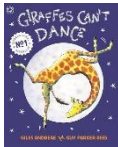
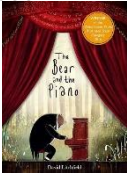
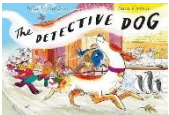
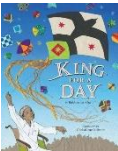
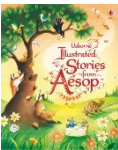
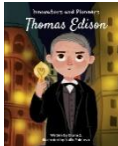
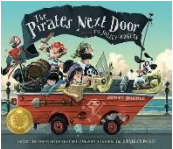
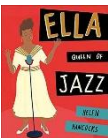
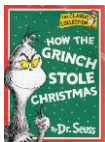


Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	<u>RWI</u> At Gorsefield Primary School we use the Read Write Inc. (RWI) Phonics programme because it provides a systematic, synthetic approach to teaching early reading and writing. Daily phonics lessons ensure that pupils rapidly develop secure phonological awareness, accurate decoding, fluent word reading and early comprehension. The programme is carefully matched to children's phonic knowledge through regular assessment and flexible grouping, enabling every child to work at the appropriate level and make sustained progress. Alongside decoding, pupils develop fluency, vocabulary and comprehension through partner work, repeated reading and discussion, ensuring they become confident, enthusiastic and successful readers.					
	Pupils consolidate Set 1 Speed Sounds and develop confidence with Set 2 Speed Sounds, applying their phonic knowledge to decode increasingly complex words. They develop reading fluency through partner practice, repeated reading and comprehension activities, building confidence, accuracy and expression when reading fully decodable texts.	Pupils consolidate Set 2 Speed Sounds and, where appropriate, begin learning Set 3 Speed Sounds. They increase automaticity when decoding unfamiliar words, develop greater fluency and expression when reading aloud, and deepen their understanding of texts through discussion, vocabulary development and comprehension activities.	Pupils secure Set 3 Speed Sounds and apply them confidently when reading increasingly complex texts. They continue to develop fluency, accuracy and expression, whilst strengthening vocabulary, comprehension and writing through regular partner work, oral rehearsal and purposeful reading activities.	Pupils apply all taught Speed Sounds with increasing automaticity, reading unfamiliar words confidently and accurately. They develop greater reading stamina, fluency and prosody, whilst deepening their understanding of increasingly challenging texts through retrieval, vocabulary and comprehension-focused discussions.	Pupils read with increasing fluency, independence and expression, applying secure phonic knowledge automatically across a wide range of fully decodable texts. They continue to strengthen comprehension, vocabulary and confidence, preparing for the expectations of the Year 1 Phonics Screening Check.	Pupils consolidate and apply all taught phonic knowledge to read fluently, accurately and confidently. They develop greater independence as readers, demonstrate secure comprehension skills and, where appropriate, complete the Read Write Inc. programme before transitioning successfully into Key Stage 1 Guided Reading.
	<u>NC Links:</u> <i>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 fluency and confidence in word reading.</i>					
Writing	<u>Transition Text: Giraffes Can't Dance</u> Children establish a writing baseline against previous year group standards.  <u>The Bear and the Piano Fiction Writing: Setting and Character Description</u> Pupils develop their descriptive writing by exploring how authors create engaging settings and memorable characters. Following the principles of the DfE <i>Writing Framework</i>, pupils orally rehearse sentences before writing, build simple descriptive vocabulary and compose coherent sentences using capital letters, full stops, finger spaces and increasingly accurate phonics to describe both characters and settings.  <u>Ella Queen of Jazz Non-Fiction Writing: Writing to inform</u> Pupils are introduced to writing for a clear purpose by creating an advertisement that informs and	<u>Detective Dog Fiction Writing: Narrative Mystery</u> Pupils develop their narrative writing by creating a mystery story with a clear beginning, middle and end. Through oral rehearsal and carefully modelled writing, they sequence events logically, develop simple descriptions and begin to build suspense whilst applying secure sentence construction, punctuation and phonics.  <u>Coming to England Non-Fiction Writing: Writing to recount</u> Pupils explore similarities and differences through recount writing, organising ideas into simple comparative texts. They develop their ability to communicate factual information clearly whilst continuing to apply accurate spelling, punctuation and sentence structure through 	<u>King for a Day / Pattan's Pumkin Fiction Writing: Interview / Character Profile</u> Pupils explore stories from different cultures before writing interviews and character profiles. They develop their understanding of characters through questioning and description, using oral rehearsal and modelled writing to organise ideas into simple, well-sequenced sentences for a clear audience and purpose.   <u>Shen and the Magic Paintbrush Non-Fiction Writing: Writing to recount/explain</u> Pupils write in role by creating a first-person diary before explaining a simple process linked to the text. They continue to develop sentence fluency, vocabulary and organisation through explicit modelling, shared writing and 	<u>Aesop's Fables Fiction Writing: A Story with a Moral</u> Pupils explore how stories communicate important messages before creating their own fables with clear morals. They develop narrative structure, descriptive vocabulary and sentence sequencing whilst continuing to secure accurate transcription, handwriting and punctuation through the DfE <i>Writing Framework</i>.  <u>The Inventions of Thomas Edison Non-Fiction Writing: Writing to recount</u> Pupils learn how to organise factual information by writing an informal biography about a significant individual. They continue to strengthen sentence construction, vocabulary selection and the accurate application of spelling, handwriting and punctuation when writing for an informative purpose. 	<u>The Pirate Cruncher Fiction Writing: Alternative Ending</u> Pupils develop creativity by planning and writing an alternative ending to a familiar story. They apply the sentence construction, vocabulary and transcription skills developed throughout the year to produce coherent narratives with increasing confidence, independence and accuracy.  <u>Amelia Earheart Non-Fiction Writing: Writing to instruct</u> Pupils write instructional and informative texts by creating a travel brochure and a set of instructions linked to the life of Amelia Earhart. They learn to organise information clearly for the reader whilst continuing to develop accurate sentence construction, spelling and punctuation. 	<u>The Pirates Next Door Fiction Writing: Stories Based on Personal Experience</u> Pupils draw upon their own experiences to create engaging narratives, developing confidence in planning, sequencing and writing simple stories independently. They continue to apply the core writing skills developed throughout Year 1 whilst selecting vocabulary appropriate to their ideas and audience.  <u>Meerkat Mail Non-Fiction Writing: Writing to inform / persuade</u> Pupils apply their understanding of writing for a real audience by composing a simple letter. They organise ideas clearly, communicate information effectively and independently apply the transcription, sentence construction and 

	persuades the reader. Through explicit modelling, shared writing and guided practice, pupils learn to organise simple ideas, select appropriate vocabulary and compose clear sentences whilst continuing to develop accurate transcription, spelling and punctuation. 	carefully structured writing lessons. <i>Christmas Classic The Grinch: Perspective Description</i> Pupils apply their understanding of recount writing to produce a simple newspaper article. They learn to sequence key events, include factual information and write for an audience whilst continuing to develop fluency, transcription and the core writing skills outlined within the DfE <i>Writing Framework</i>. 	independent application of the basic writing skills taught throughout Year 1.			punctuation skills developed throughout Year 1 in preparation for Year 2.
	<i>NC Links:</i> <i>Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it before writing it down. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Spell words containing each of the 40+ phonemes already taught and common exception words. Form lower-case letters in the correct direction, starting and finishing in the right place. Leave spaces between words. Begin to punctuate sentences using a capital letter and a full stop. Write for different purposes. Compose a sentence orally before writing it. Re-read writing to check that it makes sense. Discuss what they have written with the teacher or other pupils. Spell common exception words and words containing taught GPCs. Form lower-case letters correctly. Use capital letters, finger spaces and full stops accurately.</i>	<i>NC Links:</i> <i>Write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read writing to check that it makes sense. Read writing aloud clearly enough to be heard by peers and the teacher. Spell common exception words and words containing taught GPCs. Use capital letters and full stops accurately and consistently. Write for different purposes. Discuss what they have written with the teacher or other pupils.</i>	<i>NC Links:</i> <i>Write for different purposes. Compose a sentence orally before writing it. Sequence sentences to communicate ideas. Re-read writing to check that it makes sense. Discuss writing with the teacher or other pupils. Spell words containing taught GPCs and common exception words. Use capital letters, full stops and finger spaces accurately.</i>	<i>NC Links:</i> <i>Write for different purposes. Compose a sentence orally before writing it. Re-read writing to check meaning. Discuss writing with the teacher or other pupils. Spell words containing taught GPCs and common exception words. Form letters correctly. Use capital letters, finger spaces and full stops accurately.</i>	<i>NC Links:</i> <i>Write for different purposes. Compose a sentence orally before writing. Sequence sentences appropriately. Re-read writing to check meaning. Spell common exception words and words containing taught GPCs. Use capital letters, finger spaces and full stops consistently.</i>	<i>NC Links:</i> <i>Write for different purposes. Compose a sentence orally before writing it. Sequence sentences appropriately. Re-read writing to check meaning. Read writing aloud clearly enough to be heard. Spell words containing taught GPCs and common exception words. Form letters correctly and consistently. Use capital letters, finger spaces and full stops accurately.</i>
Maths	<i>Numbers to 10</i> <i>Part-whole within 10</i> Pupils develop secure understanding of numbers to 10 by counting, comparing, ordering and representing numbers using concrete objects, pictorial representations and number lines. They explore one more and one less, introduce the part-whole model and begin using number bonds and simple	<i>Addition within 10</i> <i>Subtraction within 10</i> <i>2D and 3D Shapes</i> Pupils develop fluency in addition and subtraction within 10 through practical equipment, pictorial models and problem solving. They use number bonds, fact families and missing number problems before applying this understanding to recognising,	<i>Numbers to 20</i> <i>Addition and subtraction within 20</i> Pupils extend their understanding of place value to 20 by counting, ordering and comparing numbers and identifying one more and one less. They apply number bonds, doubles, near doubles and related facts to solve addition and subtraction calculations and	<i>Numbers to 50</i> <i>Introducing Length and Height</i> Pupils build confidence with numbers to 50 by counting, grouping in tens and ones and comparing numbers. They begin measuring and comparing length and height using non-standard units and rulers, applying mathematical vocabulary to solve practical measurement problems.	<i>Introducing Mass and Capacity</i> <i>Multiplication and Division</i> Pupils compare and measure mass and capacity before exploring multiplication and division through grouping, sharing, arrays and equal groups. They begin counting in twos, fives and tens and solve practical one-step multiplication and division problems using concrete	<i>Halves and Quarters</i> <i>Position and Direction</i> <i>Numbers to 100</i> <i>Money</i> <i>Time</i> Pupils recognise and find halves and quarters of shapes and quantities, describe position, movement and turns, extend place value understanding to 100 and apply this to money and time. They recognise coins,

	number sentences to represent mathematical relationships. <u>NC Links:</u> 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; Identify and represent numbers using objects and pictorial representations including the number line; Given a number, identify one more and one less; Use the language of equal to, more than, less than (fewer), most and least; Read, write and interpret mathematical statements involving +, – and = signs; Represent and use number bonds and related subtraction facts within 20.	naming, sorting and describing common 2D and 3D shapes. <u>NC Links:</u> 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 involving addition and subtraction using concrete objects and pictorial representations, including missing number problems; Recognise and name common 2D and 3D shapes.	one-step mathematical problems within 20. <u>NC Links:</u> Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number; Read and write numbers from 1 to 20 in numerals and words; Identify and represent numbers using objects and pictorial representations including the number line; Given a number, identify one more and one less; 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 involving addition and subtraction using concrete objects and pictorial representations, including missing number problems.		resources and pictorial representations. <u>NC Links:</u> Compare, describe and solve practical problems for mass/weight and capacity/volume; Measure and begin to record mass/weight and capacity/volume; Count in multiples of twos, fives and tens; 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.	count money and tell the time to the hour and half past. <u>NC Links:</u> Recognise, find and name a half as one of two equal parts of an object, shape or quantity; Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity; Describe position, direction and movement, including whole, half, quarter and three-quarter turns; Count, read and write numbers to 100 in numerals; Recognise and know the value of different denominations of coins and notes; Sequence events in chronological order using language relating to time; 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.
History	<u>Tudor Times</u> Children explore the Tudor period through the lives of significant monarchs including Richard III, Henry VII, Henry VIII and Elizabeth I. They investigate key events such as the Battle of Bosworth, the Tudor succession and Henry VIII's six wives, using stories and sources to understand why these people remain historically significant.		<u>Radcliffe Raiders</u> Children investigate how Radcliffe has changed within living memory. They compare photographs, maps and artefacts from the past and present, exploring changes to the high street, shops, food packaging and local regeneration. Children use historical evidence to identify what has changed and what has remained the same over time.	<u>Through the Decades</u> Children explore life in the 1990s and compare it with life today. They investigate how schools, toys, entertainment, technology and everyday life have changed within living memory, using photographs, artefacts and first-hand accounts to identify similarities, differences and important changes over time.	<u>Around the World in 80 Ways</u> Children investigate the life of Sir Francis Drake, exploring his voyages, achievements and the importance of exploration during the Tudor period. They compare transport and travel in Tudor times with the present day and consider why Sir Francis Drake remains an important figure in British history.	
	<u>Disciplinary Concepts:</u>  Interpretations  Reasons and Results  Significance  Change and Continuity <u>NC Links:</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		<u>Disciplinary Concepts:</u>  Similarity and Difference  Interpretations  Change and Continuity <u>NC Links:</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.	<u>Disciplinary Concepts:</u>  Similarity and Difference  Interpretations  Change and Continuity <u>NC Links:</u> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<u>Disciplinary Concepts:</u>  Change and Continuity  Reasons and Results  Significance <u>NC Links:</u> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	

Geography		<u>Me, Radcliffe and the World</u> Children investigate their immediate environment, beginning with the school grounds before extending their knowledge to Radcliffe, the Irwell Sculpture Trail and countries beyond the UK. They use maps, aerial images and fieldwork to identify human and physical features and compare places, including Spain and the United Kingdom.			<u>Around the World in 80 Ways</u> Children explore transport in Radcliffe and beyond, considering how people travel and the impact transport has on the environment. They extend their geographical knowledge to Spain, investigating its location, physical features and how places around the world are connected through travel and exploration.	<u>Globe Trotter's Guide</u> Children develop their understanding of the wider world by locating the four countries of the United Kingdom and the seven continents. They compare the physical and human geography of the UK and Tenerife, investigate weather and climate and use maps, aerial images and compass directions to describe places and routes.
		<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Name and locate the world's seven continents and five oceans.</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</i> <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>			<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Interconnections</i> <u>NC Links:</u> <i>Name and locate the world's seven continents and five oceans.</i> <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</i> <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</i>	<u>Disciplinary Concepts:</u>  <i>Environment and Sustainability</i>  <i>Patterns and Trends</i>  <i>Spatial Significance</i> <u>NC Links:</u> <i>Name and locate the world's seven continents and five oceans.</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country.</i> <i>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</i>
Science	<u>Living Wonders</u> Pupils explore and classify a variety of common animals, identifying whether they are pets, farm or wild animals and grouping them by diet. They investigate what animals need to survive, recognise the differences between living and non-living things, and observe how animals, including humans, grow and change throughout their life cycles.	<u>Seasons of Change</u> Pupils observe seasonal changes throughout the year, investigating how weather, plants and daylight vary across the four seasons. They learn about the five senses, identify body parts associated with each sense, and investigate everyday sources of light and sound through observations, classification and simple research.	<u>What's it Made of?</u> Pupils distinguish between objects and the materials from which they are made. They identify a range of everyday materials, investigate and compare their physical properties, carry out simple comparative tests such as waterproof investigations and explain why particular materials are suitable for different purposes.	<u>Safe Sparks</u> <i>Pupils identify everyday appliances and recognise which use electricity. They investigate how electricity powers appliances, identify switches and their purpose, and learn how to stay safe around electrical devices by recognising potential hazards and classifying safe and unsafe situations.</i>	<u>Leafy Legends</u> Pupils identify and describe the basic structure of flowering plants and trees, compare wild and garden plants and identify deciduous and evergreen trees. They observe plant growth over time, investigate the conditions needed for healthy growth and classify plants found within the local environment.	<u>Sensational</u> Pupils identify and compare the characteristics of the five vertebrate groups: mammals, birds, fish, amphibians and reptiles. They classify animals according to their observable features, compare their body structures and use their understanding of materials to investigate which materials are most suitable for constructing a shelter for an animal.
	<u>Scientific Concepts:</u> <i>Structure, Function, Growth</i>	<u>Scientific Concepts:</u> <i>Function, Cause and Effect, Energy</i>	<u>Scientific Concepts:</u> <i>Structure, Similarity and Difference</i>	<u>Scientific Concepts:</u> <i>Energy, Structure, Function</i>	<u>Scientific Concepts:</u> <i>Structure, Growth, Process</i>	<u>Scientific Concepts:</u> <i>Structure, Function</i>

	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Pattern Seeking  Observing over time <u>NC Links:</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Working Scientifically: asking simple questions; identifying and classifying; using observations and ideas to answer questions; observing over time.)	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Observing over time  Research <u>NC Links:</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Working Scientifically: observe closely using simple equipment; gather and record data; identify and classify; ask simple questions.)	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Comparative Testing <u>NC Links:</u> 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. (Working Scientifically: perform simple tests; identify and classify; gather and record data; ask simple questions.)	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying <u>NC Links:</u> Asking simple questions, identifying and classifying, and using observations and ideas to answer questions.	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Comparative Testing  Observing over time  Research <u>NC Links:</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. (Working Scientifically: observe closely; identify and classify; perform simple comparative tests; gather and record data; use observations to answer questions.)	<u>Disciplinary Skills:</u>  Identifying, grouping and classifying  Comparative Testing <u>NC Links:</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Working Scientifically: performing simple tests, gathering and recording data, and using observations to answer questions.)
	Art & Design <u>Painting: Mix it Up</u> Children explore the cubist artwork of Pablo Picasso, learning how geometric shapes, colour mixing and different painting media can be used to create artwork. They experiment with primary and secondary colours, painting techniques, texture and brush control before creating and evaluating a Cubist-inspired self-portrait. <u>NC Links:</u> 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. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and		<u>Collage / Texture: What's the Pointillism?</u> Children explore pointillism and texture through the work of George Seurat and Yayoi Kusama. They experiment with dots, collage, paper manipulation and a range of materials to create texture before designing, making and evaluating a celebration headpiece inspired by their artistic learning. <u>NC Links:</u> 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. To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and		<u>Printing: Rolling in Ink</u> Children explore the monoprints of Georgina Bown and learn how printing can be used to create repeated patterns and images. They practise sketching modes of transport and experiment with positive and negative monoprinting techniques before producing and evaluating their own final prints. <u>NC Links:</u> 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. To learn 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.		disciplines, and making links to their own work.		disciplines, and making links to their own work.	
Design & Technology		<u>Food Technology: A Healthy Mixture!</u> Children investigate healthy breakfasts and learn about fruits, vegetables and food combinations. They explore taste, texture, smell and appearance, practise safe cutting techniques and design and make a healthy smoothie breakfast bowl that meets a given design brief.		<u>Structures: Windswept Wonders</u> Children investigate how kites are designed and constructed. They explore the strength and stiffness of different materials, test structures, develop design criteria and design, make and evaluate a kite, considering how shape and materials affect its effectiveness.		<u>Textiles: Pirates' Loot</u> Children investigate coin purses and explore how textiles are used to create functional products. They learn how to thread a needle, sew a running stitch, create templates and join fabric before designing, making and evaluating a pirate coin purse with a Velcro fastening.
		<u>NC Links:</u> 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 and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components, including ingredients, according to their characteristics. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.		<u>NC Links:</u> 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 and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components according to their characteristics. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.		<u>NC Links:</u> 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 and mock-ups. Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components according to their characteristics. Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.
PE	<u>Jungle Yoga</u> Children are able to lie down and rest their body when listening o music. Children are able to control their breathing when performing each pose. <u>Moving FMS Body</u> Children can change the way they are travelling in a controlled manner. Children can confidently travel on their feet in different ways	<u>Playing FMS Object Control</u> Children can understand that games can be different and know whether they need to throw, catch pr kick the ball. Children can work with partners and small groups to improve skills. Children can use throwing techniques to hit large targets. <u>Moving Gymnastics</u> Children can hold a balance on small parts of their body (feet / hands)	<u>Movement to Music</u> Children can perform basic body actions and movements. Children can choose some of the movements they have already explored and use them to make their own movement patterns. <u>Competing FMS Object Control</u> Children can didge a defender using a variety of different techniques. Children will be able to dribble the ball with their feet keeping it under control.	<u>Playing Intro Games</u> Children understand the difference between rolling, bouncing and throwing. Children will be able to dribble the ball with their feet, keeping it under control. <u>Moving Fun Fitness</u> Children can talk about the effects of exercise before and after taking part. Children can combine skills with an activity. Children can talk about how fitness activities effect their bodies.	<u>Intro to Striking and Felding</u> Children can bounce a ball and catch it on its way up. Children can show when the ball is at the top of its flight. <u>Playing Intro S and F</u> Children can bounce a ball and catch it on its way up. Children can show when the ball is at the top of its flight.	<u>Locomotor Skills (Fundamental Skills)</u> Children can safely and under control stop and start whilst running/moving. Children can dodge, avoid and find a space when running. Children can move around using jumps and leaps. <u>Playing Intro Games</u> Children can understand the difference between rolling, bouncing and throwing. Children will be able to dribble with the ball at their feet keeping it under control.

	<u>NC Link:</u> To 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. Be able to perform dances using simple movement patterns.	<u>NC Link:</u> To 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. Be able to perform dances using simple movement patterns.	<u>NC Link:</u> To 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. Be able to perform dance using simple movement patterns. Participate in team games, developing simple tactics for attacking and defending.	<u>NC Link:</u> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	<u>NC Link:</u> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.	<u>NC Link:</u> Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.
RE	<u>Christianity: Who do Christians say made the world?</u> Pupils explore the Christian Creation story from Genesis, learning that Christians believe God created the world and everything in it. They retell the seven days of Creation, compare different versions of the story, explore Harvest celebrations and consider why Christians believe they should care for God's creation.	<u>Christianity: Why does Christmas matter to Christians?</u> Pupils explore the Christian belief of Incarnation, learning that Christians believe Jesus is God's Son and God on Earth. They retell the Nativity story, explore Advent and Christmas traditions and consider why Jesus' birth is important to Christians and how Christians celebrate this special event today.	<u>Judaism: Who is Jewish and how do they live?</u> Pupils learn about Jewish beliefs and everyday life by exploring the Torah, the Shema prayer and the mezuzah. They discover how Jewish people remember God in daily life, learn about Shabbat and Chanukah and consider why these celebrations and traditions are important within Judaism today.	<u>Christianity: What do Christians believe God is like?</u> Pupils explore stories Jesus told to teach people about God, focusing on the Parable of the Lost Son. They learn that Christians believe God is loving and forgiving, explore the story of Jonah and consider how Christians show forgiveness, love and care through their beliefs and actions.	<u>Thematic: What does it mean to belong to a faith community?</u> Pupils explore what belonging means and investigate how Christians, Muslims and Jewish people show they belong to their faith communities. They learn about Baptism, Aqiqah, marriage ceremonies and the Parable of the Lost Coin, considering why belonging, love and community are important to many people.	<u>Thematic: How should we care for the world and for others, and why does it matter?</u> Pupils explore why Christians, Jewish people and non-religious people believe it is important to care for others and the world. They learn about Psalm 8, Tzedakah, Sukkot, Mother Teresa, the Golden Rule and Creation, discovering how beliefs about stewardship, kindness and responsibility encourage people to care for others and mend the world.
	<u>NATRE Outcomes:</u> Retell the story of Creation from Genesis 1:1–2:3 simply; Recognise that Creation is the beginning of the 'big story' of the Bible; Say what the story tells Christians about God, Creation and the world; Give examples of what Christians do to say thank you to God for Creation; Think, talk and ask questions about living in an amazing world; Give a reason for the ideas they have and the connections they make.	<u>NATRE Outcomes:</u> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians; Recognise that stories of Jesus' life come from the Gospels; Give examples of ways Christians use the Nativity story to guide their beliefs and actions at Christmas; Think, talk and ask questions about Christmas and what it means for Christians and others	<u>NATRE Outcomes:</u> Recognise the words of the Shema as a Jewish prayer; Re-tell simply stories used in Jewish celebrations; Give examples of how stories remind Jews about God; Give examples of how Jewish people celebrate special times; Make links between Jewish ideas about God and how people live; Give examples of how Jewish people remember God in different ways.	<u>NATRE Outcomes:</u> Identify what a parable is; Tell the story of the Lost Son simply and recognise the Christian idea of God as a forgiving Father; Give simple accounts of what the story means to Christians; Give examples of how Christians show forgiveness and love; Think, talk and ask questions about forgiveness and belonging.	<u>NATRE Outcomes:</u> Recognise that loving others is important in lots of communities; Say simply what Jesus and another religious leader taught about loving others; Give an account of Christian and Muslim or Jewish welcoming ceremonies; Identify ways people show love and belonging; Give examples of how people express belonging within faith communities and other communities.	<u>NATRE Outcomes:</u> Talk about how religions teach that people are valuable, giving examples from stories and teachings; Recognise that some religious people believe God created the world and people should look after it; Give examples of how Christians and Jewish people care for others and the world because of their beliefs; Identify ways non-religious people show care for others; Talk about why caring for others and the world matters, giving reasons for their ideas.
PSHE	<u>Being Me in my World</u> Children begin to understand their rights and responsibilities within the classroom and school community. They explore classroom rules, learn how to make positive choices, recognise the importance of listening to others and discover how their behaviour can help everyone feel safe, happy and valued.	<u>Celebrating Difference</u> Children explore similarities and differences between themselves and others, learning that everyone is unique and special. They develop an understanding of kindness, respect and inclusion, recognise what bullying is and learn simple	<u>Dreams and Goals</u> Children think about their hopes and goals, learning that success comes through trying their best and not giving up. They explore how to overcome simple challenges, celebrate achievements, work with others and recognise that everyone can achieve their	<u>Healthy Me</u> Children learn how to keep themselves healthy and safe by exploring healthy eating, exercise, sleep, hygiene and keeping clean. They begin to understand how to make healthy choices, recognise safe and unsafe situations	<u>Relationships</u> Children explore different relationships, including family, friends and adults who care for them. They learn how to build positive friendships through kindness, sharing and cooperation, recognise how to solve simple disagreements and	<u>Changing Me</u> Children explore how they have changed since they were babies and how they will continue to grow. They learn about the basic parts of the body, understand that everyone grows and changes over time and develop a positive attitude towards

		strategies to be a good friend and help others feel welcome.	goals with support and perseverance.	and identify trusted adults who can help keep them safe.	understand the importance of keeping themselves safe and asking for help when needed.	change and moving on to the next stage of learning.
	Linked UNCRC Article: Article 27 – Food, clothing and a safe home <i>Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</i>  British Values: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Linked UNCRC Article: Article 2 – No discrimination <i>The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.</i>  British Values: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Linked UNCRC Article: Article 15 – Setting up or joining groups <i>Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.</i>  British Values: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Linked UNCRC Article: Article 24 – Health, water, food, environment <i>Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being, so that children can stay healthy. Richer countries must help poorer countries to achieve this.</i>  British Values: Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Linked UNCRC Article: Article 19 – Protection from violence <i>Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.</i>  British Values: Democracy Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs	Linked UNCRC Article: Article 1 – Definition of a child <i>Everyone under the age of 18 has all the rights in the Convention.</i>  Article 3 <i>The best interests of the child must be top priority in all decisions actions that affect children.</i>  British Values: Rule of Law Individual Liberty Mutual Respect Tolerance of those of different faiths and beliefs
My Happy Mind	<u>Meet Your Brain</u> Pupils develop a foundational understanding of how their brain works and how it influences their thoughts, feelings and behaviours. They learn about Team H-A-P (Hippocampus, Amygdala and Prefrontal Cortex), explore how practising new skills strengthens the brain through neuroplasticity and use Happy Breathing to regulate emotions and improve focus.	<u>Celebrate</u> Pupils recognise their individual strengths, talents and achievements whilst learning that everyone is unique. They develop confidence by celebrating their own successes and appreciating the strengths of others, helping to build positive self-esteem, resilience and a growth mindset within a supportive classroom community.	<u>Appreciate</u> Pupils explore the importance of gratitude by recognising the people, experiences and opportunities that enrich their lives. They reflect on acts of kindness, develop positive habits of appreciation and understand how gratitude can improve wellbeing, strengthen relationships and support a positive outlook.	<u>Relate</u> Pupils develop an understanding of positive relationships by learning how to communicate with kindness, empathy and respect. They explore how their words and actions affect others, practise resolving disagreements positively and recognise the importance of listening, cooperation and showing compassion in everyday situations.	<u>Engage</u> Pupils develop strategies to improve concentration, resilience and perseverance when learning something new. They recognise that making mistakes is part of learning, explore ways to remain focused during challenges and develop positive habits that help them become confident, independent learners.	<u>Grow</u> Pupils reflect on their personal growth throughout the year, recognising how they have developed emotionally, socially and academically. They build confidence by setting personal goals, embracing challenges and understanding that effort, perseverance and a positive mindset help them continue to grow and achieve success.
Computing	<u>Computing Systems and Networks – Technology Around Us</u> Children identify technology in the classroom and beyond, recognising how it helps people in everyday life. They learn the basic parts of a computer, develop keyboard and mouse skills and explore how technology can be used safely and responsibly.	<u>Creating Media – Digital Painting</u> Children use digital painting tools to create artwork, exploring colour, shape, line and brush effects. They compare digital and traditional painting techniques and make choices about which tools best achieve their artistic intentions.	<u>Programming A – Moving a Robot</u> Children develop an understanding of algorithms by giving and following instructions. They create, test and debug sequences of commands to control a floor robot and learn how changing instructions affects outcomes.	<u>Data and Information – Grouping Data</u> Children sort, group and compare objects according to different attributes. They learn how information can be organised, counted and presented to answer questions and identify patterns.	<u>Creating Media – Digital Writing</u> Children use a keyboard to create and edit digital text. They learn how to enter, format and improve writing using word-processing tools and compare digital writing with writing on paper.	<u>Programming B – Programming Animations</u> Children create simple animations using block-based programming. They learn how sprites can be controlled using sequences of commands and design, test and improve their own animated projects.

	<u>NC Links:</u> <i>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.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>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.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>	<u>NC Links:</u> <i>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.</i>
Music	<u>Our Big Band</u> Pupils develop their confidence performing together as an ensemble, learning to respond to musical cues and maintain a steady beat. They develop their understanding of rhythm by recognising, reading and performing patterns containing crotchets and crotchet rests, before using these to create their own simple rhythmic compositions.	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	<u>Graphic Scores Performance</u> Awaiting Curriculum Updates from Bury Music Service	<u>Our Big Band</u> Awaiting Curriculum Updates from Bury Music Service
	<u>Musical Foci:</u> <i>Ensemble Playing – Stop/Start; Beat/Pulse; Rhythm Reading – Crotchets; Pitch Matching</i> <u>NC Links:</u> <i>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.</i>	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	Awaiting Curriculum Updates from Bury Music Service	<u>Musical Foci:</u> <i>Ensemble playing – stop/start; Beat/pulse; Rhythm reading – crotchets; Pitch matching</i> <u>NC Links:</u> Awaiting Curriculum Updates from Bury Music Service