

Year 1 Curriculum Overview

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Spoken language	Spoken language is developed across the curriculum and underpins the development of reading and writing. When reading aloud to a range of audiences, children should use punctuation to determine intonation and expression.					
	Pupils are taught to speak clearly and confidently in front of their class, retell a well-known story and remember main characters, hold attention when playing with others, keep to the main topic when talking in a group, ask questions to get more information, start a conversation with an adult known well or with friends, listen carefully to the things other people have to say, join in conversations and join in with role play.					
Reading – word reading	<p>Respond speedily with the correct sound to grapheme for the 44 phonemes</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow in snow and cow</i> <input type="checkbox"/> Read accurately by blending sounds in unfamiliar words</p> <p>Read words containing –s, –es, –ing, –ed, –er, –est endings</p> <p>Split two and three syllable words into the separate syllables to support blending for reading</p> <p>Read words with contractions e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter</p> <p>Automatically recognise approximately 150 high frequency words (see bottom)</p> <p>Apply phonic knowledge for reading</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Develop fluency, accuracy and confidence by re-reading books</p> <p>Read more challenging texts using phonics and high frequency word recognition</p>					
Reading-Comprehension	To establish an appreciation and love of reading and to gain knowledge across the curriculum children are encouraged to read fiction and non-fiction beyond those which they can read independently to develop knowledge of themselves and the world in which they live. They regularly listen to a novel read aloud by the class teacher.					
	<p>Identifying and discuss the main events in stories</p> <p>Making predictions based on what has been read so far</p> <p>Identifying and discuss the main characters in stories</p> <p>Recalling specific information in texts</p> <p>Recognising and join in with language patterns and repetition</p> <p>Use patterns and repetition to support oral retelling</p> <p>Discussing the title and how it relates to the events</p> <p>Reciting rhymes and poems by heart</p> <p>Relating texts to own experiences</p> <p>Retelling familiar stories in a range of contexts e.g. <i>small world, role play, storytelling</i></p> <p>Making predictions based on what has been read so far</p> <p>Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how</p> <p>Make personal reading choices and explain reasons for choices</p> <p>Introducing and discussing key vocabulary</p> <p>Activating prior knowledge e.g. <i>what do you know about minibeasts?</i></p> <p>Checking that texts make sense while reading and self-correct</p> <p>Taking turns Giving opinions and supporting with reasons e.g. <i>Hansel was clever when he put stones in his pocket.</i></p> <p>Explaining clearly their understand both the books they can already read accurately and fluently and those that they listen to by:</p> <p>Checking that texts make sense while reading and self-correct</p> <p>Making predictions based on what has been read so far</p>					

	<p>Make basic inferences about what is being said and done Taking turns Giving opinions and supporting with reasons Checking that texts make sense while reading and self correct Making predictions based on what has been read so far Make basic inferences about what is being said and done Explaining clearly their understanding of what is read to them Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how Checking that texts make sense while reading and self-correct Make basic inferences about what is being said and done Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how in the whole story e.g. <i>Peace at Last</i> by Jill Murphy Demonstrating understanding of texts by answering questions related to who, what, where, when, why, how understanding of what is read to them Participating in discussion about what is read to them, taking turns and listening to what others say Listening to what others say.</p>	
<p>Writing Composition</p>	<p>Orally compose every sentence before writing Re-read every sentence to check it makes sense Orally plan and rehearse ideas Sequence ideas/events in order Use formulaic phrases to open and close texts Use familiar plots for structuring the opening, middle and end of their stories Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i> <input type="checkbox"/> Discuss their writing with adults and peers Read aloud their writing to adults and peers</p>	
<p>Spelling - Phonics</p>	<p>Vowels A – a as in cat AE – a-e, a, ai, ay, ea, ei, ey, aigh, eight AIR – air, ear, are, ere AR – ar, a, al E – e, ea, ai, ie EE – ee, ea, e, ie, ey, y, e-e, ei, i ER – er, ir, ur, or, ar, ear I – i, y IE- i-e, i, ie, y, igh O – a, o OE – o-e, o, oa, oe,ow, ou, ough OO – o, oo, ou, u, ue, oe, ui, ough OO – oo, oul, u OR – a, ar, aw,al, au, augh, or, ore, oar, our, oor, ough OW – ow, ou, OY- oy, oi, ough U – u, ou, o</p>	<p>Consonants B – b, bb CH – ch, tch D – d, dd, ed F – f, ff, ph, gh G – g, gg, gh H – h, wh J - j, g, ge, dge K – c, k , ck, ch, cc L – l, ll, el, le, al, il M – m, mm, mn, mb N – n, nn, kn, gn, ne NG – n, ng P – p, pp R – r, rr, wr, rh S – s, ss, c, ce, se, ce SH – sh, ch T – t, tt, bt</p>

	UE – u-e, u, ue, ew SCHWAS – the, about, ended, button, curtain, joker, colour, collar		TH – as in then/thin V – v, ve W – w, wh X – as in box/exam Y - y Z – z, zz, ze, s, se, ss ZH – s, z			
Grammar and Punctuation	Capital letters. Capitals and full stops. Capitals for names. Mixed skills. Combining words to make sentences. Days of the week.	Using and. Mixed skills. Question marks. Nouns. Plurals. Suffixes (ing). Capitals for months	Plurals. Mixed skills. Suffixes – ed Exclamation marks and question marks. Questions. Mixed skills.	Suffixes – er est. Plurals. Capital letters. Capital letters and fullstops. Prefix – UN. Separate words with spaces.	Capital letters and full stops. Using and. Adding un. Mixed skills. Suffixes – ed ing er	x
Handwriting	Hold a pencil with an effective grip Form lower-case letters correctly starting and finishing in the right place, going the right way round, correctly oriented Have clear ascenders ('tall letters') and descenders ('tails') Form capital letters correctly					

Maths	Number and Place Value to 10 Sort objects Count objects Represent objects Count, read and write forwards from any number 0 to 10 Count, read and write backwards from any number 0 to 10 Count one more Count one less One-to-one correspondence to	Geometry - shape Recognise and name 3D shapes Sort 3D shapes Recognise and sort 2D shapes Sort 2D shapes Patterns with 3D and 2D shapes Place Value Count forwards and backwards and write numbers to 20 in numerals and words	Number: Addition and Subtraction within 20 Add by counting on Find and make number bonds Add making 10 Subtraction – not crossing 10 Subtraction – crossing 10 Related facts Compare number sentences Place Value to 50	Measurement: length and height Compare lengths and heights Measure length (1) Measure length (2) Measurement – weight and volume Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity	Number: Multiplication and Division Count in 10s Make equal groups Add equal groups Make arrays Make doubles Make equal groups – grouping Make equal groups - sharing Position and direction Describe turns Describe position Number: Fractions	Place Value Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less Measurement: Money Recognising coins Recognising notes Counting in coins Time Before and after Dates Time to the hour
--------------	--	---	---	---	---	--

	<p>start to compare groups</p> <p>Compare groups using language such as equal, more/greater, less/fewer</p> <p>Introduce <> and = symbols</p> <p>Compare numbers</p> <p>Order groups of objects</p> <p>Order numbers</p> <p>Ordinal numbers</p> <p>The number line</p>	<p>Numbers from 11 to 20</p> <p>Tens and ones</p> <p>Count one more and one less</p> <p>Compare groups of objects</p> <p>Compares numbers</p> <p>Order groups of objects</p> <p>Order numbers</p>	<p>Numbers to 50</p> <p>Tens and ones</p> <p>Represent numbers to 50</p> <p>One more one less</p> <p>Compare objects within 50</p> <p>Compare numbers within 50</p> <p>Order numbers within 50</p> <p>Count in 2s</p>		<p>Find a half</p> <p>Find a quarter</p>	<p>Time to the half hour</p> <p>Writing time</p> <p>Comparing time</p>
--	--	---	---	--	--	--

Science	<p>During Science lessons, pupils will ask scientific questions, use simple equipment to make observations, carry out simple tests, identify and classify things and suggest what they have found. They will use simple data to answer questions.</p>			
	Animals including Humans Our Pets	Everyday Materials	Wonderful Weather	What's growing in our gardens?
	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (not covered by Hamilton)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>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>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<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>

Our Linked Learning enquiry curriculum supports children to develop their key skills in History and Geography. These can then be transferred into other situations. Art and Design and Design Technology are taught alongside these themes to further develop cross-curricular links. ICT, applied Maths and Literacy skills are also developed alongside each enquiry.

	Explorers - arctic adventure and pirates	Then and Now	Let's explore the UK - Twinkl	Our amazing world (planbee)
<p>Topic</p> <p>History and Geography</p>	<p>(Unit – Arctic Adventures on Plan Bee)</p> <p>Explore the Arctic Circle using a map and investigating the countries within the circle.</p> <p>Discover the Arctic climate by describing the difference between summer and winter in the Arctic using weather icons.</p> <p>Identify the physical features found in the Arctic.</p> <p>Find out which animals live in the Arctic and where they are found by using and reading maps.</p> <p>Explore different Arctic cities and the countries they are found in.</p> <p>Compare an Arctic town to a city in the UK.</p> <p>Learn about the traditional Inuit way of life, who they are and where they live.</p> <p>Identify what an explorer is and why they explore.</p>	<p>(Unit - childhood of the past on Plan Bee)</p> <p>To find out which toys were played with in the past and compare to the toys available today.</p> <p>To discuss and sequence different children's crazes over time</p> <p>To investigate and identify how homes have changed over time. Looking at the materials used and the features included.</p> <p>To compare how school has changed over time through looking at old photographs and speaking to other generations</p> <p>To compare what children wore in different times by comparing parents childhood clothing to own.</p> <p>To find out about children's entertainment and how it has changed. Looking at packaging, materials used to make toys, how toys move, themed toys ie Harry Potter</p> <p>Potential visit to Milton Keynes Museum</p>	<p>Use globes and maps to Identify the seven continents of the world.</p> <p>Find UK on a map and discuss the 4 countries it is made up of. Look at the different between town and country.</p> <p>Learn about each of the countries. Have an understanding of the capital city, languages spoken there, tourist attractions, flags and symbols associated with the country.</p> <p>Study aerial photos to identify physical and human features.</p> <p>Complete a case study on London.</p>	<p>Discuss the difference between European and non-European countries.</p> <p>Study in turn France, China, Australia, Kenya, USA, Brazil and Antarctica. look at physical and human features of countries in and outside of Europe.</p> <p>Discuss the similarities and differences relating to climate, landscape, vegetation, produce, currency, entertainment, food eaten, language spoken and tourist attractions.</p>

Art and Design	Colour Chaos	Lowry	Earth art (planbee)
	Mix colours Create art works with the colours they have mixed Mix secondary colours Mix shades Mix tints Decide if colours are warm or cool	Mix paint in Lowry colours Paint a seascape Draw simple buildings Find matchstick people in the paintings Draw matchstick people Compare paintingscomment on Lowrys colours and paintings Talk about Lowrys matchstick people and suggest what they are doing Draw matchstick people in action Assemble a collage	Exploring how indigenous people paint on rocks before painting their own 'pet rocks' or painting rocks to tell a story. 2 Exploring and creating sculptures made from sticks and twigs. 3 Looking at examples of rangoli patterns and exploring how to create animal pictures with leaves. 4 Exploring what weaving is and how it works before learning to weave with a variety of natural materials. 5 Investigating mandalas and exploring and creating mandalas using natural materials. 6 Exploring the art of collage before using a variety of natural materials to create a collage.
Design and Technology	Pirate drink and hard tack biscuits WOW – pirate day	Sew a teddy	Build a birds nest
	Pupils should select from and use a range of tools and equipment to perform practical tasks Pupils should evaluate their ideas and products against design criteria. Pupils should select from and use a wide range of ingredients	pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Pupils should be taught to design purposeful, functional, appealing products for themselves and other users based on design criteria . Pupils should generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups. Pupils should select from and use a range of tools and equipment to perform practical tasks Pupils should select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Pupils should explore and evaluate a range of existing products	Pupils should build structures, exploring how they can be made stronger, stiffer and more stable. Pupils should select from and use a range of tools and equipment to perform practical tasks Pupils should select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Pupils should explore and evaluate a range of existing products Pupils should evaluate their ideas and products against design criteria.

			Pupils should evaluate their ideas and products against design criteria.			
Computing	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
	Understand that a programmable toy can be controlled by inputting a sequence of instructions Develop and record sequences of instructions as an algorithm Program the toy to follow their algorithm Debug their programs Predict how their programs will work.	Break down a process into simple, clear steps, as in an algorithm Use different features of a video camera Use a video camera to capture moving images Develop collaboration skills Discuss their work and think about how it could be improved.	Use the web safely to find ideas for an illustration Select and use appropriate painting tools to create and change images on the computer Understand how this use of ICT differs from using paint and paper Create an illustration for a particular purpose Know how to save, retrieve and change their work Reflect on their work and act on feedback received.	Find and use pictures on the web Know what to do if they encounter pictures that cause concern Group images on the basis of a binary (yes/no) question Organise images into more than two groups according to clear rules Sort (order) images according to some criteria Ask and answer binary (yes/no) questions about their images.	Use sound recording equipment to record sounds Develop skills in saving and storing sounds on the computer Develop collaboration skills as they work together in a group Understand how a talking book differs from a paper-based book Talk about and reflect on their use of ICT Share recordings with an audience.	Develop basic keyboard skills, through typing and formatting text Develop basic mouse skills Use the web to find and select images Develop skills in storing and retrieving files Develop skills in combining text and images Discuss their work and think about whether it could be improved.
PSHCE	Me & My Relationships	Valuing Difference	Keeping Myself Safe	Rights and respect	Being My Best	Growing and changing
	Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations;	Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. Explain some of their school rules and how those rules help to keep everybody safe.	Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; Identify simple bedtime routines that promote healthy sleep. Recognise emotions and physical feelings associated with feeling unsafe;	Recognise how a person's behaviour (including their own) can affect other people. Identify what they like about the school environment; Recognise who cares for and looks after the school environment. Recognise the importance of regular hygiene routines; Sequence personal hygiene routines into a logical order.	Recognise the importance of fruit and vegetables in their daily diet; Know that eating at least five portions of vegetables and fruit a day helps to maintain health. Recognise that they may have different tastes in food to others; Select foods from the Eatwell Guide (formerly	Understand that the body gets energy from food, water and air (oxygen); Recognise that exercise and sleep are important parts of a healthy lifestyle. Identify things they could do as a baby, a toddler and can do now;

	<p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>Recognise how others might be feeling by reading body language/facial expressions;</p> <p>Understand and explain how our emotions can give a physical reaction in our body</p> <p>Identify a range of feelings;</p> <p>Identify how feelings might make us behave:</p> <p>Suggest strategies for someone experiencing 'not so good' feelings to manage these.</p> <p>Recognise that people's bodies and feelings can be hurt;</p> <p>Suggest ways of dealing with different kinds of hurt.</p> <p>Identify simple qualities of friendship;</p> <p>Suggest simple strategies for making up.</p>	<p>Recognise and explain what is fair and unfair, kind and unkind;</p> <p>Suggest ways they can show kindness to others.</p> <p>Identify some of the people who are special to them;</p> <p>Recognise and name some of the qualities that make a person special to them.</p> <p>Recognise that they belong to various groups and communities such as their family;</p> <p>Explain how these people help us and we can also help them to help us.</p>	<p>Identify people who can help them when they feel unsafe.</p> <p>Understand and learn the PANTS rules;</p> <p>Name and know which parts should be private;</p> <p>Explain the difference between appropriate and inappropriate touch;</p> <p>Understand that they have the right to say "no" to unwanted touch;</p> <p>Start thinking about who they trust and who they can ask for help.</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Recognise the range of feelings that are associated with loss.</p>	<p>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> <p>Explain where people get money from;</p> <p>List some of the things that money may be spent on in a family home.</p> <p>Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money;</p> <p>Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it).</p>	<p>Eatwell Plate) in order to make a healthy lunch;</p> <p>Recognise which foods we need to eat more of and which we need to eat less of to be healthy.</p> <p>Understand how diseases can spread;</p> <p>Recognise and use simple strategies for preventing the spread of diseases.</p> <p>Recognise that learning a new skill requires practice and the opportunity to fail, safely;</p> <p>Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges.</p> <p>Demonstrate attentive listening skills;</p> <p>Suggest simple strategies for resolving conflict situations;</p> <p>Give and receive positive feedback, and experience how this makes them feel.</p> <p>:Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);</p>	<p>Identify the people who help/helped them at those different stages.</p> <p>Understand some of the tasks required to look after a baby;</p> <p>Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p>Explain the difference between teasing and bullying;</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Say who they could get help from in a bullying situation.</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify situations as being secrets or surprises;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>
--	---	--	---	---	---	--

					Understand and explain the simple bodily processes associated with them.	Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.						
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending Perform dances using simple movement patterns.						
Physical Education	GAMES FUNDAMENTALS YR UNIT 1 P1 CSOW *Pupils show good control and co-ordination in large and small movements. *They move confidently in a range of ways, safely negotiating space. *They handle equipment effectively. Pupils are confident to try new activities, and say why they like some activities more than others. *Pupils play co-operatively, taking turns with others. *Pupils follow instructions involving several ideas or actions. *They work as part of a group or class, and	GYM FUN GYM SHAPES YR P1 CSOW * experiments with different ways of moving. * jumps off an object and lands appropriately. *Travels with confidence and skill around, under, over and through balancing and climbing equipment.	Team building YR (OAA – SASP) *Learners will be comfortable with interacting within groups and following instruction. *Will work effectively in small groups. * Have confidence and trust in partners and members of the group. *Physically support each other. *Find their own solutions to problems. *Listen to everyone’s ideas and suggestions.	Dance – On Parade YR P1 CSOW *Develop timing skills, follow pathways, and understand control of the body in space.	GYMNASTICS – ROCK ‘N’ ROLL Y1 P2 CSOW * Develop fundamental movement skills. *extend agility, balance and coordination. * engage in co-operative physical activities. * master basic jumping actions.	MULTI SKILLS Festival (own planning) *To be able to balance objects whilst moving. *to throw an object with accuracy at a target. *to jump using the correct techniques for 2 foot. *to throw and catch with accuracy. * create, hold and copy balances using different body parts. *use equipment with control and accuracy. *to work as part of a team

	understand and follow the rules.		<ul style="list-style-type: none">*Use good lifting and handling techniques.*Maintain focus until their individual task is completed.*Record what they observe.* Work effectively with a partner.*Identify what a map is.*Follow a basic route.*Be able to set a map to the ground.*Route plan and decision making.* Recognition of places.			
--	----------------------------------	--	---	--	--	--

	<p>DANCE TOYS YR P2 CSOW</p> <p>*Move in a controlled manner, at different speeds and directions, using different levels.</p> <p>*Create, practise, remember and perform simple movement phrases.</p> <p>*Be able to talk about their movements and the movements of others.</p>	<p>GAMES FUNDAMENTALS YR UNIT 2 CSOW</p> <p>* Pupils show good control and co-ordination in large and small movements.</p> <p>*They move confidently in a range of ways, safely negotiating space.</p> <p>*They handle equipment effectively.</p> <p>*Pupils are confident to try new activities, and say why they like some activities more than others.</p> <p>*Pupils play co-operatively, taking turns with others. *Pupils follow instructions involving several ideas or actions.</p> <p>*They work as part of a group or class, and understand and follow the rules.</p>	<p>GYM JUMPING JACKS Y1 P1 CSOW</p> <p>*Develop fundamental movement skills</p> <p>* Extend agility, balance and co-ordination</p> <p>* Engage in co-operative physical activities</p> <p>* Master basic jumping actions</p>	<p>GYMNASTICS – MOVE AND HOLD YR P2 CSOW</p> <p>* experiments with different ways of moving.</p> <p>* jumps off an object and lands appropriately.</p> <p>*Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p>	<p>INVASION GAMES (own plans)</p> <p>To explore throwing with a variety of equipment increasing new skills of control and accuracy.</p> <p>*to develop the skills of catching a ball.</p> <p>* to improve hand-eye co-ordination.</p> <p>*to explore different ways of rolling.</p> <p>*to explore using objects with increased accuracy and control.</p> <p>*to receive a ball with control.</p> <p>*to improve throwing, catching and rolling skills within a game.</p> <p>*to choose and use simple tactics</p>	<p>ATHLETICS SASP</p> <p>*developing awareness of speed & distance & spatial awareness</p> <p>* learning to run in a coordinated & fluent way at different speeds for short & longer durations & over obstacles</p> <p>* learning to throw in a coordinated way for distance & height</p> <p>*learning to take off & land in a coordinated & controlled way</p> <p>* learning to jump in a variety of different ways</p> <p>*developing awareness of distance & height</p> <p>*learning to link movements in a coordinated & controlled ways</p>
--	---	--	---	---	---	---

RE	<p>1:1 What do Christians believe God is like?</p>	<p>1:2 Why does Christmas matter to Christians? How and why do we celebrate special times?</p>	<p>1:3 Who is Jewish? What do Jews believe?</p>	<p>1:5 Why does Easter matter to Christians?</p>	<p>1.4: Who is Muslim? What do they believe and how do they live? (God/tawhid/ibadah/iman)</p>	<p>1:6 What makes places significant? What makes some places sacred to believers?</p>
	<p>Make sense of belief Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of</p>	<p>Make sense of belief Recognise that stories of Jesus' life come from the Gospels. Give a clear, simple account of the story of Jesus' birth and why</p>	<p>Making sense of belief Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations</p>	<p>Make sense of belief Recognise that incarnation and salvation are part of a 'big story' of the Bible .</p>	<p>Make sense of belief recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and</p>	<p>Make sense of belief Recognise that there are special places where people go to worship, and talk about what people do there.</p>

	<p>God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.</p> <p>Understand the impact Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others). Give an example of how Christians put their beliefs into practice in worship (e.g. by saying 'sorry' to God).</p> <p>Make connections Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.</p>	<p>Jesus is important for Christians.</p> <p>Understand the impact Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Make connections Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p>(e.g. Hanukkah or Pesach). Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah.</p> <p>Understanding the impact. Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach). Make links between Jewish ideas of God found in the stories of the Torah and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).</p> <p>Making connections Ask some questions about what Jewish people celebrate and why. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people. Give a good reason for their ideas about whether any of these</p>	<p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave.</p> <p>Understand the impact Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Make connections Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p>	<p>give a simple description of what some of them mean. Give examples of how stories about the Prophet Muhammad show what Muslims believe about him.</p> <p>Understand the impact, Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) . Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g. by daily prayer, by using subhah beads)</p> <p>Make connections think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too</p>	<p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <p>Understand the impact. Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community.</p> <p>Make connections Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places</p>
--	--	---	--	---	--	---

			things are good for them too.			special to people, and what the difference is between religious/
Music	<p>Exploring sounds – develops the children’s ability to identify different sounds expressively in response to a stimulus.</p> <p>Exploring duration – develops the children’s ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sounds.</p>	<p>Exploring pulse and rhythm – develops children’s ability to recognise the difference between pulse and rhythm and to perform with a sense of pulse.</p> <p>Exploring pitch – develops the children’s ability to discriminate between higher and lower sounds and to create simple melodic patterns</p>	<p>Exploring instruments and symbols – develops children’s ability to recognise different ways sounds are made and changed and to name and know how to play</p> <p>Exploring timbre, tempo and dynamics – develop children’s ability to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus</p>			
Enrichment	<p>Sports festival Soup making Harvest festival Nativity Apple pressing day Open classroom Pantomime (every other year)</p>	<p>Sports festival Creative arts day World book day Open classroom Read and rugby Culture day</p>	<p>Sports festival Sports day Healthy living week Whole school trip</p>			