

St. Giles' Infant School – Year 1 Curriculum Map

	Childhood		Bright Lights, Big City		School Days	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	The Shopping Basket		Copy Time Copy Time		Whiffy Wilson whiffy Wilson whiff who whiff y to anitate grap Come we instate	
	Core	text	Core	e text	Core	e text
	Wilfrid Gordon M	5	. ,	n Visit London	Whiffy Wilson: The Wolf who wouldn't go to school	
	Talk for W	-	Talk for Writing texts		Talk for Writing texts	
	Sidney Spider – A Tale of Friendship		Owl Babies		The Enormous Turnip	
	Trixie, an Adventu	rous Fairy Penguin	Bob, the Bubble who wanted to be useful		Brian Bear's Picnic	
			Pippety Skycap – A Tale of Mischief		Instructional Writing about Bees	
	Phase 3/4	Phase 5 Graphemes	Phase 5 Graphemes	Phase 5 Graphemes	Review Phase 5 GPCs	Phase 5 Graphemes
	Phase 5 GPCs	Ur, ir , igh, ie, oo, yoo, ue, yoo,	/ee/ y funny /e/ ea head	/ur/ or word /oo/ u oul	ay play a-e shake ea each	/ai/ eigh aigh ey ea eight
Phonics (Little Wandle)	-Review Phase 3 GPCs: ai ee igh oa oo ar or ur oo ow oi ear -Words with two or more digraphs e.g. queen thicker air er /z/ s –es Phase 4 -Phase 4 with long vowels CVCC CCVC CCVCC CCCVC Phase 5 -Review longer words ai ay ow ou oi oy ee ea Review all taught so far	u /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Mr Mrs Ms ask* /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute could would should our /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw house mouse water want Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	/w/ wh wheel /oa/ oe ou toe shoulder any many again /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone who whole where two /l/ le al apple metal /s/ c ice /v/ ve give school call different /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey thought through friend work Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup	awful would /air/ are share /or/ au aur oor al author dinosaur floor walk once laugh /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* because eye /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor	e he ie pie i-e time o go o-e home ue blue rescue ew chew new u-e rude cute aw claw ea head ir bird ou cloud oy toy i tiger a paper ow snow u unicorn ph phone wh wheel ie shield g giant	straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more Review

		Tricky words -	c se ce ss /z/ se s zz /oa/	/c/ ch school /sh/ ch chef				
		Their, people, oh, your	ow oe ou o-e o oa	/z/ /s/ ce se ze freeze				
	Child	lhood	Bright Lig	hts, Big city	Scho	ool Days		
	Write an autobiography Use sequencing words		Design an information poster about the monarch		Write a list poem to celebrate life in school			
			include images, lists, labels	and captions	Use subject-specific vocabulary			
	Write a non-chronological repo	Write a non-chronological report about childhood in the 1950s		Write a set of directions to travel on foot from one London landmark to another		Write a diary entry to describe how children felt durin a Victorian handwriting lesson		
English	Use subject-specific vocabulary time	and phrases for the passing of	Use imperative verbs		Use sequencing words and			
	Write a riddle about a historical	lartefact	Write a short narrative about the Meerkat	ut the adventures of Marley	including those to indicate	e the start and end of a text		
	Use descriptive words					teacher to explain how they ive contribution to the schoo		
					Sequence sentences and u	use formulaic phrases		
		Talk for Writing						
	Deepen an understanding of a text through drama, short burst writing, description, persuasion and scientific writing.							
	Create their own versions of a model text.							
	Plan, draft and revise their writing.							
			Plan, draft and revise	e their writing.				
			ecome independent writers, choo	-	1	I		
	Place Value & Addition and Subtraction	Addition and Subtraction cont.		-	Multiplication & Division	-		
		Addition and Subtraction	ecome independent writers, choo Addition and Subtraction	sing what and how to write. Place value cont. (within	•	Place value (within 100 - Counting to 100 by making 10s		
	Subtraction	Addition and Subtraction cont.	ecome independent writers, choo Addition and Subtraction (within 20)	sing what and how to write. Place value cont. (within 50)	Division	making 10s		
	Subtraction - Counting 1:1	Addition and Subtraction cont. - Simple subtraction - Finding the difference	ecome independent writers, choo Addition and Subtraction (within 20) - Add by counting on	sing what and how to write. Place value cont. (within 50) - Representing numbers	Division - Recap count in 2s	- Counting to 100 by making 10s - Counting on & back		
	Subtraction - Counting 1:1 correspondence	Addition and Subtraction cont. - Simple subtraction	ecome independent writers, choo Addition and Subtraction (within 20) - Add by counting on - Add ones using number	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50	Division - Recap count in 2s - Recap count in 5s - Count in 10s	- Counting to 100 by making 10s - Counting on & back - Introducing the 100		
	Subtraction - Counting 1:1 correspondence - Representing 10	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and	ecome independent writers, choo Addition and Subtraction (within 20) - Add by counting on - Add ones using number bonds	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups	- Counting to 100 by making 10s - Counting on & back		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back -	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements	ecome independent writers, choo Addition and Subtraction (within 20) - Add by counting on - Add ones using number bonds - Find and make number	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers 		
Maths	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry	ecome independent writers, choo Addition and Subtraction (within 20) - Add by counting on - Add ones using number bonds - Find and make number bonds	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays	 Counting to 100 by making 10s Counting on & back Introducing the 100 square 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than -	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting 	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back 	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s - Counting in 5s Length &	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number 	 sing what and how to write. Place value cont. (within 50) Representing numbers to 50 One more one less Compare objects/ numbers Order numbers Counting in 2s Counting in 5s Length & Height 	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less Money 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks - Part whole model	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes - Identifying patterns within	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences Place value 	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s - Counting in 5s Length & Height - Compare lengths	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups Fractions	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less Money Recognising coins – 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks - Part whole model - Symbols (+, -, =)	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes - Identifying patterns within 2D & 3D shapes Place Value	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences Place value (within 50) 	 sing what and how to write. Place value cont. (within 50) Representing numbers to 50 One more one less Compare objects/ numbers Order numbers Counting in 2s Counting in 5s Length & Height Compare lengths Compare heights 	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups Fractions - Making half	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less Money Recognising coins – Recognising notes 		
Maths White Rose	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks - Part whole model - Symbols (+, -, =) - Number bonds to 10	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Recognise 2D shapes - Sort 2D shapes - Identifying patterns within 2D & 3D shapes Place Value cont.	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences Place value (within 50) Counting to 50 in 10s 	sing what and how to write. Place value cont. (within 50) - Representing numbers to 50 - One more one less - Compare objects/ numbers - Order numbers - Counting in 2s - Counting in 5s Length & Height - Compare lengths - Compare heights - Measuring lengths	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups Fractions - Making half - Making a whole	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less Money Recognising coins – Recognising notes Counting coins 		
	Subtraction - Counting 1:1 correspondence - Representing 10 - Counting on and back - Finding one more/one less - Greater than less than - Ordering/ comparing - Ordinal numbers - Number lines/tracks - Part whole model - Symbols (+, -, =) - Number bonds to 10 - Fact families	Addition and Subtraction cont. - Simple subtraction - Finding the difference - Comparing addition and subtraction statements Geometry - Recognise 3D shapes - Sort 3D shapes - Recognise 2D shapes - Sort 2D shapes - Identifying patterns within 2D & 3D shapes Place Value cont. - Numbers from 11-20	 Addition and Subtraction (within 20) Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences Place value (within 50) 	 sing what and how to write. Place value cont. (within 50) Representing numbers to 50 One more one less Compare objects/ numbers Order numbers Counting in 2s Counting in 5s Length & Height Compare lengths Compare heights Measuring lengths Weight & Volume 	Division - Recap count in 2s - Recap count in 5s - Count in 10s - Make equal groups - Add equal groups - Intro & make arrays - Make doubles - Making equal groups and sharing groups Fractions - Making half - Making a whole - Finding half of a	 Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less Money Recognising coins – Recognising notes Counting coins Time 		

		- Order numbers	- Tens and Ones	- Weight & mass	Position & Direction	- Time to the half hour
				problems	- Describe turns	- Writing time
				- Capacity & volume	- Describe positions	- Comparing time
				- Measure & compare		
	Everyday Materials	Human Senses	Seasona	l changes	Plant Parts	Animal Parts
Science	 To learn that objects are made from materials. To identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties defines its use 	 To know that humans are a type of animal, known as a mammal. To name body parts and recognise common structures between humans and other animals. To learn about the senses, the body parts associated with each sense and their role in keeping us safe. 	 The four seasons Experiencing the season Deciduous and evergreen Seasonal changes in decid Seasonal changes in anima What is weather? Day length Sun's rays Measuring and recording to the suring and recording to the suring precipitation Weather forecasting Spring predictions 	uous trees als the wind	 To learn about wild and garden plants by exploring the local environment. To identify and describe the basic parts of plants and trees, and observe how plants and trees change over time. 	 To learn about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. To identify and describe their common structures, their diets and how animals should be cared for.
PSHE Jigsaw Scheme of Learning	Being Me - Special & safe - My class - Rights and responsibilities - Rewards & feeling proud - Consequences	Celebrating Differences - The same as Different from What is 'bullying'? - What do I do about bullying? - Making new friends - Celebrating me	Dreams and Goals - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning - Overcoming obstacles - Celebrating my success	Healthy Me - Being healthy - Healthy choices - Clean and healthy - Medicine safety - Road safety - Keeping clean & healthy	Relationships - Families - Making friends - Greetings - People who help us - Being me own best friend School Days - Special people in school	Changing Me - Life cycles - Changing me - My changing body - Boys' & girls' bodies - Growing - Coping with changes
History	Childhood - Childhood Past and Present - Stages of human life - Timelines - Timelines - Important events - Family trees - How long ago was the 1950s? - Everyday life in the 1950s - Childhood in the 1950s - Queen's Coronation - Changes over time - Moving on		Bright Lights, Big City - A Landmark's history		School Days - Important events	School Days - The Victorian Era - Victorian schools - A day in a Victorian school - Victorian classroom artefacts - Victorian lessons - Significant people: Samuel Wilderspin - What was our community like in Victorian times?

	Our Wond	Our Wonderful World		Bright Lights, Big City	School Days	
	- What is Geography?		Bright Lights, Big City - Royal role play	- This is London	- Our school fieldwork	
	- Maps		- The United Kingdom	- London Landmarks	- Our locality	
	- Location		- Physical features of the	- Aerial photographs	- Litter	
	- Directional language		United Kingdom	- Giving directions		
Geography	- Continents and oceans		- What is a city?	- Marley's trip to London		
			- Human features in the	Maney 3 thp to London		
	- Hot and cold places - Four countries of the UK		locality			
			- Weather in the United			
	- Different types of settlement		Kingdom			
	Computing Systems and Networks	Creating Media – Digital	Creating Media – Digital	Data and Information – Grouping data	Programming – Moving a robot	Programming – An introduction to
		Painting	Writing	Learners will be logging	Learners will be	animation
	Learners will develop their understanding of technology	Learners develop their understanding of a range of	Learners will develop their understanding of the	on to the computers,	introduced to early	Learners will be
	and how it can help us. They	tools used for digital painting.	various aspects of using a	opening their documents,	programming concepts.	introduced to on-screen
	will start to become familiar	They then use these tools to	computer to create and	and saving their	Learners will explore	programming through
	with the different	create their own digital	manipulate text. They will	documents. Depending on	using individual	ScratchJr. Learners will
	components of a computer	paintings, while gaining	become more familiar with	how your school's system	commands, both with	explore the way a project
	by developing their keyboard	inspiration from a range of	using a keyboard and	is set up, additional	other learners and as part	looks by investigating sprites and backgrounds.
	and mouse skills. Learners will	artists' work. The unit	mouse to enter and	support and time may be required to facilitate these	of a computer program. They will identify what	They will use
	also consider how to use	concludes with learners	remove text. Learners will	steps, and consideration	each command for the	programming blocks to
	technology responsibly.	considering their preferences	also consider how to	should be given as to how	floor robot does, and use	use, modify, and create
Computing		when painting with and without the use of digital	change the look of their text, and will be able to	this will impact the timings	that knowledge to start	programs. Learners will
		devices.	justify their reasoning in	of activities in each lesson.	predicting the outcome	also be introduced to the
			making these changes.		of programs. The unit is	early stages of program
			Finally, learners will		paced to ensure time is	design through the
			consider the differences		spent on all aspects of	introduction of
			between using a computer		programming, and builds	algorithms.
			to create text, and writing		knowledge in a structured manner.	
			text on paper. They will be		Learners are also	
			able to explain which method they prefer and		introduced to the early	
			explain their reasoning for		stages of program design	
			choosing this.		through the introduction	
			_		of algorithms.	
	Who is God?	Why do people give	Who is Jesus?	Is Easter happy or sad?	Judaism – What is the	Why do Christians pray?
	To know that people	presents at Christmas?	To know	To know that the story of	Torah and why is it	To know prayer is a way
	sometimes use pictures to convey meaning.	To know the sequence of events of Jesus' birth.	that Christians call Jesus the 'Son of God'	Jesus' death and resurrection is the focus	important to Jews?	of connecting with God at any time and in any place
RE	To know that there are many	To know the significance of	To know	for the celebration of	To know what it means to	prayer is about listening
	different images of God	the story of the Wise Men	To know	Easter	treat something with	to God as well as talking
	contained within the Bible.	and the symbolism of their		To know that the cross is a	respect	to him
		gifts.		symbol of Jesus' death on		

 help to answer the determined of the product of the produ	1					[I
divine (God) beliefs. Convey the training same beliefs. To know that Christians beliefs. To know that the Bible contains store shout. The shout the Bible contains store shout. The shout the shout the shout the Bible contains store shout. The shout the		To know that these images	To know that artists use	that Christians believe that	Good Friday and the egg		
To know that Christian beliefsbeliefsTo knowTo knowto knowto the roam even in lassed 'ifferto me of contrasting and all people. To know that Christian and all people. To express their own that God give Jesss. It does about what God give Jess. What God might be like. What God might be like. To know that Christian special range eg. value 'into what God might be like. Barlimaeus, the paralyzed market sch gift the ten the sick gift the ten that here are signed presence in the synagogueis a structh to know that fact the the tand the ten the sick gift the ten that a sit gift and the time the sick gift the ten the sick gift the ten the ten ten the sick gift the ten the sick gift the ten the sick gift the ten the sick gift the ten the sick gift the ten synagogueis a synable ten to know that fact the signific to know that fact		•	,			•	
about God are connected in these insequences. To know that Christians To know that Christians believe that God owes them, and all people. To express their own thoughts and idea shout what God might be like. What is a believe that Jeosy afformed miracles, including healings, e.g., water into what God might be like. What is a believe that Jeosy afformed miracles, including healings, e.g., water into what God might be like. What is a believe that Jeosy afformed miracles, including healings, e.g., water into what God might be like. To know that belie about that has a believe that Jeosy afformed miracles, including healings, e.g., water into what God might be like. To know that believe to know about the paralysed mar, the sick girit. the ten legers To know that the Bible contains 'stories' about God and people. To know that the Sible to know about the New Testament ontains accounts from the III of uses & the early Church. To know that Shabbat to know that Shabbat to know that Shabbat to know that the Sible to know that Shabbat to know that Shabbat to know that Shabbat to know that Shabbat to know that Shabbat is the difficult of the Sible Shabbat is		1		. ,			-
 with these images. To know that Christians believe that God loves them, and all people. To express their own thoughts and ideas about what God might be like. What is the Bible about? To know that the bible special / important to people. To know that Bible about? To know that Bible special / important to people. To know that the Bible special / important to people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that Christians read the Bible to learn about God and people. To know that the New To know that Christians read the Bible to learn about God and thr this affects how they To know that Christians read the Bible to learn about God and thr this affects how they To know that Christians read the Bible to learn about God and that this affects how they To know that ther are special / Christian serves To know that ther are special / Christian serves To know that finalies of the chruch theres To know that finalies of the chruch members To know that final end To						,	
To know that Ciritians believe that Gol lowes them, and all people. To express their own thoughts and ides about what God might be like.like a present, to the world that issus performed miracles, including healings e.g. water into when feeding the storm; calming the storm; Calming the storm; Calming the storm; Calming the storm; To know that Doks can be special / important to people To know that Storig foot God stores about the Bible to know that Storig foot God special / important to people to know that Storig about Some key naratives from the Old Testament e.g. Jacob, Joseph, Moses, Josha, David, Samuel Daniel etc.like a present, to the world that mark its performed mark the side about Some key nowTo know that Christians the place where Jews go to know that Christians to know that Christians to know that Storig Some Jacob, Joseph, Moses, Josha, David, Samuel to know that the file of Jesus 2 the eerly Church.with the place here Jacob, Joseph, Moses, Josha, David, Samuel people to know that the stard file about foot dolling to know that the stard file about the clus about the clus to know that the stard file about the file of Jesus 2 the eerly Church.with the place here are special climits on the clus to know that the stard file about the clus to know that the clus to know that the clus to know that the stard file					5		•
believe that God loves them, and all people. To express their own thoughts and ideas about what God might be like. What God might be like. To know that Bible Contain's torics' about God and people. To know matout some key narratives from the Old To know that Mexima To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from the Ife of Jesus & the early Church. To know that Christian serboarts from subta Chards and the Bible to learn about God and that this affects how they live their lives from subta to God that this diffects how they live their lives from subta to God and that this diffects how they live their lives from subta to God that the fride and be lives from subta to at time of rest and recalls her fride and be lives from subta to at time of rest and recalls her fride and be lives from subta to at time of rest and recalls her fride and be lives from sub		-	5				
and all people. To know that belies about what God might be like. What is the Bible about? To know that books can be special / important to people. To know that the Bible contains stories' about God and people. To know that belog To know that families To know that families To know that families To know that Shabbat? To know that S			like a present, to the world			written in Hebrew	
To express heir own thoughts and ideas about what God might be like.healings e.g., water into origing the storm, Bartinaeus, the paralyset the paralyset to to know that is the Bible about? To know that shoulds an be special / important to people. To know the Bibleboth part of God's plan To know the synagogue is the place where leves go to learn, worship God and to know the BibleTo know that christian ment the sick girit the ten lepers To know the Bible contains istories' about God and people. To know shout some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc. To know that the New Testament contains accounts from the life of Jasus & the early Church. To know that the New Testament Christians read the Bible counts is set to know about the the Bible counts is set to know about the express the into the synagogueTo know that the subset to know about the synagogueTo know about the store a church and its us set to know about the synagogueTo know that the subset to know that the new special Church. To know that the New Testament contains accounts from the life of Jasus & the early Church. To know that the Side is a synable for to know that this affects how they live their livesHow that families to learn where where leves about to know that the subset and the this affects how they live their livesHow that families to learn where the there livesHow that christian the subset to know that the su				•	believe that Jesus' death	To know the Torah can	5
thoughts and ideas about what God might be like.wine: feeding the stoop. calming the stoop. calming the stoop.BibleWhat is a church?What is the Bible about? To know that books can be special / important to people. To know that books can be special / important to people. To know that be bis can and people.BibleTo know the place where Jews go to lear, worship God and to lear, worship God and to some about the followed Jesus, and still do nowBibleWhat is a church? To know about the to lear, worship God and to know about the special / important to people. To know about God and people.To know the Torah is kept To know to know about the spraagogueTo know about the spraagogue spraagogueTo know about the spraagogue to know that the rear special Christian symbols in a church building but also a family of Christian many different ways To know that the New To know that the New To know that the Size Shabbat? To know that the Size Shabbat? To know that the size so and the fridgy night meal are an important part form the life of Jesus & the early Church. To know that the size so and the fridgy night meal are an important part is families of the the Bible to learn about God and that this affects how they live their livesBible to know that Shabbat last from sunset on Fridgy to Jewish families of the there are synols that mark its beginning and its end To know Shabbat last from sunset on Fridgy night meal are an important parts from sunset on Fridgy night meal are and the ridgy night meal are an important parts from sunset on Fridgy night meal are an important parts from sunset on Fridgy night meal are an important parts from sunset on Fridgy				-		also be found in the Old	
what God might be like. What is the Bible about?Calming the storm: Bartimaeus; the paralysed man; the side, giri, the ten he paralysed to know that the Bible contains 'stories' about God and people. To know about the eard people. To know about some key narattves from the Old Testament eq. Jacob, Joseph, Mose, Joshua, David, Samuel, Daniel etc. To know that the New Testament contains accounts from the life of Jesus & the eard (Church. To know that the Sible to learn, about God and that this affects how they live their livesTo know that the friday right if and and that this affects how they live their livesTo know that church and that this beginning and that this beginning and that this affects how they live their livesTo know that the size to know that the rear special Church.To know that the size to know that the new and that this affects how they live their livesTo know that the size to know that the size to know that the size the friday right life and help Jewish families to feasus & the are an important part of Jewish families to feasus & the are an important part of Jewish families to for dod to know Shabbat last from sunset on Friday to sunset on Shabbat is a 		•			both part of God's plan	Testament section of the	-
What is the Bible about?Battimaeus: the paralysed man; the sick girl, the ten lepersthe place where Jews go to learn, worship God and be together as a community, and is where to know about the ta use of a church and to know about some key narratives from the Old Testament eg. Jacob, Joseph, Moses, Joshu, David, Samuel Daniel etc.the place where Jews go to learn, worship God and to know about the ta use of a church and to sup addition the life of Jesus & the early Church.meet together in a church and to know about the early Church to know that Christian read the Bible to learn about God and that this affects how they live their livesmeet together in a church and to know about the testament contains accounts from the life of Jesus & the early Church.meet together in a church and to know that the they restament contains accounts from the life of Jesus & the early Church.meet together in a church and to know that the they presence in the so that Shabbat to know that Christian read the Bible to learn about God and that this affects how they live their livesmeet together in a church and to know that Christian read to know that Christian read the Bible to learn about God and that this affects how they live their livesmeet together in a church and to know that Christian read to know that Christian read the Bible to learn about God and that the affects how they live their livesmeet together in a church and to know that christian read the Bible to learn about God and the tridge in affects how they live their livesmeet together in a church and to know that christian read the Bible to learn about God and the tridge in affects how they live their livesmeet together in a church and <b< td=""><td></td><td></td><td></td><td>5</td><td></td><td></td><td></td></b<>				5			
To know that books can be special / important to people. To know that the Bible contains 'stories' about God and people. To know about some key naratives from the Old Testament e.g. Jacob, Joseph, Mose, Joshu, David, Samuel, Daniel etc.to learn, worship God and that many people followed Jesus, and still do nowto learn, worship God and be together as a community, and is where the Torah is kept To know light is a symbol for God yragogueTo know about the furniture of a church and its uses to know about some key anarcives from the Old Testament e.g. Jacob, Joseph, Mose, Joshu, David, Samuel, Daniel etc.to learn, worship God and to know that the New To know that the New To know that the New To know that the finds areafy Church. To know that Christians read the Bible to learn about God and that this affects how they live their livesto learn, worship God and that many people followed Jesus, and still do nowTo know that many people followed Jesus, and still do nowTo know that the friday night meal are an important part of are symbols that mark its beginning and its end is a time of rest and recalls how God rested on the how God rested on the how God rested on theTo know that and that mark its beginning and its end is a to know that and that there are symbols that mark its beginning and that there are symbols that mark its beginning and that there are symbols that mark its beginning and that there are symbols that mark its be				-		To know the synagogue is	
special / important to people. To know that the Bible contain's store's about God and people. To know about Some key naratives from the Old Testament contains accounts from the life of Jesus & the early Church.be together as a community, and is where the Torah is key to know bight is a symbol for God's presence in the synagoguefurniture of a church and its usesWhy do Jewish families celebrate Shabbat? To know that the New early Church.Why do Jewish families to know that the NewWhy do Jewish families to know that the church is na church building to know about the church is na church building to know that Christians read the Bible to learn about God and that this ffects how they live their livesWhy do Jewish families to know that Christian symbols is a church building to know that the read and the tridy night meat are an important part of Jewish families to feel closer to God to know shabbat last from sunset on Statuday, and that there are symbols that there are symbolsTo know that anyone can go to a church							
To know that the Bible contains stories' about God and people.To know that many people followed Jesus, and still do nowCommunity, and is where the Torain is kept To know light is a symbol for God presence in the synagogueits uses To know about the extended synagogueTo know about some key narratives from the Oldnownowif lowed Jesus, and still do nowif lowed Jesus, and still do presence in the synagogueTo know about there are special Christian symbols in a church building To know that the New To know that the New To know that the lowe to know that the followed Jesus, and still do presence in the synagogueWhy do Jewish families is not just a building but also a family of Christian people To know that families is not just a building but also a family of Christian and the friday might meal and the triday mi				man; the sick girl; the ten		-	To know about the
contains 'stories' about God and people.that many people followed Jesus, and still do nowthe Torah is kept To knowTo know about the exterior features of a churchTo know about some key narratives from the OldnownowTo know about the synagogueTo know about the exterior features of a churchTo know bau, David, Samuel, Daniel etc.Daniel etc.To know that the NewTo know that the NewTestament contains accounts from the life of Jesus & the early Church.To know that the NewTo know that the Friday night meal are an important part of Jewish families to feel closer to GodTo know that the old is not just a building but and that this affects how they live their livesTo know that the roles and that this affects how they live their livesTo know shout the closer to godTo know that anyone can go to a church				lepers		be together as a	furniture of a church and
and people.followed Jesus, and still do nowlight is a symbol for God's presence in the synagogueexterior features of a churchTo know about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.Why do Jesuish families times in many different ways to know that the New Testament contains accounts from the life of Jesus & the early Church.Why do Jesuish families to know that Shabbat To know that Shabbat and the Friday night meal are an important part of Jewish families to feel closer to Godexterior features of a churchTo know that this affects how they live their livesis of users the Bible to learn about God and that this affects how they live their livesis of users the Bible to learn about God and that this affects how they live their livesis of users the Bible to learn about God and that this affects how they live their livesis of users the Bible to learn about God and that this affects how they live their livesis of users the Bible to learn about God and that this affects how they live their livesis of active to all the Bible to learn about God and that this affects how they live their livesis of active to all the Bible to learn about God and that this affects how they live their livesis of active to all the site of active to all the site of active to all the Bible to learn about God and that this affects how they live their livesis of active to all the site of active to all the site of active to all the site of rest and recalls how God rested on theis of active to all the site of rest and recalls how God rested on theis of all the site of rest a		To know that the Bible		To know		community, and is where	its uses
To know about some key narratives from the Old Testament eg. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.nowpresence in the synagoguechurch To know that there are special Christian symbols in a church building To know that the New celebrate special times in many different ways To know that Christians read the Bible to learn about God and that this affects how they live their livesnowpresence in the synagoguechurch To know that the tear to know that the special times in many different ways To know that Christian sread the Bible to learn about God and that this affects how they live their liveschurch To know that Christian sread the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that there are symbolschurch the Bible to learn about God and that this affects how they live their liveschurch the Bible to learn about God and that there are symbolschurch the Bible to learn about God and the there are symbolschurch the Bible to learn about God and the Bible to learn about God the God To know Shabbat is a time of rere and recalls how God rested on th				that many people		the Torah is kept To know	To know about the
narratives from the OldTo know that there are special Christian symbolsTestament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc.Why do Jewish families celebrate Shabbat?To know that there are special Christian symbolsTo know that the New Testament contains accounts from the life of Jesus & the early Church.To know that Christian send and the triday night meal are an important part of Jewish families to feel closer to GodTo know that there are special Christian to know that the church is not just a building but also a family of Christian peopleTo know that Christian sread the Bible to learn about God and that this affects how they live their livesTo know that Christian sread and the triday night meal are an important part of Jewish families to feel closer to God sunset on Statuday, and that there are symbolsTo know that anyone can go to a churchTo know Shabbat is a the Bible to learn about God and that this affects how they live their livesImportant part of and that this affects how they leaves of Saturday, and that there are symbolsTo know that anyone can go to a churchTo know Shabbat is a that there are symbolsImportant part of and its end To know Shabbat is a time of rest and recalls how God rested on theImportant part of and its end To know Shabbat is a time of rest and recalls how God rested on the				followed Jesus, and still do		light is a symbol for God's	exterior features of a
Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc. To know that the New Testament contains accounts from the life of Jesus & the early Church. To know that Christians read the Bible to learn about God and that this affects how they live their lives		,		now		presence in the	church
Moses, Joshua, David, Samuel, Daniel etc.Why do Jewish families celebrate Shabbat?in a church building To know that the church is not just a building but is not just a building but 						synagogue	
Daniel etc.Celebrate Shabbat?To know that the Church is not just a building but also a family of Christian peopleTo know that the NewTo know that families celebrate special times in many different ways To know that Christians read the Bible to learn about God and that this affects how they live their livesTo know that Shabbat and the Friday night meal and the stick show they lewish families to feel closer to GodTo know about the roles and responsibilities of the church. To know that Christian are an important part of Jewish families to feel closer to GodTo know about the roles and the triday night meal are an important part of Jewish families to feel closer to GodTo know about the roles and responsibilities of the church membersTo know that this affects how they live their livesTo know that the are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on theTo know that anyone can get to a church							
To know that the New Testament contains accounts from the life of Jesus & the early Church. To know that Christians read the Bible to learn about God and that this affects how they live their lives live their live their lives live their		Moses, Joshua, David, Samuel,					5
Testament contains accounts from the life of Jesus & the early Church. To know that Christians read the Bible to learn about God and that this affects how they live their lives Ive their lives Live the lives Live their live their live their lives Live their live their lives Live their lives Live their live their live their live their live their lives Live their live thei		Daniel etc.					
from the life of Jesus & the early Church. To know that Christians read the Bible to learn about God and that this affects how they live their lives		To know that the New					is not just a building but
early Church. To know that Christians read the Bible to learn about God and that this affects how they live their lives		Testament contains accounts					
To know that Christians read the Bible to learn about God and that this affects how they live their lives		from the life of Jesus & the					
the Bible to learn about God and that this affects how they live their lives Live their lives Lives Lives Lives lives Lives lives Lives lives Lives l		early Church.					
and that this affects how they live their lives		To know that Christians read					and responsibilities of the
live their lives live their lives levelsh families to feel closer to God To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the		the Bible to learn about God					church members
Closer to God Closer to God To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the		and that this affects how they				, , ,	To know that anyone can
To know Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the		live their lives					go to a church
from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the							
sunset on Saturday, and that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the							
that there are symbols that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the						-	
that mark its beginning and its end To know Shabbat is a time of rest and recalls how God rested on the						-	
and its end To know Shabbat is a time of rest and recalls how God rested on the						-	
To know Shabbat is a time of rest and recalls how God rested on the							
time of rest and recalls how God rested on the						and its end	
how God rested on the						To know Shabbat is a	
						time of rest and recalls	
seventh day after creation						how God rested on the	
						seventh day after creation	

	Funny Faces and Fabulous	Mix it		Rain and Sunrays	Stre	et View
Art	Features - Exploring portraits - Funny Faces - Cut, stick and join - Exploring colour - Collage creators - Gallery	 The colour wheel Same or different The colour carousel Colour challenge Evaluation 		 Exploring line and shape Bright Lights, Big City Drawing from memory 	 Exploring street views Similar or different? Significant artist – James Rizzi Exploring Colour Exploring Form Mural makers 	
DT	Shade a - Investigating shelters - Properties of materials - Designing shelters - Building prototype shelters - Designing and evaluating a pl	and Shelter ay den	Taxi - Investigating wheels, axles and chassis - Experimenting - Exploring axles - Designing, making and evaluating our taxis	Rain and Sunrays - Weather motifs - Exploring texture - Exploring collagraphy - Creating weather collagraphs	Chop, Slice and Mash - Investigating sources of food - Preparing fruits and vegetables - Exploring salads - Designing, making and evaluating a supermarket sandwich	
Music	Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	Classical music, dynamics and tempo (Theme: Animals) Children use their bodies and instruments to listen and respond to pieces of classical music that represent animals.	Musical vocabulary (Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Timbre and rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning that different sounds can represent characters and key moments in a story.	Pitch and tempo (Theme: Superheroes) Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.	Vocal and body sounds (Theme: By the sea) Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.
PE	Dance – Val Sabin Year 1 Unit 1 – Streamers, Conkers, Playing with a ball Games – Val Sabin Year 1 Unit 2 – Throwing and catching, Aiming games	Gymnastics - Val Sabin Year 1 Unit 1 Flight: Bouncing, Jumping, Landing Athletics – Val Sabin Year 1 Unit 1	Gymnastics - Val Sabin Year 1 Unit 3 – Rocking and Rolling Swimming - swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.	Dance - Val Sabin Year 1 Unit 2 – March, March, March and Jack and the Beanstalk Swimming - swim competently, confidently and proficiently and perform safe self-rescue in different water-based situations.	Athletics – Val Sabin Year 1 Unit 2 Dance – Val Sabin Year 1 Unit 3 – Fog and Sunshine, Washing Day, Handa's Surprise	Gymnastics – Val Sabin Year 1 Unit 2 Points and Patches: Balancing on large and small body parts Games - Val Sabin Year 1 Unit 1 Focus on ball skills and games