

Year One – Content for Learning

Maths, Economics and Enterprise ss – spine segment

Addition and Subtraction

Comparison of quantities and measure (ss: 1.1)
Introducing "whole" and "parts" (ss 1.2)
Composition of numbers 0 - 100 (ss 1.3; 1.4; 1.8; 1.9; 1.10)
Additive structures (ss 1.5; 1.6)
Addition and subtraction: strategies within 10 (ss 1.7)

Multiplication and Division

Counting, unitising and coins (ss 2.1)

Fractions N/A

Measurement

Compare, describe, measure and solve practical problems for lengths, heights, mass/weight, capacity/volume and time.
Begin to tell the time to the hour and half past the hour
Sequence events in chronological order
Recognise and know the value of different denominations of coins and notes

Geometry

Recognise and name common 2D and 3D shapes

Communication, Languages and Literacy

Children should have the opportunity to write at least one piece from each of the purposes below

❖ Writing to Entertain:

Narrative writing including description (character/setting), poetry

❖ Writing to Inform:

Recount, letter & instructions

❖ Writing to Persuade:

Poster, letter, advert

❖ Reading

Content domains (1a, b, c, d, e)
Word reading including decoding (Phonics - following Letters and Sounds)

Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent

❖ Vocabulary, Grammar, Punctuation, Spelling

❖ Handwriting

Phonics: following Letters & Sounds

❖ Spoken Language: Speaking, listening & responding, group discussion & drama

❖ MFL

Creative and Expressive Arts

- ❖ Drawing and sculpture
- ❖ Painting
- ❖ Printing and design
- ❖ Responding to art
- ❖ Listen and describe familiar and unfamiliar sounds in the environment and a diverse range of musical pieces from different genres.
- ❖ Recognising the difference in tempo, dynamics and pitch.
- ❖ Listen and repeat simple call and response rhythms using body percussion and voice.
- ❖ Explore and use a range of sound effects to accompany other learning across the curriculum.
- ❖ Prepare and perform songs understanding the difference between singing and speaking.

❖ *Drama found within Spoken Language Curriculum*

❖ *Dance found within PE Curriculum*

Historical, Global, Social and Spiritual Understanding

- ❖ Identify and name the oceans and continents.
- ❖ Understand human and physical features of the local area.
- ❖ Compare a small non-European country to local area.
- ❖ Identify seasonal and daily weather patterns in the UK.
- ❖ Use simple fieldwork to study the geography of the school.
- ❖ Construct a simple map with a key.
- ❖ Understanding different beliefs of the Natural World and belonging.
- ❖ Christianity – The bible and Christmas, visit to a local church.
- ❖ Islam – 5 Pillars of Islam and Prophet Muhammad.
- ❖ Using timeline, sequencing events/objects
- ❖ Know and recount stories about the past
- ❖ Ask and answer questions
- ❖ Comparison of people over time
- ❖ Changes over time – toys
- ❖ Events beyond living memory that are significant nationally or globally – history of exploration from global to space

Physical wellbeing, health and lifestyles

- ❖ Fitness and health – warm up/cool down
- ❖ Games – ball skills, throwing and catching, passing, striking, fielding, racquet skills
- ❖ Gymnastics – travelling, rolling, jumping, creating tension, balance, pathways
- ❖ Athletics – running, jumping, throwing
- ❖ Dance
- ❖ Families and people who care for me
- ❖ Caring relationships
- ❖ Respecting ourselves and others
- ❖ Online Relationships and internet safety/harms
- ❖ Being Safe
- ❖ Physical and mental wellbeing
- ❖ Growing and changing

Scientific and Technological Understandings

- ❖ Parts of the body and senses
- ❖ Animals – identify/name, classify
- ❖ Plants/trees – identify/name, describe structure
- ❖ Materials – name/describe/group, natural/manmade
- ❖ Seasonal changes – weather & day length
- ❖ Scientific discoveries and a range of scientists
- ❖ Navigating simple websites and MLE
- ❖ Using simple data handling software
- ❖ E-safety
- ❖ Using a variety of devices to record – cameras, flips, video, iPads, beebots, etc.
- ❖ Making structures, models – playgrounds/boats
- ❖ Textiles – bookmark
- ❖ Mechanisms – moving pictures/storyboard
- ❖ Cooking and nutrition – fruit/veg kebab, salad

YEAR 1 MATHS

Subject content	Teaching Points	Inspire link, NCETM steps in learning, and additional resources	National Curriculum Vocabulary	National Curriculum Statutory requirements by the end of Year 1
Number, Addition & Subtraction	<p>1.1 Comparison of quantities and measures</p> <ul style="list-style-type: none"> • Teaching Point 1: Items can be compared according to attributes such as length (or height or breadth), area, volume/capacity or weight/mass. • Teaching Point 2: When comparing two sets of objects, one set can contain more objects than the other and one set can contain fewer objects than the other, or both sets can contain the same number of objects. • Teaching Point 3: The symbols $<$, $>$ and $=$ can be used to express the relative number of objects in two sets, or the relative size of two numbers. 	<p>NCETM 1.1 Comparison of quantities and measures NCETM Steps in learning. 1:1 - 1:6 NCETM Steps in learning. 2:1 - 2:9 NCETM Steps in learning. 3:1 - 3:6</p> <p>Inspire Year 1A Unit 1 Compare p.11-16</p>	put together add altogether total take away distance between difference between ordinal numbers: first, second, third equal to more than less than fewer most least	<p>Addition and subtraction</p> <ul style="list-style-type: none"> - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
	<p>1.2 Introducing 'whole' and 'parts': part–part–whole</p> <ul style="list-style-type: none"> • Teaching Point 1: A 'whole' can be represented by one object; if some of the whole object is missing, it is not the 'whole'. • Teaching Point 2: A whole object can be split into two or more parts in many different ways. The parts might look different; each part will be smaller than the whole, and the parts can be combined to make the whole. • Teaching Point 3: A 'whole' can be represented by a group of discrete objects. If some of the objects in the group are missing, it is not the whole group – it is part of the whole group. • Teaching Point 4: A whole group of objects can be composed of two or more parts and this can be represented using a part–part–whole 'cherry' diagram. The group can be split in many different ways. The parts might look different; each part will be smaller than the whole group and the parts can be combined to make the whole group. 	<p>NCETM 1.2 Part-part-whole NCETM Steps in learning. 1:1 - 1:3 NCETM Steps in learning. 2:1 - 2:3 NCETM Steps in learning. 3:1 - 3:6 NCETM Steps in learning. 4:1 - 4:7</p>	whole part addition subtraction	<p>Number and place value</p> <ul style="list-style-type: none"> - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals - count in multiples of twos, fives and tens - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least - read and write numbers from 1 to 20 in numerals and words

	<p>1.3 Composition of numbers: 0–5</p> <ul style="list-style-type: none"> • Teaching Point 1: Numbers can represent how many objects there are in a set; for small sets we can recognise the number of objects (subitise) instead of counting them. • Teaching Point 2: Ordinal numbers indicate a single item or event, rather than a quantity. • Teaching Point 3: Each of the numbers one to five can be partitioned in different ways. • Teaching Point 4: Each of the numbers one to five can be partitioned in a systematic way. • Teaching Point 5: Each of the numbers one to five can be partitioned into two parts; if we know one part, we can find the other part. • Teaching Point 6: The number before a given number is one less; the number after a given number is one more. • Teaching Point 7: Partitioning can be represented using the bar model. 	<p>NCETM 1.3 Composition of numbers: 0–5 NCETM Steps in learning. 1:1 - 1:5 NCETM Steps in learning. 2:1 - 2:3 NCETM Steps in learning. 3:1 - 3:5 NCETM Steps in learning. 4:1 - 4:3 NCETM Steps in learning. 5:1 - 5:3 NCETM Steps in learning. 6:1 - 6:5 NCETM Steps in learning. 7:1 - 7:5</p>		
	<p>1.4 Composition of numbers: 6–10</p> <ul style="list-style-type: none"> • Teaching Point 1: The numbers six to nine are composed of 'five and a bit'. Ten is composed of five and five. • Teaching Point 2: Six, seven, eight and nine lie between five and ten on a number line. • Teaching Point 3: Numbers that can be made out of groups of two are even numbers; numbers that can't be made out of groups of two are odd numbers. Even numbers can be partitioned into two odd parts or two even parts; odd numbers can be partitioned into one odd part and one even part. • Teaching Point 4: Each of the numbers six to ten can be partitioned in different ways. The numbers six to ten can be partitioned in a systematic way. • Teaching Point 5: Each of the numbers six to ten can be partitioned into two parts; if we know one part, we can find the other part. 	<p>NCETM 1.4 Composition of numbers: 6-10 NCETM Steps in learning. 1:1 - 1:10 NCETM Steps in learning. 2:1 - 2:6 NCETM Steps in learning. 3:1 - 3:8 NCETM Steps in learning. 4:1 - 4:3 NCETM Steps in learning. 5:1 - 5:2</p> <p>Inspire Year 1A Unit 2 Number Bonds p.32-37</p>		
	<p>1.5 Additive structures: introduction to aggregation and partitioning</p> <ul style="list-style-type: none"> • Teaching Point 1: combining two or more parts to make a whole is called aggregation; the addition symbol, +, can be used to represent aggregation. • Teaching Point 2: The equals symbol, =, can be used to show equivalence between the whole and the sum of the parts. • Teaching Point 3: Each addend represents a part, and these are combined to form the whole/sum; we can find the value of the whole by adding the parts. We can represent problems with missing parts using an addition equation with a missing addend. 	<p>NCETM 1.5 aggregation and partitioning NCETM Steps in learning. 1:1 - 1:5 NCETM Steps in learning. 2:1 - 2:6 NCETM Steps in learning. 3:1 - 3:6 NCETM Steps in learning. 4:1 - 4:4</p>		

	<ul style="list-style-type: none"> • Teaching Point 4: Breaking a whole down into two or more parts is called partitioning; the subtraction symbol, $-$, can be used to represent partitioning. 			
	<p>1.6 Additive structures: introduction to augmentation and reduction</p> <ul style="list-style-type: none"> • Teaching Point 1: An addition context described by a <i>'first..., then..., now...'</i> story is an example of augmentation. We can link the story to a numerical representation – each number represents something in the story. • Teaching Point 2: A subtraction context described by a <i>'first..., then..., now...'</i> story is an example of reduction. We can link the story to a numerical representation – each number represents something in the story. • Teaching Point 3: Given any two parts of the story we can work out the third part; given any two numbers in the equation we can find the third one. • Teaching Point 4: Addition and subtraction are inverse operations. 	<p>NCETM 1.6 augmentation and reduction NCETM Steps in learning. 1:1 - 1:7 NCETM Steps in learning. 2:1 - 2:9 NCETM Steps in learning. 3:1 - 3:4 NCETM Steps in learning. 4:1 - 4:6</p>		
	<p>1.7 Addition and subtraction: strategies within 10</p> <ul style="list-style-type: none"> • Teaching Point 1: Addition is commutative: when the order of the addends is changed, the sum remains the same. • Teaching Point 2: Ten can be partitioned into pairs of numbers that sum to ten. Recall of these pairs of numbers supports calculation. • Teaching Point 3: Adding one gives one more; subtracting one gives one less. • Teaching Point 4: Consecutive numbers have a difference of one; we can use this to solve subtraction equations where the subtrahend is one less than the minuend. • Teaching Point 5: Adding two to an odd number gives the next odd number; adding two to an even number gives the next even number. Subtracting two from an odd number gives the previous odd number; subtracting two from an even number gives the previous even number. • Teaching Point 6: Consecutive odd / consecutive even numbers have a difference of two; we can use this to solve subtraction equations where the subtrahend is two less than the minuend. • Teaching Point 7: When zero is added to a number, the number remains unchanged; when zero is subtracted from a number, the number remains unchanged. • Teaching Point 8: Subtracting a number from itself gives a difference of zero. • Teaching Point 9: Doubling a whole number always gives an even number and can be used to add two equal addends; halving is the inverse of doubling and can be used to subtract a number from its double. Memorised doubles/halves can be used to calculate near-doubles/halves. • Teaching Point 10: Addition and subtraction facts for the pairs five and three, and six and three, can be related to known facts and strategies. 	<p>NCETM 1.7 Calculation: strategies within 10 NCETM Steps in learning. 1:1 - 1:5 NCETM Steps in learning. 2:1 - 2:4 NCETM Steps in learning. 3:1 - 3:7 NCETM Steps in learning. 4:1 - 4:5 NCETM Steps in learning. 5:1 - 5:7 NCETM Steps in learning. 6:1 - 6:5 NCETM Steps in learning. 7:1 - 7:5 NCETM Steps in learning. 8:1 - 8:3 NCETM Steps in learning. 9:1 - 9:8 NCETM Steps in learning. 10:1 - 10:3</p> <p>Inspire Year 1A Units 3&4 Addition within 10 p.48-58 Subtraction within 10 p.73-87</p>		

	<p>1.8 Composition of numbers: multiples of 10 up to 100</p> <ul style="list-style-type: none"> • Teaching Point 1: One ten is equivalent to ten ones. • Teaching Point 2: Multiples of ten can be represented using their names or using numerals. We can count in multiples of ten. • Teaching Point 3: Knowledge of the 0–10 number line can be used to estimate the position of multiples of ten on a 0–100 number line. • Teaching Point 4: Adding ten to a multiple of ten gives the next multiple of ten; subtracting ten from a multiple of ten gives the previous multiple of ten. • Teaching Point 5: Known facts for the numbers <i>within</i> ten can be used to add and subtract in multiples of ten by unitising. 	<p>NCETM 1.8 Composition of numbers: multiples of 10 up to 100 NCETM Steps in learning. 1:1 - 1:5 NCETM Steps in learning. 2:1 - 2:8 NCETM Steps in learning. 3:1 - 3:7 NCETM Steps in learning. 4:1 - 4:7 NCETM Steps in learning. 5:1 - 5:9</p>		
	<p>1.9 Composition of numbers: 20–100</p> <ul style="list-style-type: none"> • Teaching Point 1: There is a set counting sequence for counting to 100 and beyond. • Teaching Point 2: Objects can be counted efficiently by making groups of ten. The digits in the numbers 20–99 tell us about their value. • Teaching Point 3: Each number on the 0–100 number line has a unique position. • Teaching Point 4: The relative size of two two-digit numbers can be determined by first examining the tens digits and then, if necessary, examining the ones digits, with reference to the cardinal or ordinal value of the numbers. • Teaching Point 5: Each two-digit number can be partitioned into a tens part and a ones part. • Teaching Point 6: The tens and ones structure of two-digit numbers can be used to support additive calculation. 	<p>NCETM 1.9 Composition of numbers: 20 – 100 NCETM Steps in learning. 1:1 NCETM Steps in learning. 2:1 - 2:13 NCETM Steps in learning. 3:1 - 3:7 NCETM Steps in learning. 4:1 - 4:5 NCETM Steps in learning. 5:1 - 5:4 NCETM Steps in learning. 6:1 – 6:6 Inspire Year 1B Unit 17 Numbers to 100 p.179-189</p>		
	<p>1.10 Composition of numbers: 11–19</p> <ul style="list-style-type: none"> • Teaching Point 1: The digits in the numbers 11–19 tell us about their value. • Teaching Point 2: The numbers 11–19 can be formed by combining a ten and ones, and can be partitioned into a ten and ones. • Teaching Point 3: A number is even if the ones digit is even; it <i>can</i> be made from groups of two. A number is odd if the ones digit is odd; it <i>can't</i> be made from groups of two. • Teaching Point 4: Doubling the numbers 6–9 (inclusive) gives an even teen number; halving an even teen number gives a number from six to nine (inclusive). • Teaching Point 5: Addition and subtraction facts within 10 can be applied to addition and subtraction within 20. • Additional Teaching Point: read and write numbers from 1 to 20 in numerals and words 	<p>NCETM 1.10 Composition: 11–19 NCETM Steps in learning. 1:1 - 1:9 NCETM Steps in learning. 2:1 - 2:9 NCETM Steps in learning. 3:1 - 3:5 NCETM Steps in learning. 4:1 - 4:7 NCETM Steps in learning. 5:1 - 5:7 Inspire Year 1A Unit 7 Numbers to 20 p.159-177</p>		

Multiplication & Division	2.1 Counting, unitising and coins <ul style="list-style-type: none"> • Teaching Point 1: We can count efficiently by counting in groups of two. • Teaching Point 2: We can count efficiently by counting in groups of ten. • Teaching Point 3: We can count efficiently by counting in groups of five. • Teaching Point 4: A coin has a value which is independent of its size, shape, colour or mass. • Teaching Point 5: The <i>number</i> of coins in a set is different from the <i>value</i> of the coins in a set; knowledge of counting in groups of two, five or ten can be used to work out the value of a set of identical low-denomination coins. • Teaching Point 6: Knowledge of counting in groups of two, five or ten can be used to work out how many identical low-denomination coins are needed to make a given value. 	NCETM 2.1 Counting and unitising NCETM Steps in learning. 1:1 - 1:5 NCETM Steps in learning. 2:1 - 2:6 NCETM Steps in learning. 3:1 - 3:6 NCETM Steps in learning. 4:1 - 4:5 NCETM Steps in learning. 5:1 - 5:7 NCETM Steps in learning. 6:1 - 6:6 Inspire Year 2A Unit 5 Skip-counting by two p.148-149 Inspire Year 2A Unit 6 Skip-counting by ten p.198-200 Inspire Year 2A Unit 6 Skip-counting by five p.191	Groups of Count Skip count Coin Number Value	- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
Measurement	Length and height <ul style="list-style-type: none"> • Inspire Teaching Point 1: Compare two things - the length of two objects can be compared using the terms tall/taller, long/longer, short/shorter and high/higher. • Inspire Teaching Point 2: Compare more things - the length of more than two objects can be compared using the terms tallest, longest, shortest and highest. • Inspire Teaching Point 3: Using a start line - a common starting point makes comparison of lengths easier. • Inspire Teaching Point 4: Measuring things - length can be measured using objects as non-standard units. • Inspire Teaching Point 5: Finding lengths in units - length can be described using the term “units” instead of other items. Mass <ul style="list-style-type: none"> • Inspire Teaching Point 1: Comparing things – compare masses using pan balances • Inspire Teaching Point 2: Finding the masses of things – mass can be measured using objects as non-standard units. • Inspire Teaching Point 3: Finding mass in units – mass can be described using the term “units” Capacity and Volume <ul style="list-style-type: none"> • Inspire Teaching Point 1: Getting to know volume – the capacity of a container is the maximum amount it can hold • Inspire Teaching Point 2: Getting to know volume – the volume of a container is the amount of liquid in it 	Inspire Year 1A Unit 9 Compare two things p.220-223 Inspire Year 1A Unit 9 Compare more things p.224-226 Inspire Year 1A Unit 9 Using a start line p.227-228 Inspire Year 1A Unit 9 Measuring things p.229-232 Inspire Year 1A Unit 9 Finding length in units p.233-236 Inspire Year 1B Unit 10 Comparing things p.4-8 Inspire Year 1B Unit 10 Finding the masses of things p.5-10 Inspire Year 1B Unit 10 Finding mass in units p.11-15 Inspire Year 2B Unit 14 Getting to know volume p.137-142	- lengths and heights long/short, longer/shorter, tall/short, double/half - mass/weight heavy/light heavier than/lighter than - capacity and volume full/empty more than/less than - time quicker slower earlier later hours minutes seconds before after	Measurement - compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time (hours, minutes, seconds), recognise and know the value of different denominations of coins and notes - sequence events in chronological order using language [for example, before and after, next, first, today, after

	<p>Time</p> <ul style="list-style-type: none"> • Inspire Teaching Point 1: Telling the time to the hour – time can be used to measure the duration of an event. • Inspire Teaching Point 2: Telling the time to the half hour – measuring half an hour using the term half-past • Additional Teaching point: Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. • Additional Teaching point: Recognise and use language related to dates, including days of the week, weeks, months and years. • Additional Teaching point: Sequence events in chronological order using language (before, after, next, first, today, yesterday, tomorrow, morning afternoon, evening). 	<p>Inspire Year 1B Unit 16 Telling the time to the hour p.158-159 Telling the time to the half hour p.160-164</p> <p>ATPs: self resourced</p>	<p>next first today yesterday tomorrow morning afternoon evening</p>	<p>yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>
	<p>Money</p> <ul style="list-style-type: none"> • Inspire Teaching Point 1: Getting to know our money – coins and notes in pounds can be used to pay for goods and services • Inspire Teaching Point 2: Exchanging money – a coin or note of one denomination can be used as the equivalent of another set of coins or notes of a smaller denomination. 	<p>Inspire Year 1B Unit 18 Getting to know our money p.229-230 Exchanging money p. 231-234</p>		
Geometry	<p>Properties of shapes</p> <ul style="list-style-type: none"> • Inspire Teaching Point 1: Getting to know shapes – a circle has no corners and no sides; a square has four equal sides and four corners; a triangle has three sides and three corner; a rectangle has four sides (opposite sides are equal) and four corners • Inspire Teaching Point 2: Making pictures from shapes – shapes, such as circles, triangles, squares and rectangles can be used to make pictures • Inspire Teaching Point 3: Seeing shapes in things around us – when an object is viewed from different angles/sides, we can see different shapes. For example, the top view of a tin of soup is a circle. • Inspire Teaching Point 4: Shapes and patterns - shapes can be visualised as 3D shapes 	<p>Inspire Year 1A Unit 5 Getting to know shapes p.106-108 Making pictures from shapes p. 109-111 Seeing shapes I things around us p.112-113</p> <p>Inspire Year 2B Unit 17 Shapes and Patterns p.221-223</p>	<p>2D shapes 3D shapes Rectangle Square Triangle Circle Cuboid Cube Pyramid Sphere Property</p>	<p>Geometry: Properties of shapes - recognise and name common 2D and 3D shapes 2-D shapes: including rectangles (including squares), circles and triangles 3-D shapes: cuboids (including cubes), pyramids and spheres</p>

YEAR 1 ENGLISH – Reading

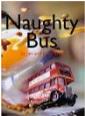
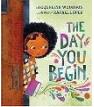
Objectives	National Curriculum Objectives
<p>Content Domains</p> <p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1c identify and explain the sequence of events in texts</p> <p>1d make inferences from the text</p> <p>1e predict what might happen on the basis of what has been read so far</p>	<p>Reading - Word Reading</p> <p>Apply phonic knowledge and skills as the route to decode words; respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; read accurately by blending sounds in unfamiliar words containing GPCs that have been taught; read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word; read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; read other words of more than one syllable that contain taught GPCs; read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s); read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; re-read these books to build up their fluency and confidence in word reading.</p> <p>Reading - Comprehension</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; being encouraged to link what they read or hear read to their own experiences; becoming very familiar with key stories, fairy stories and traditional tales; retelling them and considering their particular characteristics; recognising and joining in with predictable phrases; learning to appreciate rhymes and poems, and to recite some by heart; discussing word meanings, linking new meanings to those already known</p> <p>Understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher; checking that the text makes sense to them as they read and correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done; predicting what might happen on the basis of what has been read so far</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say; explain clearly their understanding of what is read to them.</p>
<p>Word Reading including decoding (Phonics - following Letters and Sounds)</p>	
<ul style="list-style-type: none"> • Match all 40+ graphemes to their phonemes • Blend sounds in unfamiliar words • Divide words into syllables, e.g. pocket, rabbit, carrot, thunder, sunset • Read compound words, e.g. football, playground, farmyard, bedroom • Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) • Read phonically decodable texts with confidence • Read words containing 's, es, ing, ed, er, est' endings • Read words which have the prefix –un added • + the endings –ing, –ed and –er to verbs where no change is needed to the root word • Read words of more than one syllable that contain taught GPCs 	
<p>Comprehension: retrieval, deduction, inference, prediction, summarising, exploring authorial intent</p>	
<ul style="list-style-type: none"> • Say what they like or dislike about a text • Link what they read or hear to their own experiences • Retell key stories orally using narrative language • Understand & talk about the main characteristics within a known key story • Learn some poems and rhymes by heart • Use prior knowledge, context and vocabulary provided to understand texts • Begin to draw inferences from the text and/or the illustrations • Make predictions based on the events in the text • Explain what they understand about a text • Identify the main events and characters in stories, and find specific information in simple texts • Make predictions and inferences about ideas, events and characters based on what has been said or done • Explore the effect of patterns of language and repeated words and phrases • Recognise the main elements that shape different texts • Check for sense and self-correct inaccuracies using syntax, contexts, pictures and phonic knowledge • Visualise and comment on events, characters and ideas, making imaginative links to own experiences 	
<p>Reading Range (including poetry and performance)</p>	
<ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Link what they read or hear read to their own experiences • Become familiar with key stories, fairy stories and traditional tales, retelling them and consider their particular characteristics recognising and joining in with predictable phrases • Learn to appreciate rhymes and poems, and to recite some by heart 	

Year 1 English Writing

Teachers should refer to this curriculum alongside, English Appendices 1 and 2 from Programmes of Study as well as the Reading curriculum and Spoken Language curriculum

Objectives						National Curriculum Objectives
Writing in non-fiction form						<p>Composition Write sentences by: saying out loud what they are going to write about, composing a sentence orally before writing it, sequencing sentences to form short narratives, re-reading what they have written to check that it makes sense, discuss what they have written with the teacher or other pupils, read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>Vocabulary, grammar and punctuation (refer to English Appendix 2) Develop their understanding of the concepts set out in English Appendix 2 by: leaving spaces between words, joining words and joining clauses using 'and', beginning to punctuate sentences using a capital letter and a full stop, question, mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I', learning the grammar for year 1 in English Appendix 2</p> <p>Use and understand the grammatical terminology in English Appendix 2 in discussing their writing.</p> <p>Terminology: letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark.</p>
Plan and draft writing before reading own writing aloud clearly for others to hear and discuss.						
Writing narratives						
Orally rehearse sentences and sequence them to form short narratives.						
Cohesion	Verb tenses	Vocabulary	Sentence	Text organisation	Punctuation	
Join words and clauses with the conjunction 'and'	Use the past & present tense	Use regular plural noun suffixes –s or –es [e.g. dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) Know that the prefix un- changes the meaning of verbs and adjectives	Know that words can combine to make sentences Demarcate sentences using a capital letter and a full stop, question mark or exclamation mark	Sequence sentences to form short narratives	Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Use question marks and exclamation marks Separate words with spaces Use capital letters for names and for the personal pronoun I	

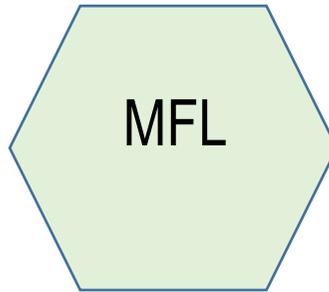
<p>Spelling (see Appendix English 1 from Programmes of Study)</p> <ul style="list-style-type: none"> - Learning to spell words containing each of the 40+ phonemes already taught. - Learning to spell common exception words. - Learning to spell the days of the week. - Name the letters of the alphabet, including in the correct order. - Using letter names to distinguish between alternative spellings of the same sound - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs - Use the prefix un– - Use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] - Apply simple spelling rules and guidance, as listed in English Appendix 1 - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. 	
<p>Handwriting</p> <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	

High quality text suggestions:					
<p><i>The Naughty Bus</i> by Jan Oke (History)</p> 	<p><i>Lost and Found</i> by Oliver Jeffers (Science)</p> 	<p><i>Iggy Peck, Architect</i> by Andrea Beaty (Science, D&T, History)</p> 	<p><i>Man on the Moon</i> by Simon Bartram (Science)</p> 	<p><i>Sidney, Stella and the Moon</i> by Emma Yarlett (Science & History)</p> 	
<p><i>Beegu</i> by Alexs Deacon (Rights Respecting, PSHME)</p> 	<p><i>Send for a Superhero</i> by Michael Rosen</p> 	<p><i>A First Book of Nature</i> by Nicola Davies</p> 	<p><i>Where the Wild Things Are</i> by Maurice Sendak (Science, PSHME)</p> 	<p><i>Tree</i> by Patricia Hegarty, Britta Teckentrup (Science, Geography)</p> 	
<p><i>The Journey</i> by Francesca Sanna (Rights Respecting, PSHME, Geography)</p> 	<p><i>The Day you Begin</i> by Jacqueline Woodson (PSHME)</p> 	<p><i>Julian is a Mermaid</i> by Jessica Love (PSHME)</p> 	<p>Tom Percival books (PSHME) <i>Ruby's Worry</i> <i>Perfectly Normal</i> <i>Meesha Makes Friends</i> <i>Ravi's Roar</i></p> 	<p><i>Cyril and Pat</i> by Emily Gravett (PSHME)</p> 	

Spoken Language Curriculum, including Drama for Year 1 – Year 6

Objectives						National Curriculum objectives Years 1-6
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Pupils should be taught to:
<p>Speaking Describe incidents from their own experience in an audible voice</p>	<p>Speaking Speak with clarity and use appropriate intonation when reading texts aloud</p> <p>Explain ideas and processes using appropriate and adventurous vocabulary</p> <p>Develop understanding through predicting, imagining and exploring ideas</p>	<p>Speaking Explain process or present information, ensuring that items are clearly sequenced, relevant details are included and accounts are ended effectively</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Speaking Build on vocabulary in order to give detailed explanations</p> <p>Tell stories effectively and convey detailed information coherently for listeners with an increasing command of standard English</p> <p>Respond appropriately to the contributions of others in light of differing viewpoints</p> <p>Develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	<p>Speaking Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Use and explore different question types and different ways words are used, including in formal and informal contexts</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p>	<p>Speaking Use the techniques of dialogic talk to explore ideas, topics or issues</p> <p>Use a range of oral techniques to present persuasive arguments and engaging narratives</p> <p>Participate in whole-class debate using the conventions and language of debate, including standard English</p> <p>Present a spoken argument, sequencing points logically, defending views with evidence and making use of persuasive language</p> <p>Continue to develop understanding through speculating, hypothesising, imagining and exploring ideas</p>	
<p>Listening & responding Listen with sustained concentration, building new stores of words in different contexts</p> <p>Listen to and follow instructions accurately</p>	<p>Listening & responding Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to an adult and remember some specific points and identify what they've learned</p>	<p>Listening & responding Listen to others in class, ask relevant questions and follow instructions</p> <p>Listen to an adult and remember some specific points and identify what they've learned</p>	<p>Listening & responding Listen to a speaker, make notes on the talk and use notes to develop a role-play or improvisation</p> <p>Compare the different contributions of music, words and images in short extracts from TV programmes</p>	<p>Listening & responding Identify some aspects of talk which vary between formal and informal occasions</p> <p>Identify different question types and evaluate their impact on the audience</p> <p>Analyse the use of persuasive language</p>	<p>Listening & responding Make notes when listening for a sustained period</p> <p>Analyse and evaluate how speakers present points effectively through use of language and gesture</p> <p>Listen for language variation in formal and informal contexts</p> <p>Identify the ways spoken language varies according to differences in the context and purpose of its use</p>	

<p>Group discussion Take turns to speak, listen to other's suggestions and talk about what they are going to do</p> <p>Ask and answer questions, make relevant contributions, offer suggestions and take turns</p>	<p>Group discussion Ensure that everyone contributes, allocate tasks, and consider alternatives and reach agreement</p>	<p>Group discussion Use talk to organise roles and action Actively include and respond to all members of the group</p>	<p>Group discussion Take different roles in groups and use the language appropriate to them, including roles of leader, reporter, scribe and mentor</p>	<p>Group discussion Plan and manage a group task over time using different levels of planning</p> <p>Understand different ways to take the lead and support others in groups</p> <p>Understand the process of decision making</p>	<p>Group discussion Understand and use a variety of ways to criticise constructively and respond to criticism</p> <p>Understand different ways to take the lead and support others in groups</p> <p>Understand the process of decision making</p>	
<p>Drama Explore appropriate themes through improvisation and role play</p>	<p>Drama Explore appropriate themes through improvisation and role play</p>	<p>Drama Explore appropriate themes through improvisation and role play</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints</p>	<p>Drama Explore appropriate themes through improvisation and role play</p> <p>Create roles showing how behaviour can be interpreted from different viewpoints</p>	<p>Drama Reflect on how working in role helps to explore complex issues</p> <p>Improvise using a range of drama strategies and conventions to explore themes such as hopes, fears and desires</p>	<p>Drama Reflect on how working in role helps to explore complex issues</p> <p>Improvise and devise a performance considering how to adapt the performance for a specific audience</p>	



Throughout the Brindishe Federation, children are taught how to speak primarily **SPANISH**. In some year groups, teachers may choose to teach additional languages which suit their current class topic.

EYFS & KS1 will focus mainly on the 1st two objectives through language exploration as part of their daily provision.

By the end of KS2, teaching and learning will have included all of The National Curriculum objectives. Where these are age specific is noted in the year group document below.

Resources

Audio stories in different languages:

<https://www.thefablecottage.com/>

<https://www.thespanishexperiment.com/> (just in Spanish)

Radio clips: <https://www.bbc.co.uk/programmes/articles/4FDrPw6jzlxpYKq0WsbS8J3/mfl-ks2-spanish-mi-madrid>

BBC bitesize resources – video clips, songs, stories and poems: <https://www.bbc.co.uk/bitesize/subjects/zxsvr82>

Spanish games: <http://www.crickweb.co.uk/ks2spanish.html>

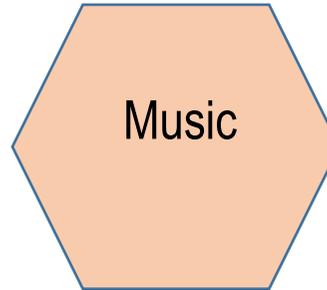
YEAR 1 & 2 MFL (Spanish)

Subject content	Objectives	Themes and vocabulary	NC Objectives (non-statutory until KS2)
Speaking and Listening	<ul style="list-style-type: none"> Listen and respond to simple songs and rhymes Recognise and respond to specific sounds and words Listen attentively, repeating words and phrases Understand everyday classroom language, instructions and praise 	Link to class theme: Colours Numbers Parts of the body Simple greetings Animals Days of the week Months of the year Classroom instructions	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
Reading and Writing	<ul style="list-style-type: none"> Explore written language through play Recognise some familiar words in written form 		
Intercultural understanding	<ul style="list-style-type: none"> Be aware of the fact that different language are spoken by children in each class across the school Learn about festivals and celebrations 		
Knowledge about language	<ul style="list-style-type: none"> Investigate and compare simple greetings in different languages 		

YEAR 1 ART

Subject content	Objectives	Vocabulary	Themes and Suggested Artists	NC Objectives
Design, Evaluate and Develop	<ul style="list-style-type: none"> • Use sketchbook/portfolio to record and develop ideas • Describe and express personal opinions, ask and answer questions about the starting points for their work. • Describe colours and shapes, name and match colours to found objects • Record and collect information, explore and develop ideas based on a stimulus, first hand observation, experiences and imagination. • Compare own work with that of others and express opinions. • Be exposed to a diverse range of art, artists, craft makers and designers from around the world. • Explore and compare the differences and similarities of well-known artists and designers from different times and cultures. • Use a viewfinder • Modify and evaluate work on-going • To express a simple preference and talk about elements that appeal and give reasons why. • To experience art in situ by visiting galleries and museums to link with a particular theme, skill or movement. 	Record, explore, observe, develop, investigate, explore, express, artists, designers, sculptors, similarities, differences	Space Animals Plants	<ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Media and techniques				
Drawing	<ul style="list-style-type: none"> • Use a variety of tools: pencils, pastels, charcoal, etc. to make lines, shapes and mark on different surfaces e.g. different grades and colours of paper, acetate, chalk on playground floor, etc. • Explore and draw shapes from observation; invent new shapes and observe anatomy (faces and limbs). • Investigate tone by drawing light/dark lines, patterns and shapes. • Investigate texture by describing, naming, rubbing (frottage) and copying. • Make/collect quick records in sketchbooks 	shape, size, texture, round, oval, design, plan, long, thick, thin, rough, smooth	Picasso Da Vinci Georgia O’Keeffe	
Painting	<ul style="list-style-type: none"> • Use a variety of tools including brushes (size and types). • Name all the primary colours. • Mix primary colours to make secondary colours (create colour wheel). • Mix colours to match artefacts and objects • Use different types of paint 	describe, shape, size colour, experiment, techniques, mix, tools, range	Jackson Pollock Carol Gillan – pet portraits	

Printing	<ul style="list-style-type: none"> • Make rubbings • Build a repeating pattern and recognise pattern in the environment • Print with a range of hard and soft found materials/objects • Make simple marks on rollers and printing palettes and take a print. • Roll printing ink over found objects to create patterns e.g. stencils, corrugated card 	print, roll, repeating pattern, hard, soft, primary colours, blocks, beside, overprint, surface	Emma Majury – potato prints	
3D	<ul style="list-style-type: none"> • Understand the safety and basic care of materials and tools • Manipulate malleable materials in different ways e.g. pressing, rolling, kneading • Explore sculpture using a range of malleable media e.g. salt dough, plasticine • Manipulate materials for a purpose e.g. make a pot, tile • Change the surface of malleable material e.g. cut into or raise surface • Experiment with constructing and joining recycled, natural and manmade materials 	model, construct, sculpture, form, solid hollow, roll, knead, construct	Ferdinand Botero – cats Suzie Marsh – animal sculpture	
Mixed Media (including collage)	<ul style="list-style-type: none"> • Create images from a variety of (mixed) media e.g. fabric, paper • Create images from imagination, experience or observation e.g. by arranging and sticking materials to different backgrounds • Sort, group and experiment with materials for different purposes and/or scale of colour • Create, select and use textured paper for an image (fold, crumple, tear and overlap papers) 	arrange, variety, sort, scale, select, group, materials, texture, join, crop,	Emma Majury – collage	



The Key Musical Elements

The musical elements are the building blocks of music. The skills and objectives outlined below seek to develop children's awareness of and sensitivity to each of these elements. The musical elements are interrelated and children's understanding of these concepts will deepen over time. Each element is present in most musical activity, but some lessons may focus on a single element.

Pulse: Can you feel the heartbeat?

Rhythm: Can you hear repeated patterns?

Pitch: Is the sound high or low?

Dynamics: Is the sound loud or soft?

Tempo: Is the sound fast or slow?

Timbre: How does the sound feel in your ears?

Structure: What can you hear first, next and after that?

Texture: How many sounds can you hear?

The vocabulary words for each year group are not exhaustive and are designed to build on previous years' learning. You may like to ensure your children are confident using words from the preceding year when discussing and appraising the music they hear and play.

YEAR 1 MUSIC

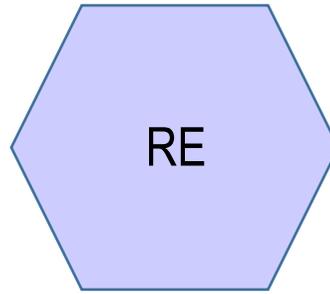
Subject content	Objectives	Vocabulary	Key Musical Elements	NC Objectives
Listening and Responding	<ul style="list-style-type: none"> Listen and describe familiar and unfamiliar sounds in their environment, including speaking, singing, body percussion and instruments. Listen to a diverse range of musical pieces or extracts in different genres. Respond imaginatively to music through movement and illustration. Talk about pieces of music and give preferences. Recognise the difference between fast/slow (tempo), loud/soft sounds (dynamics), high/low sounds (pitch) Listen and repeat simple call and response rhythms using body percussion and voice. 	Loud, quiet, soft, fast, slow, high, low Repeat Verse, chorus Style, mood	Pulse Rhythm Pitch	Pupils should be taught to: <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music (musical elements)
Improvising and Composing	<ul style="list-style-type: none"> Explore and use a range of sound effects (vocal, body percussion, tuned/untuned instruments, digital) to accompany other learning across the curriculum, e.g. rhythms to accompany poetry, soundscapes to tell stories or describe settings. Evaluate, select and repeat sounds that they have explored to compose appropriate accompaniment to the same learning, e.g. decide to use rustling paper for walking in the bushes 	Similar, different Body percussion words: clap, click, slap, tap, stamp, rub, etc.		
Performing + Recording	<ul style="list-style-type: none"> Prepare and perform a song or dance for an audience, e.g. small groups performing in class or wider school opportunities like assemblies and shows Understand the difference between speaking, shouting and singing voices and use their singing voices expressively As part of improvising, composing and performing, describe and evaluate their own music-making and that of other children, e.g. how/why instruments were selected, how sounds were made, likes/dislikes, etc. 	Instrument words: Hit, strike, brush, shake, rattle, tap, ring etc. Hard, soft, loud, quiet, spiky, smooth etc. Singing voice Speaking voice		

YEAR 1 HISTORY

Subject content	Objectives	Vocabulary	Theme/period/influential figure/possible visits.	NC Objectives
Toys	<p>Changes within living memory</p> <ul style="list-style-type: none"> Sort toys between old and new, identifying similarities and differences between them. Bring in own toys, parents/carers toys and then grand-parents/carers toys, identify the similarities and differences. Put them in order from newest to oldest (chronological) Discuss how the materials from which toys are made have changed over time and why this is the case. Write a short description describing the toy. Discuss which toys grandparents have played with that they still play with today. Use words and phrases such as old, new, before I was born, after I was born, past, present, then, now, a long time ago. Compare toys with those from different areas around the world. 	old, new, before I was born, after I was born, past, present, then, now, a long time ago, parents, grandparents, myself, sibling, same, different, approximately, current, chronology, during, era, handmade, now, often, old, plastic, then, usually, wood, timeline, technology, Victorians.	<p>Visit Toy museum – Bethnal Green.</p>	<ul style="list-style-type: none"> Develop an awareness of the past, using common words and phrases relating to the passing of time. Know where the people and events they study fit events within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.
Space and Exploration	<p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> Place key events in the history of space travel on a timeline. Compare this timeline to the timeline of their family. Where do key events in their family's life cross over with key events in space travel? Choose two astronauts to compare. Where are they from? What were their achievements? What are their similarities and differences? Explain what caused the 1969 Moon Landing. Explain what effects the 1969 Moon Landing had on history. Use words such as before, after, past, present, then and now to describe the history of space travel. Compare one astronaut to an explorer from the past. Ask and answer questions based on their knowledge and interests. 	after, astronaut, before, evidence, famous, flight, gather, history, launch, mission, scientist, space, space race, tourist, travel, explorer, compare, same, different, ship, The Americas, Native Americans, unknown, voyage, landing, Space Station, navigate	<p>People Marco Polo The Nino Brothers Juan Garrido Neil Armstrong Tim Peak Helen Sharman Guion Bluford Mae Jemison</p> <p>Visits The Royal Observatory, The Space Dome, The Royal Navy College, Cutty Sark.</p>	

YEAR 1 GEOGRAPHY

Subject content	Objectives	Vocabulary	Influential figures/Visits	NC Objectives
Locational Knowledge	<ul style="list-style-type: none"> Name 5 oceans and 7 continents Know and locate maps, plans and atlases to locate continents and oceans 	Map, atlas, globe, continent, ocean Asia, Africa, Antarctica, Australia/Australasia Europe, North America, South America, Indian, Atlantic, Pacific, Arctic, Southern	-families (who am I? Local communities, Where do we come from?)	<ul style="list-style-type: none"> Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. <p>Ongoing processes/skills</p> <ul style="list-style-type: none"> Using a range of sources to find out and explore contrasting places. Learning through fieldwork (labelling pictures and matching places to photos) Map making and reading Ask and answer questions and share their opinions with others.
Place Knowledge	<ul style="list-style-type: none"> Understand the human and physical features of our local area with links to greater London. Compare and contrast with a small area in a non-European country through letters postcards, travel agents, planning a holiday, writing a travel brochure, diary, etc. 	city, town, village, factory, farm, house, flat, school (physical features): beach, cliff, coast, forest, hill, mountain, sea, ocean, river	- local figures, including MPs and/or Mayor. Boyan Slat	
Human and Physical geography	<ul style="list-style-type: none"> Can identify seasonal and daily weather patterns in the UK. Identify and sort features of their environment into human and man -made. Discuss the impact of humans on the oceans (water pollution) 	Equator, hemisphere, seasons, North and South Poles, north, south, east, west		
Geographical skills	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, continents and oceans and use this to compare. Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of the school. Devise a simple map and use the simple construct of a key to represent the school. 	North, West, East, South, left, right, key, human features, school class names... map, human features.		



Brindishe Schools follow the Lewisham Agreed Syllabus for Religious Education.

Key Stage 1 Breadth of study - During the two years of Key Stage 1, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

Religions and beliefs and compulsory units

- a) Christianity for Key Stage 1. Set out as four half - termly units
- b) Two other principal religions from the content provided for Buddhism, Hinduism, Islam, Judaism and Sikhism, one of which should be a religious community with a significant local presence in and around the school –schools must select the first two units of each of the two faiths they choose = 4 half termly units in all.
- c) A secular world view, where pupils introduce this from their own experience as appropriate; and
- d) The Natural World statutory unit (year 1 term 1)

Plus three of the four following Key Stage 1 Optional Units:

- Belonging / Who am I?
- Right and Wrong
- Sharing Food
- Weddings

Key Stage 2 Breadth of study - During this key stage, pupils in Lewisham schools should be taught the knowledge, skills and understanding through the following areas of study:

- a) Christianity for Key Stage 2; this is set out as 5 half term units
- b) five other principal religions – Buddhism, Hinduism, Islam, Judaism and Sikhism. Schools should teach the remaining two units from those faiths introduced in KS1 and all four units from the other 3 faiths that have not yet been studied, totalling 16 half termly units

- c) a secular world view, where appropriate

Plus the following statutory units:

- The Journey of life and death
- Peace (to be taught in year 3)
- Understanding faith and belief in Lewisham

The units for every faith in Key Stages 1 and 2 have been developed in partnership between Faith and Belief communities, teachers and RE professionals to be taught in the order that they are numbered so that learning is scaffolded to develop knowledge, understanding and concepts. In Key Stage 1 the first unit to teach is The Natural World Unit.

Teachers should refer to the Lewisham Agreed Syllabus for further planning.

<https://lewisham.gov.uk/myserVICES/education/schools/religious-education-in-schools/religious-education-syllabus-for-schools-in-the-borough>

YEAR 1 RE

Subject content	Lewisham Agreed Syllabus Objectives	Key Questions	Theme/influential figures/visits/celebrations
<p>The Natural World</p>	<p>Christianity Beliefs:</p> <ul style="list-style-type: none"> • God as creator. <p>Teachings:</p> <ul style="list-style-type: none"> • People are responsible for living things on the planet. Christians try to follow the example of Jesus: St Francis. Sharing with others, e.g. charities, the Harvest Festival, sharing food with others. <p>Christians believe that everyone is important and of equal value.</p> <p>Islam Muslims believe in one God Allah is the Arabic and Islamic name for God. He is the Creator, who provides all things. He has no partners.</p> <p>Judaism Jews believe in one God, The Creator, who designed the world. Jews have a responsibility for living things on the planet.</p>	<p>Christianity How do Christians believe the world began? What do Christians believe about God? How do Christians believe they should treat each other and God's world?</p> <p>Islam How do Muslims believe the world began? What do Muslims believe about Allah?</p> <p>Judaism How do Jews believe the world began? What do Jews believe about God? What do Jews believe about human responsibility for the world?</p>	<p>Festivals Harvest Festival (Christian) Tu Bishvat (Jewish New Year of Trees)</p> <p>Visits Local church to celebrate HF. Food drive.</p>
<p>Christianity 1 - The Bible and Christmas</p>	<p>Beliefs:</p> <ul style="list-style-type: none"> • Christians believe that Jesus is God's Son • The Bible is a special book: different from other books. Stories about the birth and life of Jesus. • Christian celebrations: – Christmas: the celebration of Jesus' birth, which shows he is special for Christians. 	<p>What do Christians remember at Christmas? What do Christians believe about Jesus? Why is the Bible important to Christians?</p>	<p>Festivals Christmas</p> <p>Visits Church</p>
<p>Islam 1 - Prophet Muhammad (pbuh)</p>	<p>Who is Allah? Stories from the life of the Prophet Muhammad (pbuh)</p> <p>Living as a Muslim</p> <ul style="list-style-type: none"> ▪ Respect for self and others. ▪ Birth of a baby. <p>The Qur'an</p> <ul style="list-style-type: none"> ▪ Revelation of the Qur'an. ▪ The Qu'ran is the holy book of Islam in Arabic. ▪ The Qu'ran must be treated with respect. 	<p>What do Muslims believe? Why is Prophet Muhammad (pbuh) important to Muslims? What is the Qur'an?</p>	<p>Influential Figures. Prophet Muhammad (pbuh)</p>

<p>‘Who am I?’</p> <p>Belonging Unit</p>	<p>Christianity What it means to belong and worship within Christianity. How people show that they belong and what is special for them about belonging to their Christian faith.</p> <p>Islam Know what is involved for a child in belonging to the Muslim faith at home.</p> <p>Hinduism</p> <ul style="list-style-type: none"> • Know what is involved for a child in belonging to the Hindu religion • Know about naming in Hinduism • Special Celebrations (Functions) for a child • Seemamtham (Baby Shower) • Anna Prashana (First Solid food) • Chaula/Mottai (Hair shave on the head) • Upanayana (First Writing) <p>Sikhism</p> <ul style="list-style-type: none"> • Know what is involved for a child in belonging to the Sikh religion. Know about naming and the importance of names in Sikhism. 	<p>Christianity What does it mean to belong? What are the outward signs that a person belongs to a religious family? What happens to a child when they join a religious family? What have we learnt about the importance of belonging to a religious family?</p> <p>Islam How does Muslim life show faith in Allah?</p> <p>Hinduism What does it mean to belong in Hinduism?</p> <p>Sikhism What does it mean to belong in Sikhism?</p>	<p>Festivals/Celebrations</p> <p>Hinduism</p> <ul style="list-style-type: none"> • Hinduism - Namakaran (Baby Naming) • Sikhism – Naam Karan (Naming ceremony) • Christians – Christenings. • Islam – Aqiqah (Naming ceremony) <p>Visits/Visitors</p> <p>Visitors from the local community (family members)</p>
<p>Christianity 2 - A local church</p>	<p>Church buildings:</p> <ul style="list-style-type: none"> • Places where Christians worship together, read the Bible, listen to stories, sing and pray once or more times weekly. • Leaders e.g. priests, ministers, elders. • Objects and symbols in churches. • Important ceremonies e.g. welcoming/dedication/infant baptisms. <p>Most Christians keep Sunday as a special holy day.</p> <p>Christians try to follow the example of Jesus: Caring for others, e.g. children, the elderly. The work of Christians in the wider community</p>	<p>What happens in a Christian place of worship? How does a place of worship help Christians to remember their beliefs about Jesus? How do Christians try to follow Jesus' example?</p>	<p>Visits/visitors</p> <p>Local church</p>
<p>Islam 2 - Five pillars of Islam.</p>	<p>1. Shahadah – Bearing witness in Allah as the One God and Prophet Muhammad (pbuh) as His messenger. 2. Salah - Prayer. 3. Sawm - Fasting. 4. Zakat - Charity. 5. Hajj - Pilgrimage.</p> <p>Worship of Allah - Muslims serve Allah in many ways - Daily Salah, Giving to charity, Brother/sisterhood. The Muslim Home - Worship in the home.</p>	<p>How do Muslims express their beliefs? What does worship mean to Muslims?</p>	<p>Visits/visitors</p> <p>The Mosque (Masjid)</p>
<p>Possible extra focus</p>	<p>Easter - Why do we have hot cross buns and Easter eggs? Simple version of Easter story to link with these Easter foods.</p>	<p>What do Christians believe happened at Easter?</p>	

YEAR 1 PE

Subject content	Objectives	Vocabulary	Health and Wellbeing	NC Objectives
Invasion Games	<ul style="list-style-type: none"> • Can travel in a variety of ways including running and jumping with awareness of space. • Receives a ball with basic control. • Beginning to develop hand-eye coordination. • Beginning to perform a range of throws. • Begin to understand rules and participates in simple games. 	Start, stop, turn, look, throw, catch, jump, sprint, jog.	<p>Social me: How do I communicate with others?</p> <p>Physical me: Can I use the space around me?</p>	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.
Gymnastics	<ul style="list-style-type: none"> • Show good awareness of space, apparatus & the actions of others. • Can recognise and perform simple positions and shapes (star, pike, tuck, dish, straddle, stretch, curl) • Can perform basic actions including travelling, rolling (forward, backward, log, teddy-bear), jumping, climbing and stillness safely and with increasing control and co-ordination. • With support, can carry and set up equipment safely and recognise risks involved. • Copies and explores basic movements with some control and coordination (Can link 2-3 simple movements) 	<p>star, pike, tuck, dish, straddle, stretch, curl</p> <p>Rolls - forward, backward, log, teddy-bear</p>	<p>Healthy me: Why do we change for PE? What effect does exercise have on the body?</p>	Pupils should be taught to:
Dance	<ul style="list-style-type: none"> • Identify a range of body parts and explore how they can move (i.e. shoulders, elbows, hips, knees, ankles, fingers, wrists, neck...). • Consider how changing speed, level and dynamics can open up new opportunities for movement. • Explore, remember, repeat and link a range of actions with coordination, control and expression* • Compose and perform dance phrases and moods, ideas and feelings, choosing and varying simple compositional ideas carefully considering how music affects the movement. • Watch and evaluate (their own and others) dance phrases and dances, and use what they learn to feedback and improve. • *In KS1, stories/poems can be used as the basis for generating movement. 	<p>Action: Wiggle, shake, turn, shuffle, stretch, gesture, travel, balance Space: High/ low, body shapes, curved/ straight pathways, Dynamics: Time: Sudden/ sustained, Space: direct/ indirect Relationship: Solos, duets, whole class work Chorographic: Unison, improvisation, mirroring, call / response</p>	<p>Thinking me: Can I comment on my own and others performance?</p> <p>Emotional me: What can I do if things do not turn out the way I want to?</p>	<ul style="list-style-type: none"> • 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
Athletics	<ul style="list-style-type: none"> • Can move safely and around objects. • Can run at different speeds and change direction whilst running. • Can jump from a standing position. • Can throw overarm and underarm with one hand. • Can take part in a range of team events. • Use their bodies and a variety of equipment with greater control and co-ordination. • Can use equipment safely • Can watch, copy others and describe what they are doing. • Recognise and describe what their body feels during different types of exercise. 	Hop, Jog, Land/Landing, Jump, Overarm Pathway (direction of travel), Sequence, Skip, Sprint, Standing Jump, Take Off, Underarm		

YEAR 1 PSHME

Subject content	Objectives	Vocabulary	DFE Statutory Guidance
Families and people who care for me	<ul style="list-style-type: none"> • To know that there are lots of different ways that families are made. • Recognise people who look after them, their family networks, who to go to if they are worried and how to attract their attention. • Identify their special, trusted people (family, friends, carers), what makes them special and how special people should care for one another. 	Special people, caring, safe, friends, family, carers, care, similarities, differences, upset, worried, anxious, afraid, kind	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
Caring friendships	<ul style="list-style-type: none"> • Identify and share feelings with others • Recognise that their behaviour and actions can affect other people • Take turns, share and understand the need to return things that have been borrowed. 	Likes, dislikes, taking turns, behaviour, actions, a range of feelings and emotions, managing feelings	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Respecting ourselves and others (including Citizenship)	<ul style="list-style-type: none"> • Know that all people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings). • Describe ways in which everyone is unique (including themselves); understand that there has never been and will never be another 'them' • Recognise the similarities and differences between each other and treat others with sensitivity, fairness and respect • Recognise that they belong to different groups and communities such as family and school • Share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class • Appreciate that their own feelings and actions have an impact on others • Appreciate ways in which people learn to live, play and work together, by listening and discussing • Help construct, and agree to follow, group, class and school charters and to understand how these statements help them. • Think about caring for the environment, issues such as litter 	Rights, respect, responsibilities, needs, groups, communities, roles, everybody, individual, unique, special, people, similarities, differences, strengths, achievements, help, emergencies, environment, charter, rules, sharing, discussions, views	<ul style="list-style-type: none"> • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
Online relationships and internet safety and harms	<ul style="list-style-type: none"> • Recognise that technology can be used to communicate with others (including mobiles and texting). • Know the SMART rules to keep safe online (Safe, Meet, Accept, Reliable, Tell) • Recognise that they have information that belongs to them (name, address, DOB, school etc) and know that they should not share this online. 	Communication, talking, texting, messaging, emailing, online, safety, information, personal, private	<ul style="list-style-type: none"> • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
Being safe (including health and prevention and basic First Aid)	<ul style="list-style-type: none"> • Identify the basic rules for keeping safe and healthy. • Know when seek help and who they to ask (including dialling 999). • Know rules for and ways of keeping physically and emotionally safe including stranger danger, road safety • Recognise that choices can have good and not so good consequences. • Know what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy (NSPCC Pants: The Underwear Rule) 	Asking for help, secret, surprise, safety, physical contact, touch, acceptable, unacceptable, privacy, private, respect privacy	<ul style="list-style-type: none"> • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	<ul style="list-style-type: none"> • Recognise good and uncomfortable feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • Know that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) • Know the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid. 		<ul style="list-style-type: none"> • know the simple rules and principles for keeping safe online • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • the benefits of physical exercise, time outdoors and joining in groups on mental wellbeing and happiness • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • the characteristics and mental and physical benefits of an active lifestyle • know how to make a clear and efficient call to emergency services if necessary
Physical and mental wellbeing (including healthy eating, drugs, alcohol and tobacco)	<ul style="list-style-type: none"> • Know that we have a right to be physically and mentally healthy and a responsibility to keep healthy, including the benefits of physical activity, rest, healthy eating and dental health. • Recognise good and not so good feelings, develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings • Know that household products, including medicines, can be harmful if not used properly. 	Health, well-being, healthy eating, physical activity, sleep, rest, dental health, communicating, feelings, empathy, behaviour, fair/unfair, bodies, hurt, comfortable, teasing Medicines, household products, safety, risk, danger	
Growing and changing	<ul style="list-style-type: none"> • Recognise similarities and differences (physical and emotional) between themselves and others and treat others with sensitivity and respect • Know about change and loss and the associated feelings (including moving home, losing toys, pets or friends) 	Change, loss, growing, changing, young to old, independence, correct terminology for body parts (including genitalia)	

YEAR 1 SCIENCE (Please note all objectives in bold are statutory and must be taught.)

Content	Objectives	Vocabulary	Scientists	Working scientifically
Plants	<ul style="list-style-type: none"> Identify & name a variety of common wild and garden plants, including deciduous & evergreen trees. Identify & describe the basic structure of a variety of common flowering plants, including trees. 	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area	Beatrix Potter, Alan Titchmarsh	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.
	<ul style="list-style-type: none"> Classify leaves, flowers, and seeds, choosing their own criteria. Observe a tree through the year. Observe a trail/patch to identify how plants change through the year. Identify patterns e.g. after comparing the size of leaves on different plants, children may suggest "bigger plants have bigger leaves." Use secondary sources to name plants (including trees). 			
Animals, including humans	<ul style="list-style-type: none"> Identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals. Identify & name a variety of common animals that are carnivores, herbivores, omnivores. Describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets). Identify, name, draw, label basic parts of a human body & say which part of the body is associated with each sense. 	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Names of animals experienced first-hand from each vertebrate group Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue	Chris Packham	
	<ul style="list-style-type: none"> Classify animals they have seen/have first-hand experience of, choosing their own criteria to do so, e.g. physical structure. Classify animals they have first-hand experience of based on what they eat (plants, other animals, both). (Complete this after the research.) Children generate questions for investigation such as: 'Do people with longer arms have longer legs?' Use secondary sources to name unknown animals seen in the local environment. 			
Everyday materials	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through	Charles Macintosh	
	<ul style="list-style-type: none"> Classify and group objects made from the same material and the same object made from different materials, considering absorbency, transparency and texture. Test objects made of different materials to see how effective they are e.g. umbrellas/hats/coats for waterproofness, cloths/nappies for absorbency, different papers for writing on/painting etc. 			
Seasonal changes	<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 	Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length	Carol Kirkwood, Tomasz Schafernaker	
	<ul style="list-style-type: none"> Make observations of weather. Record and photograph local environment over time. At the end of the year, look for patterns in evidence e.g. 'Does it rain more in spring? Do we have more sunny days in the summer? Which was the coldest month?' 			

Year 1 D.T. (Teachers should plan at least two of these each year, plus cooking and nutrition. Please note, the highlighted area in each year group must be covered. The approaches included are suggestions only and teachers are free to choose how they implement the objectives.

Subject content	Objectives – Technical knowledge	Vocabulary	Books/resources/scientists/technologists	Objectives - Process
Structures Playgrounds (or Boats)	<ul style="list-style-type: none"> • Build structures, exploring how they can be made stronger, stiffer and more stable. <p>Framework structures</p> <ul style="list-style-type: none"> • Use simple methods for making freestanding structures stronger and more stable. • Name different types of a product and main features. • Observe carefully, draw and name simple mathematical shapes in the context of a product. • Use basic cutting, shaping and joining techniques for 3D modelling, for example with paper and card using glues and masking tape; Make simple hinges. • Use construction kits to aid modelling. • Assemble, join and combine 2D and 3D materials into a model. • Evaluate products made, commenting on main features. 	<ul style="list-style-type: none"> • designing eg drawing, user, model, plan • making eg equipment, parts, construction kits, join, fix • knowledge and understanding eg framework, movement, structure, weak, strong, side, edge, surface, thinner, thicker, corner, point, symmetrical edge, straight, curved; names and shapes of materials which are used in full-size playground equipment eg metal, wood, plastic; types of playground equipment eg swing, see-saw, roundabout, climbing frame, slide; names of mathematical 2D shapes eg circle, triangle, square, rectangle & 3D shapes eg cuboid, cube 	Explore range of full-size size items of playground equipment on a visit to a park. Boats – science (materials) link. 'Lost and Found' by Oliver Jeffers	<p>Design:</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
Mechanisms Moving pictures: character/scene from story; greeting card with moving parts; class topic book	<ul style="list-style-type: none"> • Explore and use mechanisms in their products: <p>Levers and sliders</p> <ul style="list-style-type: none"> • Identify simple levers and sliders in moving books/products and explain how they work. • Make drawings of simple products to show how they work, using appropriate vocabulary. • Try out their ideas using construction kits to make simple levers. • Assemble strips of card to make simple sliders and lever mechanisms (with some adult support). • Use tools safely. • Develop their design ideas through talking and modelling. • Choose and use a given technique to make a simple slider or lever mechanism and incorporate it into a moving picture. • Evaluate strengths and weaknesses of their product. 	<ul style="list-style-type: none"> • designing eg idea, discuss, choose, drawing, labelling • making eg hole punch, paper fastener, join, cut carefully, planning • knowledge and understanding eg moving, handle, lever, pivot, pull, push, slider, direction, blade, metal, balance, movement, forward, backwards, order, sequence, length 	'Spot the dog' and 'Jolly Postman' books	<p>Make:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
Textiles Bookmark	<ul style="list-style-type: none"> • Select from and use a wide range of materials and components according to their characteristics: <p>Sew together two pieces of fabric</p> <ul style="list-style-type: none"> • Draw around a template. • Make simple drawings and label parts. • Recognise that ideas for their own designs can be developed by looking at existing products. • Identify simple design criteria. • Model ideas by making a paper mock-up using glue as a joining technique. • Mark out, cut and join fabric pieces to make the main part of a product using simple joining techniques, e.g. gluing and stitching (running stitch). • Use appropriate finishing techniques. 	<ul style="list-style-type: none"> • designing eg user, label, drawing, ideas, mock-up, choose, decide, evaluate, try out ideas • making eg plan, template, fabric, cutting out, sewing, needle, running stitch, gluing, adding • knowledge and understanding eg stitch, thread, needle, strong, quality, features 		<p>Evaluate:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products and evaluate their ideas and products against design criteria
Cooking and nutrition Fruit/vegetable kebab, salad	<ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes, • Understand where food comes from. <ul style="list-style-type: none"> • Recognise and name a number of different fruit and vegetables. • Classify some fruit/vegetables by colour, texture and taste, how and where they are grown, what they are used for, how they are eaten (eg peeled). • Know and practise the hygiene rules for fruit and vegetable preparation. • Carry out simple tasting of fruit and vegetables and record results. • Know that fruit and vegetables are an important part of a healthy diet. • Select and use appropriate equipment and ingredients, including simple tools in preparation. • Talk about their finished product, and record through pictures and words how it looks and tastes and how well it matches their original ideas and chosen target group. 	<ul style="list-style-type: none"> • designing eg choosing, investigating, tasting, arranging, experimenting, popular, sort, blockgraph, pictogram • making eg washing, cleaning, peeling, cutting, slicing, grating • knowledge and understanding eg salad, fruit, vegetables, peel, flesh, skin, grater, chopping board, peeler, seeds, pips, stalk, juice, root, leaf, stone, bunch, skewer; sensory eg crisp, sharp, juicy, sweet, sour, sticky, squashy, smooth, crunchy, scented, waxy 	'Handa's Surprise' by Eileen Browne	<p>Skills:</p> <p>focused practical tasks</p>

YEAR 1 COMPUTING

Subject content	Digital Citizenship and Online Safety	Vocabulary	Theme/period/ influential figure	NC KS1 Objectives	
Online safety	<ul style="list-style-type: none"> • Know which/whose devices is it safe for me to use • Understand that some internet content is not appropriate for me • Know a selection of websites which are appropriate for me • Understand that I should not put any information about myself on the internet 	Website Internet Browser	Ada Lovelace (early computing pioneer who worked on 'The Analytical Engine – a precursor of modern computers)	<ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • Create and debug simple programs • Use logical reasoning to predict the behaviour of simple programs • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies 	
Digital literacy	<ul style="list-style-type: none"> • Be able to log onto network or class area • Recognise a few key icons for browsers (e.g. Internet Explorer/ Firefox etc.) and understand that they are used to access the internet • Be able to use a variety of devices to record images (e.g. iPads, tablets, digital cameras etc.) • Be able to create a picture for a purpose/ to model real life. (e.g. using an art app/package to draw a picture of a particular time of day) • Be able to use devices to access audio books and music • Recognise common uses of digital devices and information technology beyond school 	Device Input devices Output devices			
Digital devices	<ul style="list-style-type: none"> • Know how to turn on/off the devices they use (laptops, desktops etc.) • Understand how to look after devices to increase their shelf life • Recognise the difference between input devices (e.g. a keyboard) and output devices (e.g. a computer monitor) and understand that some devices can be both input and output (e.g. an iPad screen) • Understand that a range of devices can be called a computer 	Hardware Software Log on/ off Network			
Programming	<u>Core concepts</u> <ul style="list-style-type: none"> • Understand that 'algorithm' means a set of rules/instructions <u>Using and applying</u> <ul style="list-style-type: none"> • Create and record simple programs to achieve a particular outcome, understanding that devices will only act on information given and that the information needs to be input in a specific way for the device to work • Do so using a Beebot/ Espresso Coding etc. and also linked to real life situations (e.g. instructions for making a jam sandwich) 	Keyboard Screen Desktop Icon Algorithm Digital citizen			Ongoing processes/skills <ul style="list-style-type: none"> • Work collaboratively to share, develop and refine ideas • Be able to discuss effectiveness of work, their choices and how they could improve it