

	<b>Year 1</b>	
	<b>Autumn</b>	
	<b>Focus: Childhood (History)</b>	
<b>Art</b>	<b>Mix it</b>	<b>Funny faces and fabulous features</b>
	Children learn about basic colour theory by studying the colour wheel and colour mixing. They will also explore primary and secondary colours and how artists use colour in their artwork.	Children learn about the concept of the portrait and how the collage technique can be used to make a portrait.
<b>Computing</b>	<b>Technology around us</b> <b>Computing Systems and Networks</b>	<b>Digital painting</b> <b>Creating Media</b>
	Children recognise technology in school and how to use it responsibly.	Children choose appropriate tools in a program to create art and make comparisons with working non-digitally.
<b>Digital Literacy</b>	<b>Self-image and identity</b>	<b>Developing healthy Wellbeing</b>
<b>Design and Technology</b>	<b>Shade and shelter</b>	
	Children learn about the purpose of shelters and their materials. They name and describe shelters and design and make shelter prototypes. Children then design and build a play den as a group and evaluate their completed product.	
<b>Geography</b>	<b>Our Wonderful World</b>	
	Children learn about physical and human features, maps, cardinal compass points, and positional and directional language. They learn about the equator, hemispheres and continents and are introduced to the countries, capital cities and settlements of the United Kingdom. Children carry out simple fieldwork to find out about local physical and human features.	
<b>History</b>	<b>Changes within living memory</b>	
	Children learn about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.	
<b>Music</b>	<b>Starting Out Singing &amp; Playing Unit</b>	<b>Performance Unit</b>
	Children begin singing and playing with others using simple songs and basic percussion instruments together whilst encouraging careful listening to a variety of sounds in music.	Children learn songs and/or chants, listen and move to a range of music and compose music that is organised within different musical structures.
<b>PSHE</b>	<b>Relationships - VIPs</b>	<b>Relationships: Digital wellbeing</b>
	Children identify special people in their lives (close friends and relatives) They learn how to deal with falling out with friends, ways to work together and how they can show other people that they care about them. Children learn to understand what to do when these relationships come into more challenging times and learn ways to work together, recognising how they can improve and strengthen these relationships.	Children explore the many devices we may have at home that can access the Internet and the various ways we can use these to communicate, learn, find information, and have fun. Children will learn about the ways we use the Internet, how we can balance this time with other offline activities to ensure a healthy balance for body and mind and Online safety.
<b>PE</b>	<b>Fundamentals</b>	<b>Fitness</b>
	Children explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Children will be given opportunities to identify areas of strength and areas for improvement. They will work collaboratively with others, taking turns and sharing ideas.	Children develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.
	<b>Sending and Receiving</b>	<b>Invasion</b>
	Children will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.	Children will develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They will develop their understanding of attacking and defending and what being 'in possession' means. They will have the opportunity to play uneven and even sided games, learn how to score points in these types of games and how to play to the rules. They will work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.
<b>RE</b>	<b>What does it mean to belong to a faith community?</b>	<b>What do Christians believe God is like?</b>

Science, Art, DT, History and Geography are supported through resources from Curriculum Maestro; PE is supported through resources from Get Set for PE; PSHE is supported through resources from TWINKL; Computing is supported through resources from Teach Computing and the Digital Literacy Strand is supported by Project Evolve; Languages are supported through resources from Language Angels.

	<b>Year 1</b>	
	<b>Spring</b>	
	<b>Focus: Bright Lights, Big City (Geography)</b>	
<b>Art</b>	<b>Rain and Sunrays</b>	
	Children learn about collagraph printing, including how to develop a motif to make single and repeated prints.	
<b>Computing</b>	<b>Moving a robot</b> Programming A	<b>Grouping data</b> Data and Information
	Children learn to write short algorithms and programs for floor robots and predict program outcomes.	Children explore object labels, then use them to sort and group objects by properties.
<b>Digital Literacy</b>	<b>Managing online information</b>	<b>Copyright and ownership</b>
<b>Design and Technology</b>	<b>Taxi!</b>	
	Children learn about wheels, axles and chassis and how they work together to make a vehicle move.	
<b>Geography</b>	<b>Bright Lights, Big City</b>	
	Children learn about the physical and human characteristics of the United Kingdom, including a detailed exploration of the characteristics and features of the capital city, London.	
<b>Music</b>	<b>Beat and Rhythm Unit</b>	<b>Pitch Skills Unit</b>
	Children learn to sing, play and move with a strong sense of the beat individually and in a group, to identify and respond to different durations including silence and begin to read simple notation.	Children learn to identify simple pitch changes, to improve the range and quality of the singing voice and to play with increasing accuracy a range of pitched instruments.
<b>PSHE</b>	<b>Living in the Wider World: Diverse Britain</b>	<b>Living in the Wider World: Aiming High</b>
	Children explore the fantastic people, places, cultures and communities within Britain and other British Isles. It discusses and celebrates the differences and similarities we observe.	Children will explore how they can develop positive self-worth and celebrate and respect the success of themselves and others.
<b>PE</b>	<b>Yoga</b>	<b>Ball Skills</b>
	Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Children will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Children will have the opportunity to work independently, in pairs and small groups. Children will be able to explore their own ideas in response to tasks.
	<b>Gymnastics</b>	<b>Target Games</b>
	Children will learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Children are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Children begin to understand the use of levels, directions and shapes when travelling and balancing.	Children will develop their aim using both underarm and overarm actions. Children will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.
<b>RE</b>	<b>Who is Jewish and how do they live?</b>	

Science, Art, DT, History and Geography are supported through resources from Curriculum Maestro; PE is supported through resources from Get Set for PE; PSHE is supported through resources from TWINKL; Computing is supported through resources from Teach Computing and the Digital Literacy Strand is supported by Project Evolve; Languages are supported through resources from Language Angels.

	<b>Year 1 Summer</b>	
	<b>Focus: School Days (History)</b>	
<b>Art</b>	<b>Street View</b>	
	Children learn about artwork depicting streets and buildings and focuses on the work of the American pop artist, James Rizzi. They create a 3-D mural based on Rizzi's work.	
<b>Computing</b>	<b>Digital writing Creating Media</b>	<b>Programming animations Programming B</b>
	Children learn to use a computer to create and format text, before comparing to writing non-digitally.	Children design and program the movement of a character on screen to tell stories.
<b>Digital Literacy</b>	<b>Understanding online bullying</b>	<b>Understanding online reputation</b>
<b>Design and Technology</b>	<b>Chop, slice and mash</b>	
	Children learn about sources of food and the preparatory skills of peeling, tearing, slicing, chopping, mashing and grating. They use this knowledge and these techniques to design and make a supermarket sandwich according to specific design criteria.	
<b>Geography</b>	<b>Revision and retrieval practice</b>	
	Children will have opportunities to consolidate and deepen the geographical content that has been taught so far.	
<b>Music</b>	<b>Class Composing Unit</b>	<b>Musical Structures Unit</b>
	Children work together as a class to create new lyrics and accompaniments to known songs and/or chants and to create music that represents a specific idea and/or mood.	Children learn how to perform music to a variety of audiences, follow simple musical instructions and to know how to improve their performance and to work towards a shared goal.
<b>PSHE</b>	<b>Health and wellbeing: Safety first</b>	<b>Health and wellbeing: It's my body (RSE)</b>
	Children learn about safety by teaching them to recognise risks, hazards and danger, both at home and when out and about. Children learn about safe secrets and surprises, as well as privacy, including The Underwear Rule. They will learn about safer strangers and other people who can help them. Children will learn how to get help from different people such as parents, teachers, doctors, emergency services and other safe strangers.	Children explore how they can make choices to help maintain a healthy body and mind. They will learn how to create a healthy balance of activity and sleep, how to make healthy choices about what to eat, how to stay clean and hygienic and how they can make responsible choices.
<b>PE</b>	<b>Net and Wall</b>	<b>Striking and Fielding</b>
	Children will be introduced to the basic skills required in Net and Wall games. Children will learn the importance of the ready position. They will develop throwing, catching and racket skills, learning to track and hit a ball. They will learn to play against an opponent and over a net. They will begin to use rules and simple tactics when playing against a partner. They will be encouraged to demonstrate good sportsmanship and show respect towards others.	Children develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.
	<b>Invasion</b>	<b>Athletics</b>
	Children develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.	Children develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, children will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.
<b>RE</b>	<b>Who do Christians say made the world?</b>	<b>How should we care for the world and why does it matter?</b>

Science, Art, DT, History and Geography are supported through resources from Curriculum Maestro; PE is supported through resources from Get Set for PE; PSHE is supported through resources from TWINKL; Computing is supported through resources from Teach Computing and the Digital Literacy Strand is supported by Project Evolve; Languages are supported through resources from Language Angels.