



# Easton CE Academy

## Year 1 Curriculum

**H**igh Expectations

**E**xperiences

**A**spirations

**T**each to  
remember



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Where in the world am I?		Wheels Wheels Wheels	Twinkle Twinkle - Starry night	The History of the High Street -	
National Curriculum Objectives	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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> </ul>		<p><b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example,</li> </ul>	<p><b>National Curriculum</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers,</li> </ul>	<p><b>Historical knowledge</b></p> <p><b>By studying the history of shopping from 1950s to the present day we will learn about:</b></p> <ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally and in our own locality</li> <li>Changes within living memory</li> <li>Where the people and events they study fit within a chronological framework</li> <li>The past, using common words and phrases relating to the passing of time</li> </ul>	



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Subject	Geography		DT	Art Poem and Artist	History	
Title	Where in the world am I?		Wheels Wheels Wheels	Twinkle Twinkle - Starry night	The History of the High Street -	
	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>		<p>cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Explore and use mechanisms [for example, levers,</li> </ul>	<p>describing the differences and similarities between different practices and disciplines, and making links to their</p> <ul style="list-style-type: none"> <li>own work</li> </ul> <p><b>Skills and techniques</b></p> <ul style="list-style-type: none"> <li>Develop understanding of 2D and 3D artworks</li> <li>Work with different materials</li> <li>Use imagination to form simple images</li> <li>Begin to collect ideas in sketchbook</li> <li>Begin to control lines to create</li> </ul>	<p><u>Historical skills – concepts</u> <u>Change and development</u></p> <ul style="list-style-type: none"> <li>I can identify differences between life in the present and life in the past – I can say how and why shopping changed from 1950s until the present day.</li> <li>I understand that there were changes in materials and technologies available for shopping.</li> <li>I can make distinctions between aspects of their own lives</li> </ul>	



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Title	Where in the world am I?		Wheels Wheels Wheels	Twinkle Twinkle - Starry night	The History of the High Street -	
			sliders, wheels and axles], in their products	<p>simple drawings from observations</p> <ul style="list-style-type: none"> <li>• Recognise and name primary and secondary colours</li> <li>• Mix primary colours to make secondary colours</li> <li>• Explore the relationship between mood and colour</li> <li>• Recognise warm and cold colours</li> <li>• Create and experiment with shades of colour and name some of these</li> <li>• Develop collages, based on a simple drawing, using</li> </ul>	<p>and those of past times</p> <p><b><u>Significance and Interpretations</u></b> <b><u>Cause and effect</u></b></p> <p>I can begin to realise there are reasons why people in the past acted as they did</p> <p><b><u>Historical skills- enquiry and sources</u></b></p> <p><b>Planning and carrying out a historical enquiry</b></p> <p>I can ask historical questions</p> <p>I can answer these questions using historical sources like pictures, artefacts, people</p>	



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Subject	Geography		DT	Art Poem and Artist	History	
Title	Where in the world am I?		Wheels Wheels Wheels	Twinkle Twinkle - Starry night	The History of the High Street -	
				<p>papers and materials</p> <ul style="list-style-type: none"> <li>• Develop tearing, cutting and layering paper to create different effects</li> </ul>		

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Science	Who am I?	Celebrations	On Holiday (Working Scientifically)	Polar Adventures	Plants and Animals where we live	On safari
	<b>Real Life context:</b> Making fruit kebabs at the end of the	<b>Real life contexts:</b> Festivals of light Making instruments	<b>Real life contexts:</b> Pack a suitcase and come to class	<b>Real life contexts:</b> What happens to ice when you put a cube in your hand?	<b>Real life contexts:</b> Go on a walk to a local park to look	<b>Real life contexts:</b> Go on a bug hunt.



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	<p>unit to use all the senses.</p> <p><b>Oracy discussion:</b> Have you ever known that dinner was ready without seeing it?</p> <p><b>We are being Scientists by:</b> Identifying and classifying Working scientifically Gather and record data Perform a simple test</p> <p><b>Key knowledge:</b> To identify, name, draw and label the basic parts of the human body.</p> <p>To say which part of the body is associated with each sense.</p>	<p><b>We are being Scientists by:</b> Observe things using simple equipment Identify and classify Perform simple tests Use observations and ideas to suggest answers to question</p> <p><b>Key knowledge:</b> To distinguish between an object and the material from which it is made</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>To describe the simple physical</p>	<p>Marine Biologist Role play</p> <p><b>We are being Scientists by:</b> Working scientifically</p> <p><b>Key Knowledge:</b> Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>We are being Scientists by:</b> Identifying and classifying Working scientifically Perform a simple test Use observations and ideas to suggest answers to question</p> <p><b>Key knowledge:</b> To name animals that are birds, fish and mammals.</p> <p>To name common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare different common animals.</p>	<p>for animals and plants.</p> <p><b>We are being Scientists by:</b> Identifying and classifying Working scientifically Perform a simple test Use observations and ideas to suggest answers to question</p> <p><b>Key knowledge:</b> To describe the simple physical properties of a variety of every day materials.</p> <p>Asking simple questions and recognising that they can be answered in different ways</p>	<p>Trip to Noah's Ark Farm zoo for a minibeast workshop</p> <p><b>We are being Scientists by:</b> Ask simple questions and recognise they can be answered in different ways Perform simple tests Identify and classify <b>Key knowledge:</b> Identify and name a variety of common invertebrates</p> <p>Describe and compare the structure of a variety of common invertebrates</p> <p>Explore and answer questions about animals in their habitat</p> <p><b>Plants and animals where we live</b></p>



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		<p>properties of a variety of everyday materials</p>		<p>To describe the properties of everyday materials that are transparent, translucent, (Bi opaque, waterproof and flexible</p> <p>To compare and group materials that are transparent, translucent, opaque, waterproof and flexible.</p>	<p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> <li>Gathering and recording data to help in answering question</li> </ul>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Pupils should work scientifically by... asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and</p>



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						<p>ideas to suggest answers to questions</p> <p>gather and record data to help in answering questions</p>
<b>COMPUTING</b>	<b>Unit 1.1 Online Safety and Exploring Purple Mash</b>		<b>Unit 1.2 Grouping and Sorting</b> <b>Unit 1.3 Pictograms</b> <b>Unit 1.4 Lego Builders</b>		<b>Unit 1.5 Maze Explorers</b> <b>Unit 1.6 Animated Story Books</b> <b>Unit 1.7 Coding</b>	
	<p>To log in safely and understand why that is important.</p> <ul style="list-style-type: none"> <li>• To create an avatar and to understand what this is and how it is used.</li> <li>• To be able to create a picture and add their own name to it.</li> <li>• To start to understand the idea of 'ownership' of creative work.</li> <li>• To save work to the My Work area and understand that this is private space</li> <li>• To learn how to find saved work in the Online Work area.</li> <li>• To learn about what the teacher has access to in Purple Mash</li> <li>• To learn how to see messages left by the teacher on their work.</li> <li>• To learn how to search Purple Mash to find resources.</li> </ul> <p>To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.</p>		<p><b>Unit 1.2</b></p> <ul style="list-style-type: none"> <li>• To sort items using a range of criteria.</li> <li>• To sort items on the computer using the 'Grouping' activities in Purple Mash.</li> </ul> <p><b>Unit 1.3</b></p> <ul style="list-style-type: none"> <li>• To understand that data can be represented in picture format.</li> <li>• To contribute to a class pictogram</li> <li>• To use a pictogram to record the results of an experiment</li> </ul> <p><b>Unit 1.4</b></p> <ul style="list-style-type: none"> <li>• To emphasise the importance of following instructions.</li> <li>• To follow and create simple instructions on the computer.</li> <li>• To consider how the order of instructions affects the result.</li> </ul>		<p><b>Unit 1.5</b></p> <ul style="list-style-type: none"> <li>• To understand the functionality of the basic direction keys in Challenges 1 and 2.</li> <li>• To be able to use the direction keys to complete the challenges successfully.</li> <li>• To understand the functionality of the basic direction keys in Challenges 3 and 4</li> <li>• To understand how to create and debug a set of instructions (algorithm).</li> <li>• To use the additional direction keys as part of their algorithm.</li> <li>• To understand how to change and extend the algorithm list.</li> <li>• To provide an opportunity for the children to set challenges for each other.</li> <li>• To create a longer algorithm for an activity.</li> <li>• To provide an opportunity for the teacher to add these challenges to a display board for the class to try.</li> </ul>	





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	<ul style="list-style-type: none"> <li>• To explore the Games area on Purple Mash.</li> <li>• To understand the importance of logging out when they have finished.</li> </ul>					<p><b>Unit 1.6</b></p> <ul style="list-style-type: none"> <li>• To understand the differences between traditional books and ebooks.</li> <li>• To explore the tools of 2Create a Story's My Simple Story level.</li> <li>• To save the page they have created.</li> <li>• To add animation to a picture.</li> <li>• To play the pages created so far.</li> <li>• To save the additional changes and overwrite the file.</li> </ul> <p>To add a sound effect to a picture.</p> <ul style="list-style-type: none"> <li>• To add a voice recording to the picture.</li> <li>• To add created music to the picture.</li> <li>• To add a background to the story</li> <li>• To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story.</li> </ul> <p>To use the copy and paste feature to create additional pages.</p> <ul style="list-style-type: none"> <li>• To continue and complete an animated story.</li> <li>• To create a class display board of the story books created by the class</li> </ul> <p><b>Unit 1.7</b></p> <ul style="list-style-type: none"> <li>• To understand what instructions are.</li> <li>• To predict what will happen when instructions are followed.</li> <li>• To understand that computer programs work by following instructions called code</li> </ul>



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					<ul style="list-style-type: none"> <li>• To use code to make a computer program.</li> <li>• To understand what objects and actions are.</li> <li>• To understand what an event is.</li> <li>• To use an event to control an object.</li> <li>• To understand what an event is.</li> <li>• To begin to understand how code executes when a program is run.</li> <li>• To understand what backgrounds and objects are.</li> <li>• To understand how to use the scale property.</li> <li>• To plan a computer program.</li> <li>• To make a computer program.</li> </ul>	
RWV	<b>Who is Jewish and what do they believe?</b>		<b>How and why do we celebrate special times?</b>		<b>Who made the world?</b>	<b>Understanding Christianity</b>
	<ul style="list-style-type: none"> <li>• Ask good questions about how Jewish artefacts are used and their meaning.</li> <li>• Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>• Talk about how Shabbat is a special day of the week for Jewish people.</li> <li>• Give some examples of what Jewish people might do to celebrate Shabbat.</li> <li>• Re-tell a story that shows what Jewish people at the festivals of</li> </ul>		<ul style="list-style-type: none"> <li>• Describe how a festival is celebrated.</li> <li>• identify some ways Christians celebrate Easter</li> <li>• Describe what happens and what is being celebrated at Eid-ul Fitr</li> <li>• Describe what happens during Ramadan</li> <li>• Retell stories connected with Easter and say why these are important to Christians</li> <li>• Consider questions such as how might these foods help people remember this festival?</li> </ul>		<b>Understanding Christianity Objectives to cover:</b> <ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2:3 simply</li> <li>• Christians believe God created the universe</li> <li>• Recognise the creation is the beginning of the big story of the Bible</li> <li>• The Earth and everything in it are important to God</li> <li>• Humans should care for the world because it belongs to God</li> </ul>	



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	Chanukah might think about God, suggesting what it means.		<ul style="list-style-type: none"> <li>Think of reasons why some people choose to fast during Ramadan</li> <li>Give reasons why some people like to celebrate important events</li> <li>Give reasons why some people use music in celebrations</li> <li>Describe the link between a selection of Easter artefacts and the story and celebration of Easter events</li> <li>Describe the link between a selection of Pesach symbols and the story of Pesach</li> </ul>		<ul style="list-style-type: none"> <li>Think, talk and ask questions about living in an amazing world.</li> </ul>	
PHSE	Being me in my world	Celebrating difference	Dreams and Goals	Wellbeing Curriculum	Relationships	RSE and Transition
	<p>I can recognise my class as community</p> <p>I know all the children in my new class.</p> <p>I feel special and safe in my class.</p> <p>I know that I belong to my class.</p> <p>I know how to make my class a safe place for everybody to learn.</p> <p>I recognise how it feels to be proud of an achievement.</p>	<p>I can tell you some ways in which I am the same as my friends.</p> <p>I can tell you some ways I am different from my friends.</p> <p>I understand how being bullied might feel.</p> <p>I can be kind to children who are bullied.</p> <p>I know how it feels to make a new friend.</p>	<p>I can identify my successes and achievements</p> <p>I can tell you how I learn best.</p> <p>I can celebrate achievement with my partner.</p> <p>I can identify how I feel when I am faced with a new challenge.</p> <p>I know how I feel when I see obstacles and how I feel when I overcome them.</p>	<p>I understand that I have feelings.</p> <p>I can name some of my feelings.</p> <p>I can experience calm time.</p> <p>I know that there are places that are more calm than other.</p> <p>I can recognise when I am calm. I can practice some</p>	<p>Identify the members of my family and understand that there are lots of different types of families.</p> <p>Identify what being a good friend means to me.</p> <p>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p>	<p>NSPCC PANTS</p> <p>I am starting to understand the life cycles of animals and humans.</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has changed since I was a baby.</p>



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	I recognise the range of feelings when I face certain consequences.	I understand what Autism is. Anti-bullying Week	Internet Safety Week	breathing exercises.	Know who can help me in my school community. Recognise my qualities as a person and a friend. Sun Safety Lesson	I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina – Opt-in I understand that every time I learn something new I change a little bit. I tell you about changes that have happened in my life
<b>MUSIC</b>						
	Taught by Preludes Music					
<b>PE</b>	<b>Term 1</b> <i>Real PE - Unit 1</i> <i>Cog focus for assessment-personal</i>	<b>Term 2</b> <i>Real PE - Unit 2</i> <i>Cog focus for assessment - Social</i>	<b>Term 3</b> <i>Real Gym – Unit 1</i> <i>Cog focus for assessment – Cognitive</i>	<b>Term 4</b> <i>Real dance – Unit 1</i> <i>Cog focus for assessment – creative</i>	<b>Term 5</b> <i>Real PE - Unit 5</i> <i>Cog focus for assessment – Applying physical</i>	<b>Term 6</b> <i>Real PE - Unit 6</i> <i>Cog focus for assessment - Health and fitness</i>
	3 weeks: The Birthday Bike Surprise Coordination: Footwork (FUNS 10)	3 weeks: Journey to the Blue Planet Dynamic Balance to Agility: Jumping and Landing (FUNS 6)	3 weeks: At home Skill: Shape  3 weeks: Jungle trip Skill: Travel  Objectives:	Dance skills Week 1 – Shapes solo Week 2 – Artistry musicality Week 3 – Partnering shapes	3 weeks: John and Jasmine Learn to Juggle Coordination: Sending and receiving (FUNS 8)	3 weeks: Sammy Squirrel Agility: Ball chasing (FUNS 11)  3 weeks: Caspar the Very Clever Cat



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	<p>3 weeks: Pirate Pranks – Static balance: One leg (FUNS 1)</p> <p>Objectives: I can try several times if at first I don't succeed and I ask for help when appropriate. (exceeding) I can follow instructions, practice safely and work on simple tasks by myself (expected) I enjoy working on simple tasks with help (working towards)</p>	<p>3 weeks: Monkey business! (Funs 2)</p> <p>Objectives I can help praise and encourage others in their learning (exceeding) I can work sensibly with others, taking turns and sharing (expected) I can play with others and take turns and share with help (working towards)</p>	<p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well (exceeding) I can understand and follow simple rules and can name some things I am good at (expected) I can follow simple instructions (working towards)</p>	<p>Week 4 – Circles solo Week 5 – Artistry Abstraction Week 6 – Artistry (making)</p> <p>Objectives: I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme (exceeding) I can explore and describe different movements. (expected) I can observe and copy others (working towards)</p>	<p>3 weeks: Ringo to the Rescue Agility: Reaction/ Response (FUNS 12)</p> <p>Objectives: I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. (exceeding) I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements (expected) I can move confidently in different ways (working towards)</p>	<p>Static Balance (FUNS 3)</p> <p>Objectives: I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. (exceeding) I am aware of why exercise is important for good health. (expected) I am aware of the changes to the way I feel when I exercise (working towards)</p>
<b>Sport</b>	<b>Basketball</b> Control the ball when dribbling	<b>Handball</b> To use throwing skills/technique to	<b>Tag Rugby</b> Introduce the concept of tagging	<b>Hockey</b> Focus on introducing the grip, stance, and	<b>Football</b> Being able to dribble a ball in close proximity of	<b>Cricket:</b> .To develop a batting grip and set up



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	<p>using shoulder and wrist movements.            . Be able to add an end product such as passing after dribbling skill has been performed.            . Understand the different types of passing; chest pass, shoulder pass and bounce pass.            . Greater ability to receive the ball by making a target for the person passing to aim at.            .Be able to perform each type of passing with greater accuracy and confidence.            .Be able to effectively work together as a team to score a basket.            .Develop the accuracy of dribbling, passing and shooting skills.            .Be able to combine</p>	<p>improve the accuracy of a throw            . To implement the techniques learned to improve the consistency of catching skills            . To use movements to create space and options for team mates to have an attacking opportunity . Using a range of passing to increase the chances of creating a chance to score</p>	<p>and passing once tagged            .Play conditioned games-progressing games rule by rule to lead to full game scenario (7Vs7)            .Ensure participants understand direction of play and point scoring            . Practice passing technique including direction of pass and passing on the move            . Learn how to close down space for attacking players            . Understand how to make a defensive line and defending as a team            . Attacking the try line(1V1) - practice beating your opponent            . Develop attacking and defending strategies through gameplay</p>	<p>rules regarding health and safety            • Understand how to dribble including change of direction with control            • Learn the push pass and receiving of the pass safely with control To ensure all participants understand the correct technique for shooting            • To develop participants power and accuracy of shot • Explore tactics and the concept of'AttackVsDefence'            • Gain an understanding of options when attacking and defending            • Explain to players how to shield the ball and keep the ball under control</p>	<p>others to show control            .To gain a better understanding of the spatial awareness needed in football            . To learn the correct technique for making a pass in football            .Learning the basis of how to be consistent using the correct techniques in football and doing this over short/long distance            .Understanding how the weight of a pass can help your team mates            .Learning to shoot at a target and using technique to improve the accuracy and consistency of this            .Learning different positions where you should be on a pitch</p>	<p>.Gaining a good understanding of where to hit the ball to avoid the fielding team .Improving on hand eye coordination and agility            .Improving catching ability and the consistency with it using techniques learned            . To develop a safe and effective throw            . Gain an understanding of where to throw the ball so that we can aim to hit the stumps            .Develop the understanding of when to use a certain skill in cricket            .Develop an understanding of how cricket skills work together in a game scenario  <b>Athletics:</b></p>



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	<p>dribbling, passing and shooting skills and incorporate them into a game situation.</p> <p>.Be able to work together as a team to work towards scoring a basket and defending your own basket.</p>		<p>. Learn the rules and play to the spirit of the game</p> <p>. Attacking the try line to score Learn how to be a good support player, taking up appropriate positions</p> <p>. Understand how to continue to support the team once you have passed</p> <p>. Learn the 5 tag rule; during a game scenario</p>	<ul style="list-style-type: none"> <li>• Learn how and when to steal the ball from an opponent</li> <li>• Explain the concept of marking opposing players when defending</li> </ul>	<p>when in possession and when out of possession</p> <p>.Using the team to progress forward when attacking and to work hard and defend as a team</p>	<p>.To develop the consistency of their actions in a number of athletic events</p> <p>.To focus on their technique when competing in events</p> <p>.To increase the amount of different techniques they use for the different events .To be able to self evaluate their own performance as well as encourage others to work to the best of their ability</p> <p>.To be able to perform movements with better fluency, efficiency and speed</p> <p>.To sustain pace over short and long distances</p> <p>.To explain why</p>
<b>COOKING</b>		<b>Cooking for myself</b>		<b>Cooking for my family</b>		<b>Cooking for my community</b>
		Frittata, salad and vinaigrette		Scones		People who help me in school – cakes



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		<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Cross Curricular links: Geography – Where is Spain? Learning Spanish words, numbers and phrases.</p>		<p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p> <p>Cross Curricular links: PHSE – Turn taking, team work and belonging to my year group. Games: playing traditional games as a class. Art – Decorating a plate using line and colour</p>		<p>CGW: Poster to say thank you to the SMSA. Present poster and cakes to the SMSA's.</p>





Year 1

Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Subject</b>	<b>Geography</b>		<b>DT</b>	<b>Art Poem and Artist</b>	<b>History</b>	
<b>Title</b>	<b>Where in the world am I?</b>		<b>Wheels Wheels Wheels</b>	<b>Twinkle Twinkle - Starry night</b>	<b>The History of the High Street</b>	
Launch event	Science Provision	Go on a walk around our school environment	Different vehicles and wheel toys on the playground			
Showcase	Festival of light- Diwali – Diva Lamps		Class video of vehicles we have made. STEM showcase	Create an art gallery of work and show parents around.		History museum
Trip/visitor			Haynes Motor Museum		Visit to Stapleton Road	Noah's Ark Farm Zoo – Science
Special days	Festival of light- Diwali – Diva Lamps			Book week- International Womens day- Women in NASA	History day- Mr Absie	Art day – Sculpture and Textiles
Cross-curricular reading		The Snail and the Whale	Information about a vehicle.	Poem Starry, Starry Night		Directory entries
Cross-curricular writing		Writing a postcard to send home about day at school.	Recount of trip Instructions on how to make a vehicle			



Topic Title + NC outcomes	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Subject</b>	<b>Geography</b>		<b>DT</b>	<b>Art Poem and Artist</b>	<b>History</b>	
<b>Title</b>	<b>Where in the world am I?</b>		<b>Wheels Wheels Wheels</b>	<b>Twinkle Twinkle - Starry night</b>	<b>The History of the High Street</b>	
Cross-curricular maths			Data handling – tally chart and bar chart of vehicles.			
Oracy Outcomes		Ask questions Orally giving directions to partner	Explain vehicle design to partner/ group.	Perform a verse of the poem, then retell as a class.		
CGW opportunities		Sorting true and false statements about Bristol.	Science Sorting different types of animals DT: sort and group the different vehicles.	Create actions and perform one verse of the poem.  IWD: Write and illustrate a short story.		Science: Mini beast hunt.