

Maths

Build secure foundations within 10. Protect time for counting, composition and bonds.

- ♦ Count reliably to 10, then 20; one-to-one correspondence; subitising; read/write numerals 0-10.
- ♦ Partition 0-5 in different ways; addition pairs to 5; link objects, images and numerals
- ♦ Recall addition pairs to 5 and corresponding subtraction facts; use = accurately.
- ♦ Partition 6-10; compare and order; use more/less/equal; one more/one less.
- ♦ Derive and recall all pairs with total 10; represent systematically
- ♦ Relate addition to counting on; understand commutativity through practical examples; record + and =.
- ♦ Relate subtraction to taking away and counting back; connect to known bonds.
- ♦ Find the difference by counting up; compare quantities; revisit bonds, numerals and counting.

Year 1 Curriculum Map Kingsley Primary School Autumn 1



Be Kind Be safe Be Respectful

English

Text— Rapunzel by Bethan Woollvin
Writing Opportunities— Traditional Tale & Instructions

- ♦ Compose/rehearse sentences orally before writing
- ♦ Sit correctly and hold a pencil comfortably/correctly
- ♦ Form lower-case letters in the correct direction, starting and finishing correctly
- ♦ Segment spoken words into sounds/phonemes and represent them with graphemes
- ♦ Join words together to make a coherent sentence
- ♦ Leave/separate spaces between words
- ♦ Join words/clauses using 'and'
- ♦ Use capital letters and full stops to demarcate sentences

Religious Education

Who is Jewish and what do they believe?

- ♦ What is precious to us?
- ♦ What is precious to Jewish people?
- ♦ What does a mezuzah remind Jewish people about?
- ♦ How and why do Jewish people celebrate Shabbat?
- ♦ How do Jewish people think about miracles at Chanukah?
- ♦ |What does the story of Chanukah make us think about?

Geography

Geography Skills and Fieldwork—Our School

- ♦ Know about my school area and can name key landmarks
- ♦ Talk about a natural environment, naming its features using some key vocabulary.
- ♦ Make observations about and describe my school area and the nearest local green space.
- ♦ Show awareness of their locality and identify some key landmarks
- ♦ Draw basic maps, including appropriate symbols and pictures to represent places or features.

Science

Topic— Everyday Materials

Pupils should be taught to:

- ◆ 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.

Work scientifically by Year 1:

- ◆ Asking simple questions and recognising that they can be answered in different ways.
- ◆ Observing closely, using simple equipment.
- ◆ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Fundamentals

In this unit pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.

Art and Design

Collage

Artist—Ran Hwang

Pupils will be taught:

- ◆ to use a range of materials creatively to design and make products
- ◆ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ◆ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ◆ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making

PSHE

Relationships - What is the same and different about us? / Who is special to us?

In this Unit pupils will learn:

- ◆ What makes them special and how everyone has different strengths
- ◆ How their personal features or qualities are unique to them and how they are similar or different to others, and what they have in common
- ◆ To use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
- ◆ About the different people in their family / those that love and care for them
- ◆ What their family members, or people that are special to them, do to make them feel loved and cared for
- ◆ How families are all different but share common features – what is the same and different about them
- ◆ That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Computing

Information Technology

Basic computing Skills

Basic Computing Skills Pupils will learn how to log in and shut down a computer accurately and begin to understand the importance of a password.

Trip / Visitor

History

Guy Fawkes Production

Outdoor Learning

This term the children will discuss and observe seasons, weather and the changes in the forest. They will look at different species of animal and bird and why the forest is a good home for them.

They will take part in

Scavenge hunts and sorting materials and natural objects.

Transient art and painting leaves.

Maths

Extend foundations to 20 and strengthen addition/subtraction structures, doubles and skip counting.

- ♦ Read/write numerals 0-20; understand 10 and some more; place on track/line.
- ♦ Count at least 20 objects reliably; compare/order numbers; one more/one less.
- ♦ Use counting on and known bonds; add unit to teen number; record number sentences.
- ♦ Take away/count back; find difference/count up; subtract unit from teen number.
- ♦ Recall doubles to at least 10; use doubles to support addition facts.
- ♦ Count on/back in 2s, 5s, 10s; notice patterns; connect to grouped objects.
- ♦ Secure bonds to 10, number to 20, addition/subtraction structures; solve mixed practical problems.

Year 1 Curriculum Map Kingsley Primary School Autumn 2



Be Kind Be safe Be Respectful

English

Text— The secret of black rock by Joe Todd-Stanton

Writing Outcomes— Return Story and Postcards

- ♦ Discuss word meanings, linking new meanings to those already known
- ♦ Understand a text by drawing on what they already know or on background information and vocabulary provided by the teacher
- ♦ Compose a sentence orally before writing it
- ♦ Segment spoken words into sounds/phonemes and represent them with graphemes
- ♦ Sit correctly and hold a pencil comfortably/correctly
- ♦ Form lower-case letters in the correct direction, starting and finishing correctly
- ♦ Join words/clauses using 'and'
- ♦ Use capital letters and full stops to demarcate sentences

Religious Education

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- ♦ What does a mezuzah remind Jewish people about?
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History

Guy Fawkes and Bonfire Night

- ♦ Say why people may have acted the way they did.
- ♦ Recall some facts about people/events before living memory.
- ♦ Order a set of events or objects.
- ♦ Describe things that happened to themselves and other people in the past.
- ♦ Tell stories about the past.
- ♦ Talk, write and draw about things from the past.
- ♦ Look at books, videos, photographs, pictures and artefacts to find out about the past.
- ♦ Identify different ways in which the past is represented.

Science

Seasonal Changes—Autumn

Pupils will be taught to:

- ♦ Observe changes across the four seasons.
- ♦ Observe and describe weather associated with the seasons and how day length varies.

Work scientifically by Year 1:

- ♦ Asking simple questions and recognising that they can be answered in different ways.
- ♦ Observing closely, using simple equipment.
- ♦ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Ball Skills

Children will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet. Pupils will be asked to evaluate and recognise improvements for their own and others skills.

Design Technology

Topic: Food

Focus: Preparing fruit and vegetables

- ♦ Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- ♦ Develop, model and communicate their ideas through talking, mock-ups with card and paper.
- ♦ Plan by suggesting what to do next.
- ♦ Select and use tools, skills and techniques, explaining their choices to cut, shape and join paper and card.
- ♦ Use simple finishing techniques suitable for the structure they are creating.
- ♦ Taste and evaluate a range of fruit and vegetables to determine the intended user's preference.

Music

Pulse and Rhythm All About Me

- ♦ Clap the rhythm of their name in time to the pulse.
- ♦ Sway or tap in time to the pulse and sing a rhythm in time with the pulse.
- ♦ Copy rhythms based on word patterns using an instrument.
- ♦ Keep the pulse while playing a rhythm on an instrument.
- ♦ Follow instructions during a performance.

Computing

Digital Literacy

Using text-based programs to process and format text and Images

Pupils will learn how to use a word processing program to write and format text. They will add digital images and consider the audience for their work.

Trip / Visitor

Religious Education

Princess Road Synagogue

Outdoor Learning

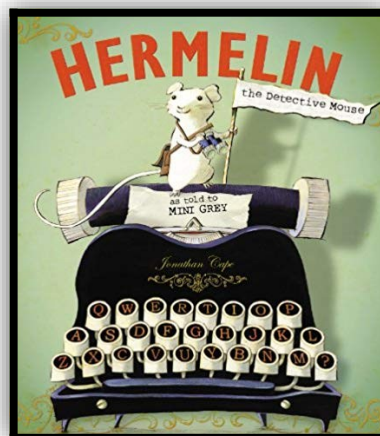
Continue with looking at seasons and weather and observing changes in the forest. Continue to harvest and work in the garden and plant bulbs. Look at Halloween traditions and play duck apple with apples collected from the garden. Discuss migration and make bird feeders and homes for hedgehogs. Autumn crafts, leaf prints, rubbings, mobiles, painting leaves, transient art.

Maths

Develop place value and practical calculation while keeping daily retrieval of bonds and counting.

- ♦ Count forwards/backwards; group into tens and ones; read/write and compare numbers.
- ♦ Say the number ten more than a multiple of 10 and extend to other numbers practically; recognise decade structure.
- ♦ Use practical/informal methods for $u+u$, $TU+u$ and $u+\text{multiple of } 10$.
- ♦ Use practical/informal methods for $u-u$, $TU-u$ and $TU-\text{multiple of } 10$.
- ♦ Recognise/find/name half; use halves and quarters vocabulary in context; equal parts.
- ♦ Revisit core number facts and place value; explain methods using mathematical vocabulary.

Year 1 Curriculum Map Kingsley Primary School Spring 1



Be Kind Be safe Be Respectful

English

Text— Hermelin

Writing Outcomes- Detective Narrative & Letters

- ♦ Discuss word meanings, linking new meanings to those already known
- ♦ Be encouraged to link what they read or hear read to their own experiences
- ♦ Say out loud what they are going to write about
- ♦ Compose a sentence orally before writing it
- ♦ Sequence sentences to form short narratives
- ♦ Re-reading what they have written to check that it makes sense
- ♦ Discuss what they have written with the teacher or other pupils
- ♦ Leave spaces between words
- ♦ Join words and joining clauses using and

Religious Education

What makes some places sacred?

- ♦ Where do I feel safe?
- ♦ Where is a sacred place for believers to go?
- ♦ Which place of worship is sacred for Jewish people?
- ♦ Which place of worship is sacred for Muslims?
- ♦ How are places of worship similar and different?
- ♦ Why are places of worship important to community?

History

Topic—Titanic

Historical focus: Significant historical events, people and places in their own locality.

- ♦ Recall some facts about people and events from the past.
- ♦ Use time words to talk about when things happened.
- ♦ Understand the difference between past and present.
- ♦ Sort objects and events into then and now and tell stories about the past.
- ♦ Use books, photographs, videos and artefacts to find out about the past and ask questions.

Science

Animals Including Humans

- ◆ 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

Work scientifically by Year 1:

- ◆ Asking simple questions and recognising that they can be answered in different ways.
- ◆ Observing closely, using simple equipment.
- ◆ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Sending and Receiving

In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe.

Art and Design

Topic: Geometric Art (Drawing)

Artists: Sarah Morris

- ◆ Use a range of materials creatively to design and make products
- ◆ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ◆ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ◆ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

PSHE

Health and Well Being - What helps us stay healthy?

- ◆ Understand what being healthy means and who helps us stay healthy.
- ◆ Know that what we put in or on our bodies can affect how we feel.
- ◆ Understand how medicines and vaccinations can help us stay healthy.
- ◆ Learn why good hygiene and daily self-care, such as brushing teeth and washing hands, are important.

Music

Musical Vocabulary

- ◆ Move to reflect a character and create sounds to reflect a character
- ◆ Move at a speed that reflects the tempo of the audio.
- ◆ Respond to dynamic changes without prompting.
- ◆ Demonstrate a sound pattern correctly to a pulse.
- ◆ Sing and play high and low sounds.
- ◆ Read symbols representing high and low sounds correctly.

Computing

Computer Science Unplugged Algorithms

Pupils learn what an unplugged algorithm is and create and apply them to an on-screen program.

Trip / Visitor

History

Titanic Workshop—
Liverpool Museum

Outdoor Learning

Seasons, weather changes in the forest and discuss climate change. Bird and plant recognition games, tree identification using ID sheets. Bird watching (RSPB—Big Bird Watch), litter picking, team games, forest maintenance, team games cross the ocean, build a home for a Wild Thing. Making bird feeders

Maths

Extend counting/place value to 100 and apply fundamentals to grouped counting and problem solving.

- ♦ Count to/across 100 forwards/backwards from different starts; read/write numbers to 100.
- ♦ Use related vocabulary and = sign; identify one more/one less; estimate then count.
- ♦ Derive multiples of 2, 5 and 10; connect repeated groups to skip-counting.
- ♦ Apply addition/subtraction to practical contexts; combine groups and share equally as early multiplication/division exposure.
- ♦ Secure counting to 100, bonds, doubles, place value and calculation strategies.

Year 1 Curriculum Map Kingsley Primary School Spring 2



Be Kind Be safe Be Respectful

English

Text— Paper Planes

Writing Opportunities— Friendship Narrative and Recount Messages

- ♦ Composing a sentence orally before writing it
- ♦ Sequencing sentences to form short narratives
- ♦ Re-reading what they have written to check that it makes sense
- ♦ Leaving spaces between words
- ♦ Form lower-case letters in the correct direction, starting and finishing correctly
- ♦ Joining words and joining clauses using and
- ♦ Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- ♦ Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- ♦ Being encouraged to link what they read or hear read to their own experiences
- ♦ Making inferences on the basis of what is being said and done

Religious Education

What makes some places sacred?

- ♦ Where do I feel safe?
- ♦ Where is a sacred place for believers to go?
- ♦ Which place of worship is sacred for Jewish people?
- ♦ Which place of worship is sacred for Muslims?
- ♦ How are places of worship similar and different?
- ♦ Why are places of worship important to community?

Geography

Topic: Countries and Capitals of the UK

Geographical Focus: Understand Human and Physical differences of two cities in the UK.

- ♦ Know that the United Kingdom is made up of England, (London) Scotland, (Edinburgh) Wales, (Cardiff) and Northern Ireland (Belfast)
- ♦ Know the location of London compared to Liverpool on a map of the UK. (Using compass points)
- ♦ Know the human and physical features of Liverpool. (parks, buildings, weather)
- ♦ Know the human and physical features of London. (parks, buildings, weather)
- ♦ Be able to identify that Liverpool is a significantly smaller city compared to London.

Science

Seasonal Changes—Spring

Pupils will be taught to:

- ♦ Observe changes across the four seasons.
- ♦ Observe and describe weather associated with the seasons and how day length varies.

Work scientifically by Year 1:

- ♦ Asking simple questions and recognising that they can be answered in different ways.
- ♦ Observing closely, using simple equipment.
- ♦ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Gymnastics

Children will explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create short sequences

Design Technology

Topic: Mechanisms

Focus: Levers and Sliders

- ♦ Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- ♦ Develop, model and communicate their ideas through drawings and mock-ups with card and paper.
- ♦ Plan by suggesting what to do next.
- ♦ Select and use tools, explaining their choices, to cut, shape and join paper and card.
- ♦ Use simple finishing techniques suitable for the product they are creating.
- ♦ Explore a range of existing books and everyday products that use simple sliders and levers.
- ♦ Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

PSHE

Living in the Wider World—What can we do with money?

- ♦ What money is - that money comes in different forms
- ♦ How money is obtained (e.g. earned, won, borrowed, presents)
- ♦ How people make choices about what to do with money
- ♦ The difference between needs and wants—that people may not always be able to have the things they want
- ♦ How to keep money safe and the different ways of doing this

Computing

Computer Science Programming, coding & Robotics

Pupils explore how to control both physical and virtual robots with a sequence of commands.

Trip / Visitor

Science

Croxteth Farm

Outdoor Learning

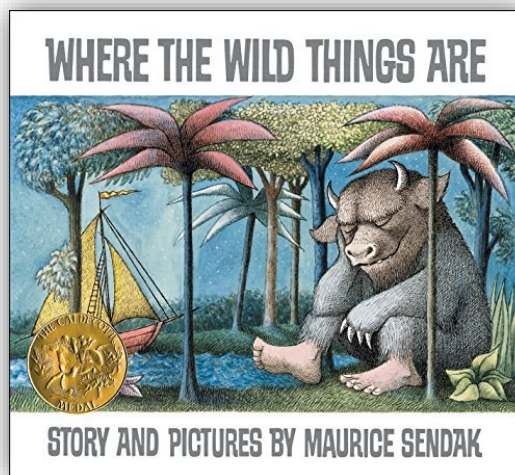
Seasons, weather and observing changes. Planting and caring for the flowers, veg and fruit in the garden. Forest and garden maintenance. Identifying flowers, herbs and trees. Reading a forest based story and making a tableaux. Singing and making music with drumsticks. Clay faces and other crafts.

Maths

Teach shape space and measure strands efficiently through practical experiences, while maintaining daily number fluency.

- ◆ Compare/describe/measure using practical units; solve simple problems.
- ◆ Estimate, weigh, measure and compare; use heavier/lighter, full/empty, more/less.
- ◆ Use time vocabulary; sequence events; tell time to the hour.
- ◆ Tell time to the hour and half past; connect to half turns around clock face.
- ◆ Recognise/name common 2-D and 3-D shapes; describe simple properties and visualise shapes.
- ◆ Use everyday language for position, direction and distance; identify turns around a point.
- ◆ Apply number fundamentals through measures, time and shape contexts; targeted revisit.

Year 1 Curriculum Map Kingsley Primary School Summer 1



Be Kind Be safe Be Respectful

English

Text— Where the Wild Things Are by Maurice Sendak

Writing Opportunities— Narrative & Non-Chronological Report

- ◆ Recognise and join in with predictable phrases
- ◆ Discuss word meanings, linking new meanings to those already known
- ◆ Make inferences on the basis of what is being said and done
- ◆ Predict what might happen on the basis of what has been read so far
- ◆ Composing a sentence orally before writing it
- ◆ Sequencing sentences to form short narratives
- ◆ Re-reading what they have written to check that it makes sense
- ◆ Discuss what they have written with the teacher or other pupils
- ◆ Form lower-case letters in the correct direction, starting and finishing correctly

Religious Education

What does it mean to belong to a faith community?

- ◆ Do we all belong to something?
- ◆ How do Christians show they belong?
- ◆ How do Muslims know that they belong?
- ◆ How do Jewish people show they belong together as a community
- ◆ How do Christians welcome a new baby?
- ◆ How do some people show they belong to one another

History

Toys Through Time

- ◆ Toys have existed for thousands of years.
- ◆ Old toys were made from wood, paper and metal.
- ◆ New toys are made out of plastic and can use electricity.
- ◆ Describe the differences between then and now.
- ◆ Order a set of events or objects.
- ◆ Look at pictures from the past and ask questions.

Science

Topic— Plants

Pupils should be taught to:

- ◆ 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.

Work scientifically by Year 1:

- ◆ Asking simple questions and recognising that they can be answered in different ways.
- ◆ Observing closely, using simple equipment.
- ◆ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Team Building

In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving. They are given the opportunity to discuss and plan their ideas and reflect on their success.

Design Technology

Topic: Structures

Focus: Free Standing Structures

- ◆ Create and share ideas through talking, drawings and simple models.
- ◆ Plan what to do and choose suitable tools and materials.
- ◆ Build structures using simple techniques and finishes.
- ◆ Explore existing structures and evaluate how well their own product works.

PSHE

Topic: Living in the Wider World (Ourselves and others; the world around us; caring for others; growing and changing)

- ◆ How kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively.
- ◆ The responsibilities they have in and out of the classroom.
- ◆ How people and animals need to be looked after and cared for.
- ◆ What can harm the local and global environment; how they and others can help care for it.
- ◆ How people grow and change and how people's needs change as they grow from young to old.
- ◆ How to manage change when moving to a new class/year.

Computing

Information Technology

Digital Painting

Pupils will explore how to use the different tools and features in a computer based paint program to create a variety of effects.

Trip / Visitor

DT

Free Standing Structures
Workshop

Outdoor Learning

Seasons, weather and change. Planting on and looking after the garden and forest. Flower and bird ID, looking at male and female birds, matching game. Using mallets to make summer bunting. Leaf prints, willow crowns, painting bee leaves. Looking at butterflies, bees and minibeasts.

Maths

Consolidate the full Year 1 standard, close gaps and prepare pupils for Year 2 through application and retrieval.

- ◆ Fluent recall of bonds to 10/20 where appropriate; choose counting-on/back or known facts.
- ◆ Count/read/write to 100; count in 2s, 5s, 10s; compare/order; one more/less.
- ◆ Find/name halves and quarters of objects, shapes and quantities; solve sharing problems.
- ◆ Read simple pictograms/block graphs; ask/answer questions; rehearse Year 1 mathematical vocabulary.
- ◆ Use core number skills in unfamiliar practical contexts; explain reasoning and check answers.
- ◆ Check National Standards: number to 100, counting, bonds, calculation, fractions, measures, time and shape.
- ◆ Maintain fundamentals through games, retrieval and Year 2 readiness; celebrate mathematical thinking.

Year 1 Curriculum Map Kingsley Primary School Summer 2



Be Kind Be safe Be Respectful

English

Text— The Last Wolf by Mini Grey

Writing Opportunities- Narrative & Instructions

- ◆ Apply phonic knowledge and skills as the route to decode words
- ◆ Read words containing taught GPCs
- ◆ Discussing word meanings, linking new meanings to those already known
- ◆ Discuss the significance of the title and events
- ◆ Make inferences on the basis of what is being said and done.
- ◆ Use the spelling rule for adding s, es as the plural marker for nouns and the third person singular marker for verbs
- ◆ Sequence sentences to form a short narrative
- ◆ Re read what they have written to check it makes sense
- ◆ Joining words and joining clauses using and
- ◆ Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun I

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- ◆ How do Christians welcome a new baby?
- ◆ How do some people show they belong to one another

Geography

Topic: Antarctica

Geographical Focus: Similarities and Differences of UK and Antarctica

- Name and locate the seven continents and five oceans.
- Identify hot and cold areas near the Equator and Poles.
- Recognise and describe natural environments.
- Compare the human and physical features of local and distant places.
- Use compass directions, maps and aerial photographs to locate places and landmarks.

Science

Seasonal Changes—Summer

Pupils will be taught to:

- ♦ Observe changes across the four seasons.
- ♦ Observe and describe weather associated with the seasons and how day length varies.

Work scientifically by Year 1:

- ♦ Asking simple questions and recognising that they can be answered in different ways.
- ♦ Observing closely, using simple equipment.
- ♦ Performing simple tests

Be Kind Be safe Be Respectful

P.E.

Athletics

Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.

Art and Design

Topic: Sketching and Painting in a Natural Environment

Artists: David Hockney (Winter Trees)

- ♦ Use a range of materials creatively to design and make products
- ♦ Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- ♦ Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- ♦ About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

PSHE

Health and Wellbeing- Who helps keep us safe?

- ♦ People have different roles in the community to help keep people safe.
 - ♦ Who can help them in different places and situations.
 - ♦ How to respond safely to adults they don't know.
 - ♦ What to do if they feel unsafe or worried for themselves or others; and the importance of asking for support until they are heard
- How to get help if there is an accident and someone is hurt, including how to dial 999

Music

Timbre and Rhythmic Patterns

- ♦ Chant in time with others, using different volumes and character voices.
- ♦ Respond to hand signals and follow instructions during a musical performance.
- ♦ Choose suitable sounds to represent characters, events, or moments in a story.
- ♦ Read, clap, and play simple rhythmic patterns using one-beat sounds and rests.
- ♦ Play sound patterns in time with the pulse and join in with repeated phrases.

Computing

Information Technology Presenting Information

Pupils will consider a variety of ways to present cross curricular information digitally, and compare the advantages and disadvantages with paper based content.

Trip / Visitor

Art

Best Day Ever

Trip to Hale Lighthouse and Park

Outdoor Learning

Seasons, weather and change. Team games, challenges and races (link to Sports Week). Flower, leaf, tree, bird and bee identification activities. Nature poems, word and sentence building hunts. Gardening, weeding, forest and garden maintenance. Crafts and making music with found objects.

