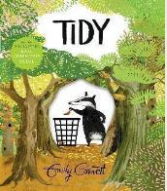
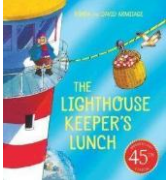
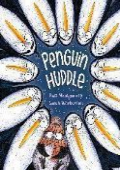
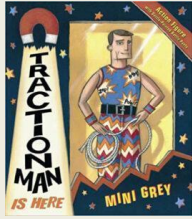
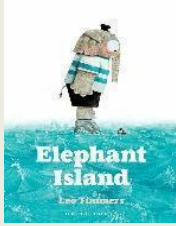
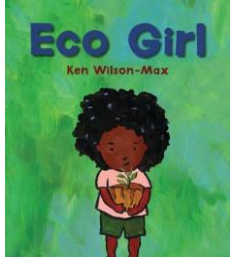
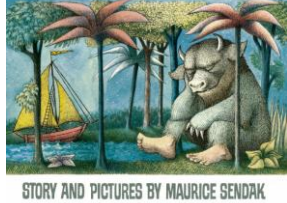
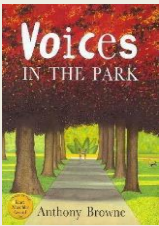
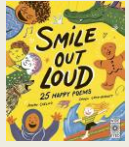
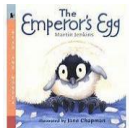
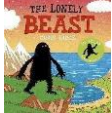
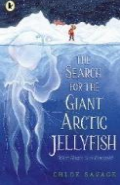
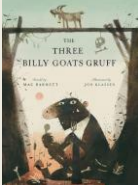
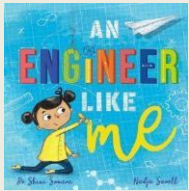
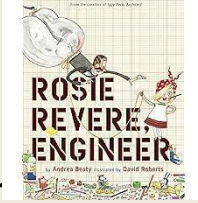
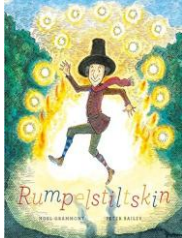
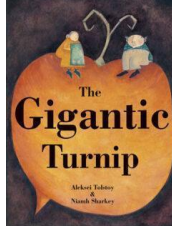
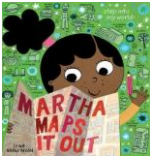
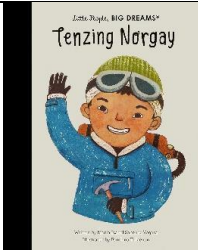
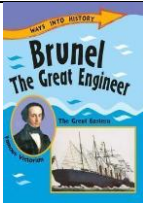
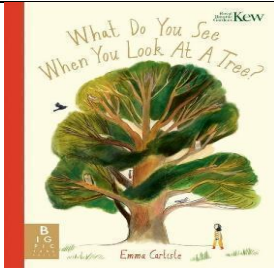
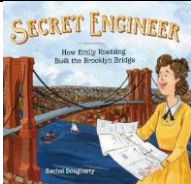


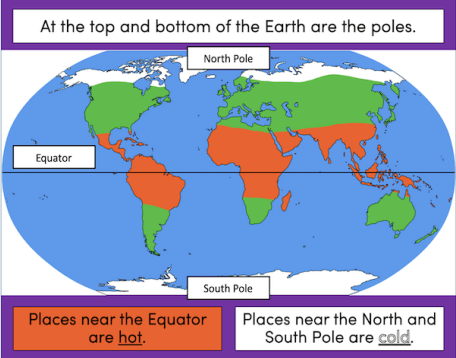
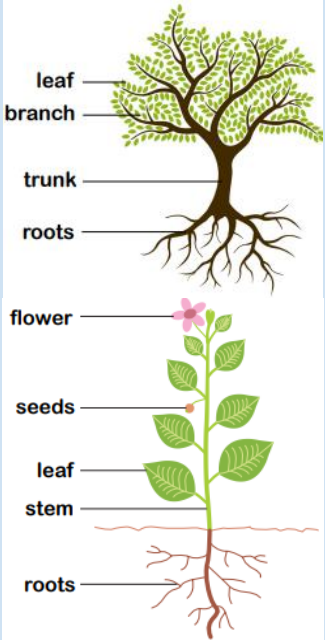
Year 1

Year 1	Term 1	Term 2/ 3	Term 4/5	Term 6
Theme	The World Around Me	Near and Far	Build it!	Wild things
Intellectual Concept	<i>Using maps and atlases we can find out where we live and what makes up our local area.</i> <i>We can use maps to both learn about and share information about a place..</i>	<i>Where we live in the world is unique and places both near and far can be very different.</i> <i>Climate is a long-term weather pattern and places have very different climates across the world depending on their proximity to the Equator. Within a climate, there are also short-term weather patterns with more or less rain; hotter or colder months.</i>	<i>Brunel was a famous engineer who built many famous structures in Bristol. Engineers design, build or maintain engines, machines or structures. Engineers think carefully about the materials to use to make their design function and stand the test of time.</i>	<i>Living things grow and change over time from plants and trees to animals and humans. There is a reliance on each other to live and survive.</i>
Big Question	What makes our local area a good place to live?	Why do we experience different weather across the world?	How will Isambard Kingdom Brunel be remembered?	What do living things need to survive?
Implementation Enquiry Questions	What makes a community? Geography How could we improve the environment of our local area? Geography/ art Why do maps have symbols? (Geography & art). Does my local area always look the same? Geography & Science	Where are the coldest places on Earth? Geography What is life like in a hot and cold place? Science / Geography / DT How does life differ for some animals who live in different parts of the world? Science/ geography/ art Would you prefer to live in country with a cold climate?	KS1_significant_people_scheme_of_work_Brunel.pdf What is an engineer? Science Who was Isambard Kingdom Brunel and what is his link with Bristol? History What was Bristol like in the past? Geog/ History (chronology through photographs/ sources) Why are Brunel's structures still talked about today? History/ Art / DT What made Brunel's successful and a significant historical character for study? History Should a bridge and boat be made of the same materials? DT/Science	How do the parts of a tree differ from that of a plant? Science Why do some trees keep their leaves all year round? Science/ Art How do different environments change where plants grow? Science Where do fruits and vegetables come from? Science

Year 1

Suggested literary canon to support reading into writing	Emily Gravett - <i>Tidy</i> 	Mike Inkpen - <i>Billy's Beetle</i> 	Ronda Armitage - <i>The Lighthouse Keeper's Lunch</i> 	Oliver Jeffers - <i>Lost and Found</i> 	Ross Montgomery - <i>Penguin Huddle</i> 	Benji Davies - <i>The Storm Whale</i> 	Eugene Trivizas - <i>The Three Little Wolves and the Big Bad Pig</i> 	Mini Grey - <i>Traction Man</i> 	Leo Timmers - <i>Elephant Island</i> 	Ken Wilson-Max - <i>Eco Girl</i> 	Maurice Sendak - <i>Where the Wild Things Are</i> 
	Anthony Browne - <i>Voices in the Park</i> 	Joseph Coello - <i>Smile out loud</i> 	Chris Judge - <i>The Emperor's Egg</i> 	Chris Judge - <i>The Lonely Beast</i> 	Chloe Savage - <i>The Search for the Giant Arctic Jellyfish</i> 	Sandra Dieckmann - <i>Leaf</i> 	Mac Barnett - <i>The Three Billy Goats Gruff</i> 	Dr Shini Somara and Nadja Sarell - <i>An Engineer Like Me</i> 	Andrea Beaty - <i>Rosie Revere Engineer</i> 	Noel Grammont - <i>Rumpelstiltskin</i> 	Aleksey Nikolayevich Tolstoy - <i>The Gigantic Turnip</i> 
Suggested writing genre outcome linked to text	Setting description Character description		Fact file / Top trump card Story retelling Instructions Contrasting settings			Instructions Narrative Invitations Recount			Letter Diary Narrative		

Non-fiction text/ Biography	Leigh Hodgkinson - <i>Martha Maps it Out</i> 	 Tenzing Nergay	 Brunel <u>Learning and Education - SS Great Britain</u>	 What do you see when you look at a tree- Emma Carlisle
	<u>Biography: Andy Goldsworthy (nga.gov)</u>		 Secret Engineer- How Emily Roebling built the Brooklyn Bridge	 Laura Knowles - <i>It Starts with a Seed</i>
MAJOR Subject/s	Geography – Immediate Local Area. <u>Our school from above - Geographical Association (geography.org.uk)</u>	Geography – Place: Hot and cold (equator & north/south pole). Weather region Antarctic	History – Person Brunel (context Bridges and boats) Geography – The UK	Science - Plants
N.C Link Substantive Knowledge	Study the human and physical geography of a small area of the United Kingdom (Local Area) Use basic geographical vocabulary to refer to: - Key physical features, including: hill, season and weather - Key human features, including: town, house, office, and shop, culture, heritage <i>Cover as appropriate to your local area</i> <u>Fieldwork component</u> Local area walk collecting data and photos of what makes up the local area.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Bristol), and of a small area in a contrasting non-European country (Antarctica) Location Knowledge Name and locate the world's seven continents and five oceans Human and Physical Knowledge Identify seasonal and daily weather patterns in the United Kingdom, and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <u>Fieldwork Component:</u> Using a compass, investigate the direction the playground is facing to determine the weather it may experience. e.g. a south facing playground may get more sun A rain gauge - set up outside in different locations and measure the amount of rainfall.	History: People: Isambard Kingdom Brunel Places: Significant historical events, people and places in their own locality (Brunel, SS Great Britain, Clifton Suspension Bridge, GWR). Events: First passenger railway, Thames Tunnel, largest passenger ship in the world/iron steamer (SS Great Britain). Geography (The UK) Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Fieldwork Component: Bristol educational visit. Take photographs of Bristol now to compare to photographs from the past. How has the landscape changed over time?	Science-plants <u>https://www.developingexperts.com/s/unit-library/units/480</u> <u>Lesson 1-6-developing experts (plants)</u> Order must link to enquiry questions Identify & describe the basic structure of a variety of common flowering plants, including trees. Identify & name a variety of common wild & garden plants, including deciduous & evergreen trees. 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

Key component knowledge	My local area is the space that surrounds our school and where we live. I can identify landmarks in my local area. My local area has some key features within it (<i>for example, we live in a town, there are houses, shops and parks</i>). A map is a picture of a place which is usually drawn from above - this is called aerial view - and is used to help you find places or know where things are. 	The world is made up of 7 continents (Asia, Africa, North and South America, Europe, Australia, Antarctica) and 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern). The Equator is an imaginary line which divides the North and South Poles. Places near to the equator are hotter, and places far away from the equator are colder. Can name examples of hot and cold continents. e.g. Africa is hot, Antarctica is cold. 	History: Brunel was an engineer. Engineers want to know how and why things work. They have scientific training that they use to make practical things. He lived around 200 years ago, during the Victorian age. Brunel was French and Isambard went to school in Paris, the capital of France. Brunel designed the Great Western Railway, the Clifton Suspension Bridge, the Box Tunnel (the longest tunnel in the world at the time) and London Paddington Station. All of these are still working today. The Clifton Suspension Bridge is a suspension bridge spanning the Avon Gorge and the River Avon, linking Clifton in Bristol to Leigh Woods in North Somerset. His ship SS Great Britain was the first with a steam-powered propeller. It's now a museum. Brunel died in 1859, the same year as another famous engineer, Robert Stephenson. Geography: The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. Each country has its own capital city and its own flag. London is the capital city of England London is the largest city in the United Kingdom Bristol is in England and is a city.	Wildflowers are flowers that are not planted by a person Deciduous trees drop their leaves every year Evergreen trees keep their leaves all year round 
	Key Locations and Environments Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map Application of maps skills Know how to recognise the compass points on a map and	Key Locations and Environments Locate the continents of the world on a blank map. Using both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask	History: Ask and answer simple questions about the past. Answer questions using an artefact/picture from the past. Sequence artefacts from very different time periods. Recognise the difference between fact and fiction using stories. Consider how reliable adults are when talking about the past. Geography:	Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the different parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening;

	understand how to direct a straight line route using the four main compass points Understand how to create a basic plan of a classroom or an area of the school grounds. 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 Begin to identify layers on the above map types to give a basic understanding of GIS. To use basic numerical data about places (e.g. raw data from questionnaires or bar charts) Plan a simple route of enquiry for the local area using key questions Geographical change Identify land use around the school and understand why it is there. Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school Take photos of interesting things in the local area and explain what the photos show On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. 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 Place studies/asking geographical questions Ask and answer questions about places and environments in a near	geographical questions (e.g. What is it like to live in this place? How is this place different from where I live? How is the weather different? How are lifestyles different?) Understand the differences and similarities using basic geographical language to compare with a far place. Atlas/Globe Skills, place knowledge Understand how to use atlases and globes accurately to identify locations of continents and oceans give basic descriptions Using different forms of data Identify, interpret and talk about the similarities and differences between places when using photos Applying numeracy and literacy in Geography Know why key geographical words are important and use them accurately in sentences Able to interpret some basic numerical data to identify key geographical features of places – temperature of hot and cold places Problem Solving Understand how we can identify environmental problems in places near and far.	Key Locations and Environments: Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Locate Bristol within the UK. Express own views about Bristol. Atlas/Globe skills, place knowledge Understand how to use atlases and globes accurately to identify locations of continents and oceans give basic descriptions. Using different forms of data Identify, interpret and talk about the similarities and differences between places when using photos. Rounded Geographical understanding Understand that there are cultural similarities and differences across the UK Geographical observations Describe what is good and bad/liked and disliked about a place or environment. Weather and Patterns Understand how to talk about the weather in the UK using some key words. Know how to talk about the weather in areas outside the UK using video or photo evidence to help descriptions.	and compare and contrast what they have found out about different plants
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	place using basic geographical language Geographical observations Understand the importance of using observation skills when visiting a place or environment to identify and state key geographical features Understand why it is important to identify some local landmarks and famous UK geographical features from images. Describe what is good and bad/liked and disliked about a place or environment. Problem solving Understand ways to improve the locality. Weather and Patterns Understand how to talk about the weather in the UK using some key words. Know how to talk about the weather in areas outside the UK using video or photo evidence to help descriptions.			
MINOR SUBJECT substantive knowledge	Science-Seasonal changes Followed up throughout the year https://www.developingexperts.com/s/unit-library/units/489 <u>Lesson 1-6-developing experts (seasonal changes)</u> Observe changes across the four seasons. Observe & describe weather associated with the seasons & how day length varies.	Science – Animals, including humans https://www.developingexperts.com/s/unit-library/units/488 <u>Lesson 1/2/3-developing experts:</u> Identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals. <u>Lesson 4-developing experts:</u> Identify & name a variety of common animals that are carnivores, herbivores & omnivores. <u>Lesson 5/6-developing experts:</u> Describe & compare the structure of a variety of common animals (fish, amphibians, reptiles, birds & mammals, including pets). https://www.developingexperts.com/s/unit-library/units/487 Developing experts All about me lessons 1-6 Identify, name, draw & label the basic parts of the	Science – Materials. https://www.developingexperts.com/s/unit-library/units/481 <u>Lesson 1/2-developing experts:</u> Distinguish between an object & the material from which it is made. Identify & name a variety of everyday materials, including wood, plastic, glass, metal, water, & rock. <u>Lesson 3/4-developing experts:</u> Describe the simple physical properties of a variety of everyday materials. <u>Lesson 5/6-developing experts:</u> Compare & group together a variety of everyday materials on the basis of their simple physical properties.	

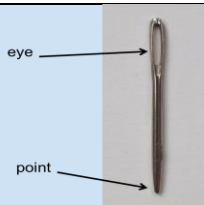
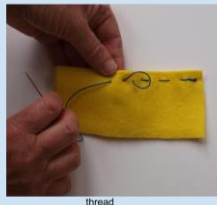
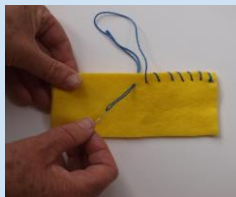
		human body & say which part of the body is associated with each sense.		
Key component Knowledge	A season is one part of the year; Spring, Summer. Autumn and Winter. Hibernate is to sleep through the winter. Temperature is how warm or cool something is. Weather is the conditions and temperature outside. We wear different clothes during the different seasons, depending on the weather. A year is divided into 12 periods that are called months, and each month is very unique	An amphibian is a cold blooded animal that spends some time on land and in water. A reptile is a cold blooded animal that usually has the skin covered with scales or bony plates. A mammal is a warm-blooded animal with a skeleton inside its body that grows hair or fur on its skin; mammal mothers produce milk for their young. A bird is an animal with a backbone that has feathers, a beak and wings. A fish is an animal that lives in water and has fins for swimming and gills for breathing.A herbivore eats plants, a carnivore eats meat and an omnivore eats plants and meat.The five senses are taste, smell, sight, touch and hearing. Body parts names; head (skull), body, brain, pupil, ear, tongue, arm, foot, leg, knee, joint Body organs: brain, lungs, limb, heart	A material is anything that is used to make something else. Fabric is a piece of cloth. Wood is a material that comes from trees. Plastic is a man-made material that can be melted to change its shape. Metal is shiny and a strong material that is found in the ground. Properties are characteristics of something. Opaque means not letting light pass through. Transparent is a see through object.	A wildflower is not planted by a person. Deciduous trees drop their leaves every year. Evergreen trees keep their leaves all year round. Temperature is how warm or cool something is. Weather is the conditions and temperature outside.
Disciplinary Knowledge	<u>Seasonal changes</u> _Investigations: Seasonal changes Lesson 1 developing expert Collect rain over several weeks and measure how much rainfall there has been. Skills focus: Performing simple tests Gathering and recording data to help in answering questions. Observing closely, using simple equipment	<u>Animals including humans</u> Investigations: Animals all about me! Lesson 3-developing experts: Creating different sounds and recording findings. Skills focus: Performing simple tests Gather and record data to help in answering questions Lesson 4 developing experts Food tasting Skills focus: Perform simple tests Gather and record data to help in answering questions Lesson 5 developing experts Smelling and matching foods. Skills focus: Identifying and classifying using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways.	<u>Materials</u> Investigations: Exploring Materials 1 Lesson 3-developing experts Pupils might work scientifically by: investigating the properties of objects. Test and identify if the object is hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, opaque/transparent. Skills focus: Performing simple tests Gathering and recording data to help in answering questions. Asking simple questions and recognising that they can be answered in different ways. Lesson 5-developing experts- Floating and sinking investigation Skills focus: Performing simple tests. Asking simple questions and recognising that they can be answered in different ways. Lesson 6 developing experts Which material would make the best umbrella? Skills focus: Perform simple tests. Identifying and classifying using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions	<u>Seasonal changes (retrieval opportunity from term 1- 6)</u> _Investigations: Seasonal changes Lesson 1 developing experts Collect rain over several weeks and measure how much rainfall there has been. Skills focus: Performing simple tests Gathering and recording data to help in answering questions. Observing closely, using simple equipment

Year 1

Minor Subject 2	Art – Sketchbooks and larger scale Into Contextual study of Andy Goldsworthy and form Link Kandinsky to spirals Pathway: Spirals (accessart.org.uk)	Art - Painting Watercolors Pathway: Exploring Watercolour (accessart.org.uk) linked to water and Antarctica	DT - Construction/Woodwork Design, make and evaluate a bridge/boat inspired by Brunel (Design individually , make in groups, oral evaluation	Art – printing Inspired by Flora and Fauna. Pathway: Simple Printmaking (accessart.org.uk)
Substantive National Curriculum Link	Can identify curved, straight, looped, diagonal, wavy, zig zag, dashed, dotted, horizontal, vertical, spiral LINES. Know how certain materials will affect the quality of mark making	Know the primary colours (red, yellow and blue) Explore what happens when white, black and grey are added to primary colours	Structures: Whose Home? - D&T Association (designtechnology.org.uk) What design criteria are. How to work with a range of construction materials. How to safely perform a range of cutting and shaping techniques e.g. tearing, cutting, joining, rolling, folding, curling and finishing. How to use a range of joining techniques e.g. hinges or combining materials to strengthen. How to explore different products. How to test their own products. The names and qualities of materials.	Can identify curved, straight, looped, diagonal, wavy, zig zag, dashed, dotted, horizontal, vertical, spiral LINES. Know how certain materials will affect the quality of mark making.
Disciplinary	Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. Can use appropriate force when using a pencil. Can draw shapes in between objects, invent new shapes and lines Build a sculpture using a variety of natural materials. Look and talk about what they have produced, describing simple techniques and media used	Explore paintbrushes. Choose the correct sized paintbrush. Explore with water colours. Can create an image using only straight lines. Explain paintbrush choice Make observations on what happens when white, black and grey are added to primary colours Compare success of primary colours vs. tints/tones Can use vocabulary – horizontal and vertical, diagonal.	Generate and use design criteria. Generate, develop, model and communicate their ideas. Make sensible choices as to which material and components to use for their constructions. Make products, refining the design as work progresses. Explore objects and designs to identify likes and dislikes of the designs. Suggest improvement to existing designs. Test and evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable.	Investigate tone by drawing light/dark lines, light/dark patterns, light dark shapes etc. Evaluate how the different media affect the outcome of the composition. Make spontaneously expressive marks using lines and curves. Use drawing to represent objects seen, remembered or imagined. Draw to explore shape and space. Draw to explore pattern. Work out ideas through drawing.
Key components	I can control the lines that I make by being aware of how I hold a drawing tool, how much pressure I apply. Andrew Goldsworthy is an English sculptor, photographer, and environmentalist who produces site-specific sculptures and land art situated in natural and urban settings.		Science links to materials – the properties of materials that make them suitable or unsuitable for particular purposes. Hinge – a moveable joint.	I can explore lines, shape, colour and texture to explore pattern, sequence, symmetry and intention. I can make a plate from which to print.

Possible End composites (Decided by school)	Spiral art- Drawn and/or 3d with natural materials. Map of the school created with natural materials Writing Computing Oracy			
Other subjects- some maybe discrete others may link with theme.				
Art <i>Substantive knowledge</i>	N/A see above	N/A see above	Sketchbooks into form Clay tile, print images of Brunel, a boat or bridge (possible shared representation eg pairs) Know the characteristics of sculpture materials; clay, card and wire. Know what happens when materials are cut, carved, rolled, and destroyed 	
Disciplinary Knowledge	N.A see above	N/A see above	Explore the qualities of clay, card, wire and manipulate the materials using tools. Experiment with creating different textures. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration.	
D.T <i>Substantive knowledge</i>	N/A	Cooking and Nutrition Design, make and evaluate a frozen dessert. Fantastic Fruit - D&T Association (designtechnology.org.uk) How to assemble ingredients. Where food comes from.	N/A See above	Textiles Design, make and evaluate a tile for a class project Three Bears Picnic Blanket - Early Years Textiles - D&T Association (designtechnology.org.uk) Joining and fastening fabrics - PowerPoints YR1/2 - D&T Association (designtechnology.org.uk) How to use a range of joining techniques e.g. glueing and stitching.

				How to work with a range of construction materials including textiles. How to safely perform a range of cutting and shaping techniques e.g. tearing, cutting, joining, rolling, folding, curling and finishing.
<i>Disciplinary Knowledge</i>	N/A	Use the basic principles of a healthy and varied diet to prepare dishes. Wash their hands and make sure surfaces are clean. Cut, peel or grate ingredients safely and hygienically. Describe the texture of foods. Measure or weigh using measuring cups or electronic scales. Select from and use a range of tools and equipment to perform practical tasks. Teacher to model preparation of frozen dessert (layering of fruit in transparent bowl). Children will work in small groups to layer their frozen dessert or make smoothies. EYFS/KS1 friendly cutting knives for cutting soft fruit Cutting using the bridge technique. 	N/A see above	Generate and use design criteria. Design purposeful, functional and appealing products for themselves and other users. Select from and use a range of tools and equipment to perform practical tasks.
DT <i>Key Components Knowledge</i>	N/A	We should eat at least 5 portions of fruit and vegetables each day to stay healthy. These words can be used to describe fruit: soft, hard, smooth, spiky, bumpy, hairy, long, round, colourful, furry, squashy, crunchy, squeaky, fruity, sweet, juicy, bitty and sour. Being hygienic means to make sure our: Hair is tied back Jewellery is removed Sleeves are rolled up Aprons are on		We can join textiles by using  Needles

		Hands are clean Hands are washed <table><tr><td>Bananas</td><td></td><td>Plums</td><td></td></tr><tr><td>Pear</td><td></td><td>Mangos</td><td></td></tr><tr><td>Cherries</td><td></td><td>Lemons</td><td></td></tr><tr><td>Oranges</td><td></td><td>Pineapple</td><td></td></tr><tr><td>Strawberries</td><td></td><td>Water melon</td><td></td></tr><tr><td>Lychees</td><td></td><td>Grapes</td><td></td></tr><tr><td>cherries</td><td></td><td>Apples</td><td></td></tr><tr><td>Kiwi fruits</td><td></td><td></td><td></td></tr></table>	Bananas		Plums		Pear		Mangos		Cherries		Lemons		Oranges		Pineapple		Strawberries		Water melon		Lychees		Grapes		cherries		Apples		Kiwi fruits					 running stitch  oversew stitch 
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Computing (teach computing scheme) Substantive knowledge	Computing systems and networks – <i>Technology and its uses, parts of a computer, using technology safely.</i> Computing systems and networks – Technology around us (teachcomputing.org)	Data + Information: Grouping Data – make links to Science – mammals, reptiles eg. Data and information – Grouping data (teachcomputing.org)	Creating Media: Digital Writing Creating media – Digital writing (teachcomputing.org)	Programming A: Moving a robot Programming A – Moving a robot (teachcomputing.org)																																
	Technology is something that can help us. Computers are an example of technology Choices are made when using technology and rules are needed when using technology	Objects are able to be counted. Information is something that can be presented. Information can be presented in different ways.	Keyboards are used to enter text into a computer. The shift key changes the output of a key. Text can be changed and edited.	Words can be enacted. Commands lead to outcomes. A program is a set of commands that a computer can run. Instructions can be issued before they are enacted.																																
	Children can choose a piece of technology to do a job. Children recognise that some technology can be used in different ways. Children are able to identify the main parts of a computer. Children are able to use a	Children are able to identify some attributes of an object. Children are able to collect simple data. Children are able to describe the properties of an object. Children are able to choose an attribute to group objects by.	Children are able to use letter, number and space keys to enter text into a computer. Children are able to use punctuation and special characters. Children are able to use the Backspace key to remove text. Children are able to position the text cursor in a	Children are able to enact a given word. Children are able to predict the outcome of a command on a device. Children are able to list which commands can be used on a given device. Children are able to run a command																																

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	mouse in different ways. Children can use a keyboard to type and edit text. Children demonstrate how to use technology safely.	Children are able to group objects to answer simple questions. Children are able to explain that objects can be grouped by similarities and commonality.		chosen location. Children are able to select text. Children are able to choose options to achieve a desired effect. Children are able to change the appearance of text on a computer.		on a floor robot. Children are able to choose a command for a given purpose. Children are able to choose a series of words/commands that can be enacted as a program. Children are able to build a sequence of commands in steps. Children are able to run a program on a device. Children are able to combine commands in a program.
	Pulse and Rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical Vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy Tales)	Pitch and Tempo (Theme: Superheroes)	Vocal and body sounds (Theme: By the Sea)
Music Kapow scheme of work <i>Substantive knowledge</i>	Recognising and understanding the difference between pulse and rhythm. Describing the character, mood, or 'story' of the music they listen to (verbally or through movement). Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Maintaining the pulse (playing on the beat) using hands, and tuned and untuned Instruments.	Recognising basic tempo changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Combining instrumental and vocal sounds within a given structure.	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or	Recognising and understanding the difference between pulse and rhythm. Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Listening to and repeating short, simple rhythmic patterns. Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments	Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike). Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Creating simple melodies using a few notes.	Understanding that different types of sounds are called timbres. Recognising basic tempo, dynamic and pitch changes. Describing the character, mood, or 'story' of music they listen to (verbally or through movement). Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike) Listening and responding to other performers by playing as part of a group. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Creating a simple graphic score to represent a composition.

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	Copying back short rhythmic and melodic phrases on percussion instruments.	Beginning to make improvements to their work as suggested by the teacher. Using their voices expressively to speak and chant. Singing short songs from memory, maintaining the overall shape of the melody and keeping in time. Responding to simple musical instructions such as tempo changes.	instruments to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Creating simple melodies using a few notes. Choosing dynamics, tempo and timbre for a piece of music. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	to represent a given idea or character. Combining instrumental and vocal sounds within a given structure. Choosing dynamics, tempo and timbre for a piece of music. Using their voices expressively to speak and chant. Copying back short rhythmic and melodic phrases on percussion instruments. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Choosing dynamics, tempo and timbre for a piece of music. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Using their voices expressively to speak and chant. Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. Performing from graphic notation.
Component knowledge	To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus	That sound can help tell a story. That an instrument or voice can be played at different speeds. That pulse can be fast and slow.	To understand that pitch means how high or low a note sounds. To know that ‘timbre’ means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called ‘texture’	To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote ‘Peter and the Wolf’ for children in 1936.	To understand that tempo can be used to represent mood or help tell a story. To understand that ‘tuned’ instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately.	To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.
PSHE Connect	Exercise	Self Care	Give to others	Connect with others	Challenge yourself	Embrace the moment

Substantive Knowledge	Children further explore different types of exercise, and plan when they can do more exercise in their lives. Children notice how different exercises make us feel, both in our bodies and emotionally.	Children deepen their understanding of self-care, learning ways to sleep better, to try new healthy foods, and tracking self-care behaviour at home.	Children further develop their understanding of ways to give and be kind to others, and tricky thoughts that can get in the way. Children explore in more depth how to be kind to the environment.	Children explore how to be a kind friend and appreciate similarities and differences, and identify the people that help us. Lessons explore how our Advisor thoughts can help keep our bodies safe, and keep us safe from strangers.	Children practise challenging themselves, and learn how to cope with tricky thoughts and feelings when trying something new. Children learn that thoughts can be both helpful and unhelpful.	Children learn new ways of embracing the moment by paying attention to and describing their bodies while doing yoga, the environment while on a walk outside, and their feelings while listening to music. Lessons explore how we can notice when we have thoughts, and bring our attention back. RSE: Changing me (Jigsaw) I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life
R.E Units	What do Christians believe about God? (Christianity)	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity)	Who is God to Muslims? (Islam)	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity)	Who is God to Jews? (Judaism)	Who is God to Sikhs? (Sikhism)
R.E <i>Disciplinary Knowledge</i>	I can say how it felt to take care of something or somebody I can remember some Christian beliefs about God and talk about them I can express an opinion about some Christian beliefs about God	I can talk about a gift that is special to me I can remember some of the Christmas story I can suggest a gift a Christian might give to Jesus	I can tell you how I might show respect for other people I can describe some of the attributes (names) of Allah and what these might mean I can explain how Muslims might show	I can talk about a person I admire I can recall parts of the Easter story and I can recognise some symbols in the story I can start to show understanding that Jesus is special to Christians and say why	I can explain why agreements are important and why they should be kept I can tell a story about Abraham and Moses and say why these men are important to Jewish people today	I can talk about what I believe in or what is important to me I can retell a story from Sikhi and begin to explain what Sikhs believe about God I can say how Sikh beliefs can help them try and live a better life

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			respect for these in their daily lives		I can talk about an agreement Jewish people make with God and begin to explain why this is important	
Cultural Capital / Enrichment opportunities	UN Sustainable Development Goals: SDG 11: Sustainable cities and communities. Educational Visit: Fieldwork component Local area walk collecting data and photos of what makes up the local area.	UN Sustainable Development Goals: SDG 13 Climate action. Educational Visit: Virtual Antarctica: <u>Antarctica: A Virtual Reality Exploration (nationalgeographic.org)</u>	UN Sustainable Development Goals: SDG 9 Industry, innovation and infrastructure. Building Imagination - China <u>Teacher - View storyworld (id: 2343) (lyfta.com)</u> Educational visit: SS Great Britain, Ed visit - Henry Wakefield (friend of Brunel). Contact Harry Cadwallader <u>harrycadwallader@btinternet.com,</u> Tour of Brunel/ bus tour: Temple Meads, SS Great Britain, Clifton Suspension Bridge. Free Bus Trip from First Bus Contact: Lawrence Blinks <u>Laurence.Binks@firstbus.co.uk</u>	UN Sustainable Development Goals: SDG 15 Life on Land. Educational visit: Westonbirt Arboretum <u>Book a learning visit to Westonbirt Arboretum Forestry England</u>		