plot to show what I know and understand about it.</li> <li>✓ I can find out about how the Gunpowder Plot is remembered.</li> </ul>	
<b>Geography</b>	<p><b>Year 1 Ongoing Locational knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I can name and locate the four countries that make up the British Isles and their capital cities;</li> <li>✓ I can name the surrounding seas of the United Kingdom;</li> <li>✓ I can talk about the main features of each of the four countries in the UK.</li> </ul>	
	<b>Local Study – My Journey to School and The Local Park</b>	
	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I can name and locate the four countries that make up the British Isles and their capital cities;</li> <li>✓ I can name the surrounding seas of the United Kingdom;</li> </ul>	
	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>✓ I know about my local area, a small area of the United Kingdom.</li> </ul>	
	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>✓ I can use large scale maps and aerial photos of the school and local area.</li> <li>✓ I can look down on objects and design a plan e.g. of the classroom or playground.</li> </ul>	
	<p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>✓ I can use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment.</li> <li>✓ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	
	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>✓ I can use maps and images to talk about everyday life e.g. where we live, journey to school etc</li> </ul> <p><b>Use of technology</b></p> <ul style="list-style-type: none"> <li>✓ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen</li> <li>✓ Use a postcode to find a place on a digital map.</li> </ul>	
<b>PE Skills Led</b>	<b>Unit 1 Coordination–Footwork and Static Balance</b>	<b>Unit 4 Ball Coordination and Counter Balance</b>
	<p><b>With minimum wobble, standing foot still, non-standing foot off the floor, I can:</b></p> <ul style="list-style-type: none"> <li>✓ stand still for 10 seconds.</li> </ul> <p><b>With good control, balance and smooth movements, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Side step in both directions.</li> <li>✓ Gallop, leading with either foot.</li> <li>✓ Hop on either foot</li> </ul>	<p><b>With control and smooth movements, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Sit and roll a ball along the floor and around body using 2 hands.</li> <li>✓ Sit and roll a ball along the floor around body using 1 hand (right and left) 3. Sit and roll a ball down legs and around upper body using 2 hands</li> <li>✓ Stand and roll a ball up and down legs and round upper body using 2 hands.</li> </ul> <p><b>With co-ordinated movement and balance I can:</b></p> <ul style="list-style-type: none"> <li>✓ Sit holding hands with toes touching, lean in together, then apart.</li> <li>✓ Sit holding 1 hand with toes touching, lean in together then apart</li> <li>✓ Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</li> </ul>
<b>PE Sport led</b>	<b>Handball</b>	<b>Football</b>
	<ul style="list-style-type: none"> <li>✓ Move fluently, changing direction and speed easily and avoiding collisions.</li> <li>✓ Show control of the ball with basic actions – including sending a ball/equipment to a target.</li> <li>✓ Can shoot successfully at a goal or target.</li> <li>✓ Recognise space in games, using it to your advantage, and playing in a safe way.</li> <li>✓ Have simple plans that you know you can make work, e.g. where to stand to make it difficult for an opponent.</li> <li>✓ Identify what skills you need to practice.</li> <li>✓ Can describe what you have done or seen others do.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore different ways to use and move with a ball.</li> <li>✓ Show control of a ball with basic actions.</li> <li>✓ Send/ pass a ball and successfully catch/stop a ball.</li> <li>✓ Move fluently, changing direction and speed.</li> <li>✓ Develop fundamental movement skills, becoming increasingly confident and competent.</li> <li>✓ Use skills in different ways when playing games.</li> <li>✓ Recognise space in games and use it to your advantage.</li> <li>✓ Describe what you have done, or seen others doing.</li> <li>✓ Describe what it feels like to breath quickly during exercise.</li> </ul>

<b>RE</b>	<b>Believing</b>		
	<ul style="list-style-type: none"> <li>✓ KQ1.1 Who is a Christian and what do they believe? (half unit)</li> <li>✓ KQ1.2 Who is a Muslim and what do they believe? (half unit)</li> </ul>		
<b>PSHE</b>	<b>Expressing</b>		
	<b>Religious and spiritual forms of expression; questions about identity and diversity</b>		
	<ul style="list-style-type: none"> <li>✓ KQ1.6 How and why do we celebrate special and sacred times? (<i>half unit per year group link to Christian and Muslim festivals and occasions throughout the year</i>).</li> </ul>		
	<b>KEEPING/STAYING SAFE</b>	<b>KEEPING/STAYING HEALTHY</b>	<b>RELATIONSHIPS</b>
<ul style="list-style-type: none"> <li>✓ What do I need to keep safe from?</li> <li>✓ What may put me or others at risk?</li> </ul>	<ul style="list-style-type: none"> <li>✓ What can we do to keep healthy?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand different types of relationship</li> </ul>	
<b>Road Safety</b>	<b>Washing Hands</b>	<b>Friendship</b>	
<ul style="list-style-type: none"> <li>✓ understand why it is important to stay safe when crossing the road</li> <li>✓ be able to recognise a range of safe places to cross the road</li> <li>✓ understand the differences between safe and risky choices</li> <li>✓ know different ways to help us stay safe</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand why we need to wash our hands</li> <li>✓ know how germs are spread and how they can affect our health</li> <li>✓ be able to practise washing your hands</li> <li>✓ know the differences between healthy and unhealthy choices</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand how to be a good friend</li> <li>✓ be able to recognise kind and thoughtful behaviours</li> <li>✓ understand the importance of caring about other people's feelings</li> <li>✓ be able to see a situation from another person's point of view</li> </ul>	

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# Year 1 - Spring Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

**Spring 1**

**Spring 2**

Link to **Year 1** English Curriculum Continuum

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=68&type=docx>

Link to **Year 1** Maths Curriculum Overview

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=258&type=pdf>

### Everyday Materials

#### Substantive Knowledge

- ✓ I can label a picture or diagram of an object made from different materials
- ✓ I can describe the properties of different materials

#### Disciplinary Knowledge – Working Scientifically

- ✓ I can sort objects and materials using a range of properties
- ✓ I can choose an appropriate method for testing an object for a particular property
- ✓ I can use their test evidence to answer the questions about properties e.g. Which cloth is the most absorbent?

#### Computer Science

Unit 1.4  
*Lego Builders*  
3 lessons

#### Computer Science

Unit 1.5  
*Maze Explorers*  
3 lessons  
2Go

#### Digital Literacy

Unit 1.6  
*Animated Story books*  
5 lessons  
2Create A Story

### Drawing & Sketchbooks

#### Making Birds

*Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2d to 3d to make a bird.*

- ✓ I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed.
- ✓ I can draw from life looking closely.
- ✓ I can experiment with a variety of drawing materials and test ways to make marks that describe what I see.
- ✓ I can use colour in my drawings and mix two or more different media together.
- ✓ I have looked at the work of other artists who have been inspired by birds and I can share my response to their work.
- ✓ I can fold, tear, crumple and collage paper to transform it from 2d to 3d.
- ✓ I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand.
- ✓ I have seen how my sculpture can be part of a class artwork. I can see how all our sculptures are individual.
- ✓ I can share my work with my classmates and teachers, and consider what was successful for me.

### Freestanding structures

#### Designing, making and evaluating a strong chair for baby bear

##### Designing

- ✓ Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- ✓ Develop, model and communicate their ideas through talking, mock-ups and drawings.

##### Making

- ✓ Plan by suggesting what to do next.
- ✓ Select and use tools, skills and techniques, explaining their choices.
- ✓ Select new and reclaimed materials and construction kits to build their structures.
- ✓ Use simple finishing techniques suitable for the structure they are creating.

##### Evaluating

- ✓ Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
- ✓ Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

##### Technical knowledge and understanding

- ✓ Know how to make freestanding structures stronger, stiffer and more stable.
- ✓ Know and use technical vocabulary relevant to the project.

#### Listen, Participate & Practice – Essential Knowledge, Skills & Opportunities

- ✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel
- ✓ I have opportunities to play playground singing games
- ✓ I am able to improvise a simple 4 beat rhythm pattern
- ✓ I can create a sound picture based on a theme e.g. autumn, space etc
- ✓ I have regular opportunities to listen to pieces of classical music
- ✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic, school concert
- ✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas Chinese, New Year
- ✓ I understand how to create a piece of music from a sequence of picture symbols
- ✓ I am able to play an instrument to accompany a song

#### Develop the characteristics of a Musician – Dispositions

- ✓ I am developing a real love for music and I enjoy all aspects of practising and performing
- ✓ I never give up and strives for perfection when making music
- ✓ I keep an open mind to allow creativity and help me develop my own musical taste
- ✓ I am developing a talent to entertain and provide enjoyment for others
- ✓ I am prepared to work hard and practice in order to perform to the best of my ability

History	<b>Significant Individuals – King and Queens</b>		
	<ul style="list-style-type: none"> <li>✓ I can understand what a monarch is and the qualities needed to be a good monarch.</li> <li>✓ I can find out about some important British monarchs including the Late Queen Elizabeth II</li> <li>✓ I can find out about how family history, such as Queen Victoria's and my own family, can be represented.</li> <li>✓ I can understand how we know about the life and death of Richard III.</li> <li>✓ I can find out about and compare the lives of Elizabeth I and Queen Victoria.</li> </ul>		
Geography	Year 1 Ongoing Locational knowledge	<ul style="list-style-type: none"> <li>✓ I can name and locate the four countries that make up the British Isles and their capital cities;</li> <li>✓ I can name the surrounding seas of the United Kingdom;</li> <li>✓ I can talk about the main features of each of the four countries in the UK.</li> </ul>	
	<b>Mapping Skills – Position and direction – Maths link</b>		
	Mapping	<ul style="list-style-type: none"> <li>✓ Draw a simple map e.g. of a garden, route map, place in a story.</li> <li>✓ I can use and construct basic symbols in a map key.</li> </ul>	
	Fieldwork	<ul style="list-style-type: none"> <li>✓ I can use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards.</li> </ul>	
	Communication	<ul style="list-style-type: none"> <li>✓ I can give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</li> </ul>	
Use of technology	<ul style="list-style-type: none"> <li>✓ I can use programmable toys or sprites to move around a course/screen following simple directional instructions.</li> </ul>		
PE 1 – Skills Led	<b>Unit 2 Jumping and Landing and Seated Balance</b>		<b>Unit 5 Coordination Sending and Receiving and Agility Reaction and Response</b>
	<ul style="list-style-type: none"> <li>✓ I can jump from 2 feet to 2 feet forwards, backwards and side-to-side with: good take off and height as well as balance and control with a soft landing.</li> </ul> <p><b>In a seated position I can:</b></p> <ul style="list-style-type: none"> <li>✓ Balance with both hands/ feet down.</li> <li>✓ Balance with 1 hand/ 2 feet down</li> <li>✓ Balance with 2 hands/ 1 foot down</li> <li>✓ Balance with 1 hand/ 1 foot down</li> <li>✓ Balance with 1 hand or 1 foot down 6. Balance with no hands or feet down.</li> <li>✓ I can hold a balance without strain and with control for 10 seconds.</li> </ul>		<p><b>With accuracy and appropriate power, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Roll ball and collect the rebound.</li> <li>✓ Roll small ball and collect the rebound</li> <li>✓ Throw large ball and catch the rebound with 2 hands.</li> <li>✓ I can adopt a 'ready' position to receive a ball.</li> <li>✓ From 1, 2 and 3 metres and with controlled movement, I can react and catch tennis ball dropped from shoulder height after 1 bounce.</li> <li>✓ I can move my feet to catch a ball rather than stretching.</li> </ul>
PE 2 – Sport Led	<b>Dance</b>		<b>Tennis</b>
	<ul style="list-style-type: none"> <li>✓ Respond imaginatively to a range of stimuli.</li> <li>✓ Move confidently and safely in your own and general space, using changes of speed, level and direction.</li> <li>✓ Perform movement phrases using a range of different body actions and body parts – with control and accuracy.</li> <li>✓ Create linked movements, combining different ways of travelling, with beginnings, middles and ends.</li> <li>✓ Describe what they have done or seen others doing.</li> <li>✓ Understand why being active and playing games is good for you.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Engage in cooperative physical activities.</li> <li>✓ Explore different ways to use and move with the ball – showing control with simple actions and basic control when striking a ball.</li> <li>✓ Catch/stop and send/pass a ball – developing technique of throwing and receiving.</li> <li>✓ Understand the concept of moving to get in line with a ball to receive it.</li> <li>✓ Move fluently, changing direction and speed.</li> <li>✓ Describe what you have seen others doing.</li> </ul>
RE	<b>Expressing</b>		
	<ul style="list-style-type: none"> <li>✓ KQ 1.5 What makes some places sacred? (<i>Christians / Muslims</i>)</li> </ul> <p style="text-align: center;"><b>Expressing</b></p> <p style="text-align: center;"><i>Religious and spiritual forms of expression; questions about identity and diversity</i></p> <ul style="list-style-type: none"> <li>✓ KQ1.6 How and why do we celebrate special and sacred times? (<i>half unit per year group link to Christian and Muslim festivals and occasions throughout the year</i>).</li> </ul>		
PSHE	<b>BEING RESPONSIBLE</b>	<b>FEELINGS AND EMOTIONS</b>	<b>COMPUTER SAFETY</b>
	What are we responsible for? How do responsibilities grow as we grow?	Understanding a range of emotions and how they make us feel physically and mentally	To develop an understanding of computers, the internet, and rules to keep safe
	<b>Water Spillage</b>	<b>Jealousy</b>	<b>Online Bullying</b>
	<ul style="list-style-type: none"> <li>✓ know how you can help people around you understand the types of things you are responsible for</li> <li>✓ know how and understand the importance of preventing accidents</li> <li>✓ be able to recognise the differences between being responsible and being irresponsible</li> </ul>	<ul style="list-style-type: none"> <li>✓ be able to recognise and name emotions and their physical effects</li> <li>✓ know the difference between pleasant and unpleasant emotions</li> <li>✓ learn a range of skills for coping with unpleasant/uncomfortable emotions</li> <li>✓ understand that feelings can be communicated with and without words</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand how your online activity can affect others</li> <li>✓ be able to identify the positives and negatives of using technology</li> <li>✓ know who and how to ask for help</li> <li>✓ be able to recognise kind and unkind comments</li> </ul>

# Year 1 - Summer Term

## Knowledge, Skills and Disposition (KSD) statements

What the children should know and be able to do as a result of their taught curriculum experiences

**Summer 1**

**Summer 2**

**English**

**Link to Year 1 English Curriculum Continuum**

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=68&type=docx>

**Maths**

**Link to Year 1 Maths Curriculum Overview**

<https://www.nethertonmoss.co.uk/attachments/download.asp?file=258&type=pdf>

**Science**

### Animals Including Humans

### Plants

#### Substantive Knowledge

#### Substantive Knowledge

- ✓ I can play and lead 'Simon says'.
- ✓ During PE lessons, I can follow instructions involving parts of the body
- ✓ I can label parts of the body on pictures and diagrams
- ✓ I can explore objects using different senses

- ✓ I can name trees and other plants that they see regularly
- ✓ I can describe some of the key features of these trees and plants e.g. the shape of the leaves, the colour of the flower/blossom
- ✓ I can point out trees which lost their leaves and those that kept them the whole year
- ✓ I can point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green

#### Disciplinary Knowledge – Working Scientifically

#### Disciplinary Knowledge – Working Scientifically

- ✓ I can use first-hand close observations to make detailed drawings
- ✓ I can name body parts correctly when talking about measurements and comparisons 'My arm is x straws long.' 'My arm is x straws long and my leg is y straws long. My leg is longer than my arm.' 'We both have hands, but his are bigger than mine.' 'These people have brown eyes and these have blue.'
- ✓ I can talk about their findings from investigations using appropriate vocabulary
- ✓ 'My fingers are much better at feeling than my toes', 'We found that the crisps all taste the same.'

- ✓ I can sort and group parts of plants using similarities and differences
- ✓ I can use simple charts etc. to identify plants
- ✓ I can collect information on features that change during the year
- ✓ I can use photographs to talk about how plants change over time

**Computing**

#### Computer Science

#### Information Technology

#### Digital Literacy

Unit 1.7

Unit 1.8

Unit 1.9

#### *Bee Bots*

#### *Spreadsheets*

#### *Technology outside school*

6 lessons

3 lessons

2 lessons

2Code

2Calculate

### Working in Three Dimensions

### *Inspired by Flora and Fauna – Artist Study – Henri Rousseau*

***Explore how artists make art inspired by flora and fauna. Make collages of Mini Beasts and display as a shared artwork.***

**Art**

- ✓ I understand that artists like Henri Rousseau can be inspired by the flora and fauna around them.
- ✓ I have enjoyed looking at art made by other artists inspired by flora and fauna.
- ✓ I can look closely at insects and plants and make drawings using pen to describe what I see.
- ✓ I can experiment using graphite and oil pastel and make my own insects.
- ✓ I can cut out shapes in different colours and use these shapes to make an insect or bug. I can think about its body parts and what I would like them to look like.
- ✓ I can work with my classmates to make a shared drawing.
- ✓ I can share my artwork with the class. I can listen to what my classmates like about it and I can share what I like about their work.

### **Food 1**

#### **Fruit Skewers- use the basic principles of a healthy and varied diet to prepare dishes.**

*Survey class favourite fruits - Look at the plants they grow on and where they come from. - See skewers as a healthy alternative.*

*Understand the 5 a day principle for fruit and veg.*

**DT**

- ✓ Measure- measure the quantity of food needed using whole numbers and fractions, e.g. 8 grapes, ½ cucumber
- ✓ Wash -gently rinse fruit and vegetables under the tap, removing any visible dirt, e.g. grapes, green beans
- ✓ Deseed- use hands to scoop out seeds, e.g. a melon
- ✓ Peel- use hands to peel fruit, e.g. banana or satsuma
- ✓ Hull- pull the green stalk away from a strawberry using fingers
- ✓ Cut- use the bridge hold and claw grip to cut foods safely into large pieces using a vegetable knife, e.g. strawberries in half
- ✓ Segment- segment a small 'easy peel' piece of fruit by hand, e.g. satsuma
- ✓ Thread- thread soft fruits carefully on a kebab stick
- ✓ Tidy- clear away equipment from working area

Music	<i>Listen, Participate &amp; Practice – Essential Knowledge, Skills &amp; Opportunities</i>		<i>Develop the characteristics of a Musician – Dispositions</i>	
	<ul style="list-style-type: none"> <li>✓ I can play a simple 2 or 3 note melody on a pitched instrument e.g. recorder or glockenspiel</li> <li>✓ I have opportunities to play playground singing games</li> <li>✓ I am able to improvise a simple 4 beat rhythm pattern</li> <li>✓ I can create a sound picture based on a theme e.g. autumn, space etc</li> <li>✓ I have regular opportunities to listen to pieces of classical music</li> <li>✓ I have opportunities to watch a live musical performance e.g. Liverpool Philharmonic, school concert</li> <li>✓ I can sing at least 3 songs for different occasions e.g. Harvest, Christmas Chinese, New Year</li> <li>✓ I understand how to create a piece of music from a sequence of picture symbols</li> <li>✓ I am able to play an instrument to accompany a song</li> </ul>		<ul style="list-style-type: none"> <li>✓ I am developing a real love for music and I enjoy all aspects of practising and performing</li> <li>✓ I never give up and strives for perfection when making music</li> <li>✓ I keep an open mind to allow creativity and help me develop my own musical taste</li> <li>✓ I am developing a talent to entertain and provide enjoyment for others</li> <li>✓ I am prepared to work hard and practice in order to perform to the best of my ability</li> </ul>	
History	<b>Significant Individuals – Florence Nightingale</b>			
	<ul style="list-style-type: none"> <li>✓ I can explain what makes a person significant.</li> <li>✓ I can compare hospital life in the time of Florence Nightingale to modern hospitals.</li> <li>✓ Map where Florence travelled throughout her life.</li> <li>✓ Create a comparative picture of nurses in the past and nowadays.</li> </ul>			
Geography	Ongoing Locational knowledge	<ul style="list-style-type: none"> <li>✓ I can name and locate the four countries that make up the British Isles and their capital cities;</li> <li>✓ I can name the surrounding seas of the United Kingdom;</li> <li>✓ I can talk about the main features of each of the four countries in the UK.</li> </ul>		
	<b>Hot and Cold Places – Introducing Climate Change</b>			
	Locational knowledge	✓ I know about small area in a contrasting non-European country		
	Human and Physical Geography	<ul style="list-style-type: none"> <li>✓ I can identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>✓ I can start to understand the human impact Climate Change is having in hot and cold places.</li> </ul>		
	Enquiry and Investigation	<ul style="list-style-type: none"> <li>✓ I can investigate through observation and description.</li> <li>✓ I can ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment e.g. ‘What is it like to live in this place?’</li> </ul>		
	Communication	✓ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.		
PE 1	<b>Unit 3 Dynamic balance on a line and Static Balance (Stance)</b>		<b>Unit 6 Ball Chasing and Static Balance (floor work)</b>	
	<p><b>With smooth movements, balance and with opposite arms and legs moving forwards, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Walk forwards with fluidity and minimum wobble</li> <li>✓ Walk backwards with fluidity and minimum wobble.</li> </ul> <p>✓ I can stand on line with good stance for 10 seconds with both feet facing forward, feet still and control (minimum wobble).</p> <p>✓ I can keep feet a shoulder width apart. I can balls of feet on the line. I can keep back straight and head up.</p>		<p><b>With control when starting and stopping quickly, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Roll a ball, chase and collect it in balanced position facing opposite direction.</li> <li>✓ Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.</li> </ul> <p>✓ I can take up a good ready position and push off hard.</p> <p><b>With balance, the correct position held and control when changing position, I can:</b></p> <ul style="list-style-type: none"> <li>✓ Hold mini-front support position.</li> <li>✓ Reach round and point to ceiling with either hand in mini-front support.</li> </ul>	
PE 2	<b>Athletics</b>		<b>Rounders</b>	
	<ul style="list-style-type: none"> <li>✓ Show good teamwork and sportsmanship when taking part in competitive throwing.</li> <li>✓ Develop the overarm throw technique, throwing accurately towards a target.</li> <li>✓ Practice the underarm throw technique, aiming towards a target showing increased control.</li> <li>✓ Show a basic level of control, coordination &amp; consistency when running.</li> <li>✓ Explore and practice a variety of movements including running, jumping, and throwing techniques.</li> <li>✓ Experiment with different jumping techniques, showing control, coordination, and consistency throughout.</li> <li>✓ Evaluate successful and unsuccessful techniques.</li> <li>✓ Show understanding of the correct running technique.</li> </ul>		<ul style="list-style-type: none"> <li>✓ Understand and follow simple rules for games and compete in physical activities both against self and against others.</li> <li>✓ Move fluently, changing direction and speed,</li> <li>✓ Show basic control of the ball, including when striking a ball.</li> <li>✓ Successfully receive (catch/stop) a ball, understanding the concept of moving to get in line with the ball to receive it.</li> <li>✓ Apply skills and tactics in simple games, including recognizing space and using it to your advantage.</li> </ul>	
RE	<b>Living</b>			
	<ul style="list-style-type: none"> <li>✓ KQ1.7 What does it mean to belong to a faith community? (full unit)</li> </ul>			
<b>Expressing</b>				
<p><b>Religious and spiritual forms of expression; questions about identity and diversity</b>KQ1.6 How and why do we celebrate special and sacred times? (half unit per year group link to Christian and Muslim festivals and occasions throughout the year).</p>				

<b>PSHE</b>	<b>OUR WORLD</b>	<b>FIRE SAFETY</b>
	What is Earth? What grows on Earth? Developing a baseline of knowledge, key vocabulary and understanding of our planet.	
	<i>Growing In Our World</i>	<i>Hazard Watch</i>
	<ul style="list-style-type: none"> <li>✓ understand the needs of a baby</li> <li>✓ be able to recognise what you can do for yourself now you are older</li> <li>✓ be able to describe the common features of family life</li> <li>✓ be able to recognise the ways in which your family is special and unique</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand the importance of being responsible and how our actions/choice can affect others</li> <li>✓ know what a 'hoax call' is and why it can be risky</li> <li>✓ understand why our emergency services are an important part of our community</li> <li>✓ be able to show my knowledge of fire safety to others</li> <li>✓ understand the importance of being responsible and how our actions/choices can affect others</li> <li>✓ be able to practise simple ways of staying safe and finding help</li> <li>✓ know that even small fires can be very dangerous</li> <li>✓ be able to identify the differences between safe and risky choices</li> <li>✓ understand how our actions and choices can affect others</li> <li>✓ be able to recognise how drivers can be distracted</li> <li>✓ know how to help others stay safe</li> <li>✓ be able to describe the differences between safe and risky choices</li> </ul>

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