



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Skills
Knowledge

Linford Curriculum Map
Cycle A 2022

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Values	Mutual respect and tolerance	Democracy	Individual liberty	The rule of law	Mutual respect and tolerance	Individual liberty
Topic	All about Me	Castles	Your Great Britain	Travel and Transport	Holidays in the Past	Under the Sea
Synopsis	Children begin school, they learn how to begin to form friendships and what they are. They talk about themselves, their families and where they live. This is linked to the local area through geography when looking at where they live and Bradgate Park	In this theme, children will learn about the country that they live and the capital city of London. Through the unit children will investigate castles, their structure and why they were used. A real-life castle ruins can be visited in Bradgate- leading on from their first theme.	In this theme, children will begin to learn about the UK and use maps to locate the 4 countries, capital cities and where they live. The children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and a capital city in a different country in detail	This Travel and Transport theme will teach your children about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, they will also focus on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes.	The seaside/holiday theme will allow children to compare seaside holidays of the past with those we enjoy today. Children will learn about Victorian holidays. In science, children will investigate sea life, simple habitats and food chains. As part of our creative learning, children will paint sea landscapes in art based on famous artist's work.	In this theme, children will become immersed in the wonders of the sea and the depths below. They will learn about beaches and what they might find there, this will then be compared to another beach from a contrasting country. In science, children will explore sea creatures, their ecosystems and the difference between living and growing things. In D&T and art children will create sea creature models and experiment with was resistant art.
Role Play	Home corner Kitchen- food	Castle	Space Station- telescope	A cave- Bear hunt story telling	Garden Centre- plants/money	Seaside café- food/taking orders
Enrichment Opportunities	Autumn 'welly' walks. Walks around the school and grounds. Harvest Festival Role play - Home	Autumn/Winter 'welly' walks. Nativity production	Winter 'welly' walks	Spring 'welly' walks. Forest School Teddy Bears Picnic Bear hunt	Summer 'welly' walks. Planting beans, seeds and plants. Caterpillars Minibeast hunt Role play – garden centre	Summer 'welly' walks. Beach Role play – beach shop/cafe
Global Awareness	Starting school in different countries.	Celebrations in different cultures.	What clothes are worn in different countries? Chinese New Year	Animal habitats	Seasonal changes – plants that grow in different climates.	Sea animals found in different climates around the world.
English	Reading and Writing:					
	For further details of the English Curriculum please see the English Long-Term Overview.					
	Phonics:					
	Phonics is taught following Little Wandle					
	Communication and Language (EYFS specific):					
	Throughout the year we will encourage children to: Listen attentively in a range of situations; Listen to stories, anticipating key events and responding to what they hear with relevant comments, questions and actions; Sit quietly during appropriate activities; Concentrate, maintain attention; Give attention to what others say and respond appropriately while engaged in another activity; Follow instructions; Answer 'how' and 'why' questions; Use language within their play; Express themselves using past, present and future terms.					

	EYFS <i>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</i> <i>Understanding: children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</i> <i>Speaking: children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events</i> 7 <i>In childminding settings, the key person is the childminder. 10 that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</i>					
Maths	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					
Understanding the World <i>EYFS People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</i>	Science:					
	Animals & Humans The importance of exercise, healthy eating & hygiene. Name and label parts of human body <i>Key Stage 1</i> <ul style="list-style-type: none"><i>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i> EYFS: <i>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, and disabilities, and so on.</i> <i>Describe what they see, hear and feel whilst outside.</i>	Animals & Humans Naming and grouping common animals. <i>Key Stage 1</i> <ul style="list-style-type: none"><i>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i><i>identify and name a variety of common animals that are carnivores, herbivores and omnivores</i><i>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</i> EYFS: <i>Make healthy choices about food, drink, activity and toothbrushing.</i> <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</i> <i>Know and talk about the different factors that support their overall health and wellbeing: • - regular physical activity • - healthy eating • - toothbrushing • - sensible amounts of ‘screen time’ • - having a good sleep routine.</i>	Materials Exploring different materials. What materials are used for. <i>Key Stage 1</i> <ul style="list-style-type: none"><i>distinguish between an object and the material from which it is made</i><i>identify and name a variety of everyday materials, including wood, plastic, glass,</i><i>metal, water, and rock</i><i>describe the simple physical properties of a variety of everyday materials</i><i>compare and group together a variety of everyday materials on the basis of their simple physical properties</i> EYFS: <i>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice.</i>	Plants Changes within the environment. How plants grow. What plants need to grow. <i>Key Stage 1</i> <ul style="list-style-type: none"><i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</i><i>identify and describe the basic structure of a variety of common flowering plants, including trees.</i> EYFS: <i>Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>		Animals How some animals change as they grow Begin to distinguish between living & non-living things. <i>EYFS:</i> <i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>Understand the key features of the life cycle of an animal.</i>
	Learning Objectives •Identify and name a range of common animals. •Say something that is the same and something that is different about two animals. •Know the basic needs of animals for survival. •Understand that animals have different diets	Learning Objectives • Name the basic parts of the body. • Understand the importance of exercise, healthy eating & hygiene. • Name the senses and say which body part is associated with each sense. • Use their senses to perform simple tests.	Learning Objectives • Identify and name everyday materials • Describe simple properties of everyday materials • Distinguish between an object and the material it is made from. • Identify the suitability of materials for particular uses. • Sort objects 3 ways. • Discover how shapes of materials can be changed.	Spring 2 Learning Objectives Find plants in the wild and identify them by a picture. To know the difference between evergreen and deciduous trees Label parts of a plant: Root, leaves, stem, flower Explain the function of each part of a plant Know plants grow in different climates Observe and identify features of plants from different climates and explain how they are suited to their environment	Learning Objectives • Know basic needs of plants (water, light, temperature) • Make a prediction. • Perform simple tests (plant a bean in varying environments) • Record what they see by drawing or writing • Use observations to answer simple questions • Explain that plants need water, light and warmth to grow. • Describe the impact of varying temperature, light and water etc.	Learning Objectives • To name, sort and compare living and non-living things. • Describe the structure of common animals, including some parts of the body that are specific to animals. • Name the habitats and micro-habitats of plants and animals. • Describe simple food chains.
	Assessment Statements		Y1: I can make simple observations.			

	<p>Y1: I recognise that you can collect evidence to try to answer a question.</p> <p>.</p> <p>Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals.</p>	<p>Y1: I recognise some ways that I can stay healthy.</p>	<p>Y1: I can identify some similarities and differences between materials.</p> <p>Y1: I can test ideas that have been suggested to me.</p> <p>Y1: I am able to name and sort a variety of everyday materials.</p>	<p>Y1: I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Y1: I recognise that you can collect evidence to try to answer a question.</p>	<p>Y1: I can sort and compare living and non-living things.</p>
History:					
		<p>We will learn about castles and the monarchy.</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"><i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i><i>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</i> <p>EYFS: <i>Talk about the lives of the people around them and their roles in society.</i></p>		<p>We will learn about the history of transport over time.</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"><i>They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</i><i>changes within living memory. Where appropriate, these should be used to reveal</i><i>aspects of change in national life</i> <p>EYFS: <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</i></p>	<p>Holidays in the Past</p> <ul style="list-style-type: none"><u>To learn about:</u> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
Learning Objectives		<p>Learning Objectives</p> <ul style="list-style-type: none">To know what a castle is and what they were used for - Why were they built – to understand the role of castles?To recognise features of a castle, including Mott and Bailey castleExplore the location of castles – why was the location important?To understand why they were built in capital citiesWho lives in a castle?Compare life in a castle and compare it to modern lifeWhere is Buckingham Palace?Develop awareness about the past – create a family tree of their own family and then the royal family		<p>Learning Objectives</p> <ul style="list-style-type: none">To compare how transport was different in the pastTo find out about early travel – the Viking longboat or shipsTo know about George Stephenson and how the invention of trains impacted people’s livesHow have cars changed since they were inventedTo know about the Wright brothers and how have people tried to fly through history	<p>Learning Objectives</p> <ul style="list-style-type: none">To know where people used to go on holiday and explain whyI know how they travelled thereI can identify some activities they did on holidayCompare and describe how holidays have changed over time.Discuss and explore why have holidays changed from the past
Assessment statements	<p>Y1: Can talk about things that happened and stories about the past.</p>	<p>Y1: I can tell an adult about historical figures and why they are important in the history of the UK.</p> <p>Y1 Can begin to show an awareness of the differences between ways of life at different times.</p>		<p>Y1: Can answers questions about the past by looking at sources of information.</p>	<p>Y1: Answers questions about the past by looking at sources of information.</p> <p>Y1: Talks about things that happened and stories about the past.</p>
Geography:					

	<p>Where I live We will explore our school grounds and the local area of Newtown Linford What is special about our school grounds? What is special about Newtown Linford?</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> ▪ use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ 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 <p>EYFS: <i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>Draw information from a simple map.</i></p> <p><i>Explore the natural world around them</i></p>		<p>Your Great Britain We will look at aerial maps of America and the UK to identify important landmarks. <i>Key Stage 1</i></p> <ul style="list-style-type: none"> ▪ 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 ▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>EYFS: <i>Recognise some similarities and differences between life in this country and life in other countries.</i></p> <p><i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</i></p>			<p><i>Under the sea</i> EYFS: <i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</i></p>
	<p><u>Learning Objectives</u> Draw simple map of the school Show specific features on a map or Identify features using a key Identify physical features and characteristics of their local area – rural, park etc To understand why people visit Bradgate Park Compare their local area to a city</p>		<p>Learning Objectives</p> <ul style="list-style-type: none"> • Identify four countries in the UK on a map • Locate capital cities and where they live on a map • To understand the difference between a town and the countryside. • What are the benefits, disadvantages of living in a town or the country? • I can compare and contrast a town and the country using aerial maps/photographs • I can compare two capital cities in different countries 			<ul style="list-style-type: none"> • To use maps and atlases to locate seas and oceans • How is the seaside different to other places? • To locate some main beaches in the UK • To describe what features - human and physical will you find at a beach – How do people enjoy themselves at the seaside? • How do people affect the beaches? (Pollution and

						<p>rubbish left on beaches) Explain why it is important to protect living things at the seaside.</p> <ul style="list-style-type: none">Where might people go on holiday? Why? Compare a beach in the UK to a beach from a contrasting country
	Assessment statements Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.		Name four countries, capital cities and surrounding seas Compare two contrasting locations Y1: Can use aerial photos to locate landmarks.		Y1: Can name the four seasons and name a type of weather they may see at this time of year.	Y1: Can Identify human and physical features of a variety of holiday environments. Y1: Can identify the countries within the UK.
	Computing:					
	<p>Kapow Y1 Digital Literacy/Information Technology</p> <p>Computing systems and networks: Improving mouse skills</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital contentRecognise common uses of information technology beyond school <p>I can use a mouse – click and drag, drag and drop, left/right click, mouse mat.</p> <p>EYFS Unit 1: Networks and Systems 1: Using a computer</p>	<p>E-Safety: Year 2 Unit</p> <p>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.</p>	<p>Kapow Y2 Digital Literacy/Computer Science</p> <p>Data Handling: International Space Station</p> <ul style="list-style-type: none">Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.Use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p>Kapow Y1 Digital Literacy</p> <p>Skills Showcase: Rocket to the Moon</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Understands how a computer can help you with a task.</p> <p>EYFS Unit 2: Programming 1: All about instructions</p>	<p>Kapow Y2 Digital Literacy</p> <p>Computing Systems and networks: Word Processing</p> <ul style="list-style-type: none">Use technology purposefully to create, organise, store, manipulate and retrieve digital content.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. <p>I can word processing to create using fonts, bold, underline and highlight.</p> <p>EYFS Unit 3: Computing systems and networks 2: Exploring hardware</p>	<p>Kapow Y2 Computer Science</p> <p>Programming: Algorithms and debugging</p> <ul style="list-style-type: none">Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructionsCreate and debug simple programsUse logical reasoning to predict the behaviour of simple programs <p>I understand what algorithms are.</p> <p>EYFS Unit 4: Programming 2: Bee-Bots</p>	<p>Kapow Y1 Information Technology/Computer Science</p> <p>Programming 2: Bee-Bot</p> <ul style="list-style-type: none">Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructionsCreate and debug simple programs <p>Understand Bee-Bot instructions and button functions.</p> <p>EYFS Unit 5: Data handling: Introduction to data</p>
Expressive Arts and Design EYFS Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and	Art:					
	<p>Painting Colour mixing, self portrait</p> <p>Key Stage 1</p> <ul style="list-style-type: none">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. <p>EYFS:</p>	<p>Drawing – Coat of Arms Firework pictures</p> <p>Colour mixing Collage Learning Christmas songs.</p> <p>Key Stage 1</p> <ul style="list-style-type: none">To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>EYFS:</p>	<p>3D – construct a model of a British Land Mark, Model making Choose colour for a purpose. Experiment with different textures.</p> <p>Key Stage 1</p> <ul style="list-style-type: none">To use a range of materials creatively to design and make products <p>EYFS:</p>	<p>Printing – Block prints and patterns Make pictures of different modes of transport through printing using shapes Key Stage 1</p> <ul style="list-style-type: none">To use a range of materials creatively to design and make products <p>EYFS: Use a range of techniques and shapes to form patterns</p>	<p>Drawing/painting texture/tone/line/shape Explore different media Recreating images in the style of Degas ‘Small Girls on the Beach’ Observational drawing of plants and a study of Van Gogh and recreating work based on his ‘Sunflowers’</p> <p>Key Stage 1</p>	<p>Painting/Collage Seaside collage - wax resist, textured paint, collage</p> <p>3D – Clay/modroc sea creatures Draw and paint pictures of sea creatures. Experiment with papier mache. Seaside collage</p>

explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.	Explore colour and colour-mixing. Explore, use, and refine a variety of artistic effects to express their ideas and feelings. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Explore, use, and refine a variety of artistic effects to express their ideas and feeling		<ul style="list-style-type: none">To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space EYFS: Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Key Stage 1 <ul style="list-style-type: none">To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	Assessment statements Y1: Discuss the work of different artists			Y1: Can design and print simple repetitive patterns.		Y1: Can experiment with constructing and joining a variety of materials
	Design and Technology					
		Food – preparing fruit & vegetables to make simple dishes – pizza, fruit salad Key Stage 1 <ul style="list-style-type: none">Use the basic principles of a healthy and varied diet to prepare dishes.Understand where food comes from. EYFS: Safely use and explore a variety of materials, tools and techniques.	Structures – Construct a British land mark, e.g. Big Ben, Buckingham Palace Key Stage 1 <ul style="list-style-type: none">Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT.(design)Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge)Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make)Evaluate their ideas against design criteria. (Evaluate) EYFS: Join different materials and explore different textures.	Create different modes of transport through investigating a range of joining techniques Key Stage 1 <ul style="list-style-type: none">Select from and use a range of materials and components, according to their characteristics. (Make)Explore and evaluate the effectiveness and successes of their joining techniques and materials used (Evaluate) EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Cooking To design and make a sandwich <ul style="list-style-type: none">Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)Select from and use a range of materials and components, according to their characteristics. (Make)Evaluate their ideas against design criteria. (Evaluate) EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Mechanisms – sliders & levers Moving sea creature picture. Key Stage 1 <ul style="list-style-type: none">Explore and use mechanisms (levers, sliders, wheels & axles), in their products. (Technical knowledge) EYFS: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Join different materials and explore different textures
	Assessment statements	Y1: Can prepare a simple, healthy dish.	Y1: Can draw and label a simple design and identify materials they will use		Y1: Can say what they like and dislike about their work.	Y1: Can explore simple finishing techniques to improve their work
	Music					
	EYFS Exploring sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing	KS1 Nativity EYFS Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas Key Stage 1	EYFS Musical stories A unit based on traditional children's tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Y1 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.	Y 1 Timbre and rhythmic patterns (Theme: Fairytales) Through fairy tales, children are introduced to the concept of timbre; learning that different	Y1 Musical Vocabulary Under the sea Journey into the unknown and explore under the sea through music, movement,

	<p>instruments and identifying sounds in the environment</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>play tuned and untuned instruments musically</i>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i> <p>EYFS: <i>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</i></p>	<ul style="list-style-type: none">▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <p>EYFS: <i>Sing in a group or on their own, increasingly matching the pitch and following the melody.</i></p>	<p>EYFS: <i>Explore and engage in music making and dance, performing solo or in groups. Play instruments with increasing control to express their feelings and ideas.</i></p>	<p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>play tuned and untuned instruments musically</i>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> <p>EYFS: <i>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</i></p>	<p>sounds can represent characters and key moments in a story</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>play tuned and untuned instruments musically</i>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <p>EYFS: <i>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</i></p>	<p>chanting and the playing of tuned percussion instruments</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>play tuned and untuned instruments musically</i>▪ <i>experiment with, create, select and combine sounds using the inter-related dimensions of music.</i>▪ <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>▪ <i>listen with concentration and understanding to a range of high-quality live and recorded music</i> <p>EYFS: <i>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</i></p>
	<p>Assessment statements</p> <p>Y1: I can play a steady beat.</p>	<p>Y1: Can take part in a whole class performance.</p>	<p>Y1: I can perform in different ways, fast or slow, quiet or loud.</p>	<p>Y1: I can name different ways I can use my body to make a sound.</p>	<p>Y1: I can play untuned instruments to create effects</p>	<p>Y1: I can explain what pitch is and can show this using my voice or an instrument.</p>
<p>Physical Development/ Physical Education</p> <p>EYFS <i>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: children know the importance for good health of physical</i></p>	<p>Find and use a space. Travel in a variety of ways. Use scissors Begin to hold a pencil with the correct grip.</p> <p>Real PE (Personal)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>▪ <i>perform dances using simple movement patterns</i> <p>EYFS:</p>	<p>Travelling under, over and through. Being healthy Dressing independently Begin to hold a pencil with the correct grip.</p> <p>Real PE (Social)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>▪ <i>perform dances using simple movement patterns</i> <p>EYFS: <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move</i></p>	<p>Jumping and landing with control. Begin to form recognisable letters.</p> <p>Real PE (Cognitive)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>▪ <i>perform dances using simple movement patterns</i> <p>EYFS: <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move</i></p>	<p>Throw and catch a ball. Begin to form recognisable letters.</p> <p>Real PE (Creative)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>▪ <i>perform dances using simple movement patterns</i> <p>EYFS: <i>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running,</i></p>	<p>Kick a ball. Form recognisable letters.</p> <p>Real PE (Applying physical skills)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>▪ <i>perform dances using simple movement patterns</i> <p>EYFS: <i>Negotiate space and obstacles safely, with consideration for</i></p>	<p>Sports day Form recognisable letters.</p> <p>Real PE (Health and Fitness)</p> <p>Key Stage 1</p> <ul style="list-style-type: none">▪ <i>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</i>▪ <i>participate in team games, developing simple tactics for attacking and defending</i>

exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery	energetically, such as running, jumping, dancing, hopping, skipping, and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing	energetically, such as running, jumping, dancing, hopping, skipping, and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery.	jumping, dancing, hopping, skipping, and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery. Begin to show accuracy and care when drawing	themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery.	<ul style="list-style-type: none"> perform dances using simple movement patterns <p>EYFS: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes, and cutlery.</p>
	Assessment statements	Year 1 I can work sensibly with others, taking turns and sharing (Social)	Y1: I can manipulate a ball		Year 1 I can perform a single skill or movement with some control (Applying physical skills)	
RE	<p>KS1: Christians Who is a Christian and what do they believe? (Stories and Bible focus)</p> <p>EYFS People & Communities: Which stories are special and why? <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>	<p>KS1: Christians, Jewish and Muslims How and why do we celebrate special and sacred times?</p> <p>EYFS People & Communities: Which times are special and why? <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>	<p>KS1: Jewish Who is Jewish and what do they believe?</p> <p>EYFS People & Communities: Which people are special and why?</p> <p>EYFS People & Communities: Which places are special and why?</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>		<p>KS1: Christian and Jewish How should we care for others and the world, and why does it matter?</p> <p>EYFS People & Communities: Where do we belong?</p> <p>EYFS People & Communities: What is special about our world?</p> <p><i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></p>	
	Assessment statements Year 1 I can ask some questions about believing in God and offer some ideas of their own (C1).	Year 1 I can identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1)	Year1 I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)		Year 1 I can re-tell Bible stories and stories from another faith about caring for others and the world (A2).	
<p>PSED/PSHE</p> <p>EYFS <i>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a</i></p>	<p>Y1 Family Relationships Exploring how families are different to each other Exploring how friendship problems can be overcome Identifying ways we can care for others when they are sad</p> <p>EYFS:</p>	<p>Y1 Citizenship Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to.</p> <p>EYFS: <i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i></p>	<p>Y1 Economic Well-being Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work.</p> <p>EYFS:</p>	<p>Y1 Health and Well-being Learning how to wash my hands properly. Exploring health-related jobs and people who help look after our health. Identifying personal strengths and qualities. Identifying different ways to manage feelings.</p> <p>.</p>	<p>Y1 Safety and the changing body Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe To know that the emergency services are the police, fire</p>	<p>Y1 Transition Recognising our own strengths. To understand that changes can be both positive and negative</p> <p>EYFS: <i>Be confident to try new activities and show</i></p>

<i>familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help. Managing feelings and behaviour: children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. Making relationships: children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</i>	<i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i>	<i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</i>	<i>Explain the reasons for rules, know right from wrong and try to behave accordingly.</i>	EYFS: <i>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</i>	service and the ambulance service. EYFS: <i>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.</i>	<i>independence, resilience and perseverance in the face of challenge</i>
	Assessment statements Year1 I know who are the different people who make up a family. I know how people are feeling I can tell you what makes a friend.	Year 1 I can tell you who my special people are and why. I know who I can ask for help.		Year 1 I can identify my feelings. .	Year 1 I can identify a risky situation.	