



## YEAR 1 CURRICULUM MAP: 2025-2026

Themes	Autumn 1 8 weeks	Autumn 2 8 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 6 weeks	Summer 2 5 weeks and 3 days
<b>Science</b>	<p><b>Forces and Space</b></p> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>- Name the four seasons in order and describe the typical weather in each.</li> <li>- Name some activities and events in the four seasons.</li> <li>- Describe the appearance of a tree's leaves in each season.</li> <li>- Recall that summer has the most daylight hours and winter has the least daylight hours.</li> <li>- Record data about the temperature across the four seasons.</li> <li>- Label a map of the UK with capital cities and seasonal weather symbols.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Complete a pictogram and use it to answer simple questions.</li> <li>• Record data about the temperature across the four seasons.</li> </ul> </li> </ul>	<p><b>Everyday Materials - to identify everyday materials</b></p> <ul style="list-style-type: none"> <li>- Name objects and identify the materials they are made from.</li> <li>- Recognise that objects are made from materials that suit their purpose.</li> <li>- Recall that a property is how a material can be described.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Sort objects based on the materials they are made from.</li> <li>• Group objects based on their properties.</li> <li>• Suggest ways to test materials for their properties.</li> <li>• Make predictions and recognise whether they were accurate.</li> <li>• Use their observations to answer questions.</li> <li>• Begin to recognise if a test is fair.</li> </ul> </li> </ul>	<p><b>Animals, inc. Humans - Sensitive Bodies Knowledge</b></p> <ul style="list-style-type: none"> <li>- Draw and label human body parts.</li> <li>- Identify the body parts associated with each sense.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Compare and group body parts.</li> <li>• Begin to recognise patterns in data and use these to answer questions.</li> <li>• Record data in a table.</li> <li>• Measure using non-standard units.</li> </ul> </li> </ul>	<p><b>Animals - Comparing Animals</b></p> <ul style="list-style-type: none"> <li>- Name and describe the physical features of a range of animals.</li> <li>- Sort animals into groups based on their similarities and differences.</li> <li>- Identify characteristics specific to mammals, birds, reptiles, amphibians and fish.</li> <li>- Recall the diets of carnivores, herbivores and omnivores.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Use a non-fiction text to find out about specific animals' diets.</li> <li>• Recognise that there are different ways to gather data.</li> <li>• Record data in a block graph and use this to answer questions.</li> <li>• Recognise what the scientist Jane Goodall was known for.</li> <li>• Recall some of Jane Goodall's key findings.</li> </ul> </li> </ul>	<p><b>Plants - Introduction to Plants</b></p> <ul style="list-style-type: none"> <li>- Identify plants and their features.</li> <li>- Recall some of the roles that flowering plant parts have.</li> <li>- Name some trees and their parts.</li> <li>- Identify similarities and differences between deciduous and evergreen leaves.</li> <li>- Recall that seeds and bulbs come from plants.</li> <li>- Recognise that seeds need water for growth.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question.</li> <li>• Use a magnifying glass to observe the different parts of flowering plants.</li> <li>• Draw and label a diagram of a flowering plant.</li> <li>• Use an identification chart to name flowering plants.</li> <li>• Sort plants into groups based on specific criteria.</li> <li>• Use non-standard units to measure leaf length.</li> </ul> </li> </ul>	<p><b>Introducing 'Making Connections' in Science</b></p> <ul style="list-style-type: none"> <li>- Identify the typical weather associated with each season.</li> <li>- Describe animal features.</li> <li>- Recognise similarities and differences between animals in the same animal group.</li> <li>- Build an animal home with natural materials.</li> <li>- Explain the difference between carnivores, herbivores and omnivores.</li> <li>- When working scientifically, pupils who are secure will be able to:               <ul style="list-style-type: none"> <li>• Carry out online research to find answers to questions.</li> <li>• Measure length in centimetres.</li> <li>• Suggest how to carry out a waterproof test.</li> <li>• Begin to recognise if a test is fair.</li> <li>• Use data to answer questions.</li> <li>• Recognise patterns in data.</li> <li>• Group birds according to their diet.</li> </ul> </li> </ul>



					<ul style="list-style-type: none"> <li>• Recognise similarities and differences in seeds and bulbs.</li> <li>• Recognise that predictions do not always match observations.</li> <li>• Identify which plant parts can be eaten.</li> <li>• Recognise that scientific research into plants leads to important discoveries.</li> </ul>	
<b>History</b>		<p><b>How am I making History?</b></p> <ul style="list-style-type: none"> <li>- Order three photographs correctly on a simple timeline.</li> <li>- Use the terms 'before' and 'after' when discussing their timelines.</li> <li>- Talk about three memories and place one of them on a timeline.</li> <li>- Explain why memories are special and name four events that they celebrate throughout the year.</li> <li>- Think of three ways they celebrate their birthday.</li> <li>- Ask a visitor one question about childhood in the past.</li> <li>- Know a similarity and a difference between childhood now and in the past.</li> <li>- Add three ideas to a time capsule about themselves.</li> <li>- Use key vocabulary to compare the present, the past and possible changes in the future.</li> </ul>		<p><b>How have toys changed?</b></p> <ul style="list-style-type: none"> <li>- To discuss their favourite toy using language related to the past.</li> <li>- To ask questions about toys in the past.</li> <li>- To make comparisons between toys in the past and present.</li> <li>- To sequence artefacts from different periods of time.</li> <li>- To identify changes between teddy bears today and those from 100 years ago.</li> <li>- To describe how toys have changed over time.</li> </ul>		<p><b>How have explorers changed the world?</b></p> <ul style="list-style-type: none"> <li>- To know what an explorer is.</li> <li>- To recognise the achievements of different explorers.</li> <li>- To record events on a timeline.</li> <li>- To use photographs to find out about the past.</li> <li>- To recognise changes and similarities (continuities) over time.</li> <li>- To describe the significance of some people and events within history.</li> </ul>



<p style="text-align: center;"><b>Geography</b></p>	<p><b>What is it like here?</b></p> <ul style="list-style-type: none"><li>- To locate the school on an aerial photograph.</li><li>- To create a map of the classroom.</li><li>- To locate key features of the playground.</li><li>- To draw a simple map.</li><li>- To investigate how we feel about our playground.</li><li>- To create a design to improve our playground.</li></ul>		<p><b>What is the weather like here?</b></p> <ul style="list-style-type: none"><li>- To name and locate the four countries on a map of the UK.</li><li>- Identify the country they live in.</li><li>- Identify the four seasons and the current season and describe some seasonal changes.</li><li>- Identify the four compass directions.</li><li>- Identify that the arrow on a compass always shows north.</li><li>- Use the compass directions to describe the location of features.</li><li>- Observe and describe daily weather patterns.</li><li>- Suggest appropriate clothing and activities for each season.</li></ul>		<p><b>What is it like to live in Shanghai?</b></p> <ul style="list-style-type: none"><li>- Give examples of human and physical features.</li><li>- Identify features they see on a walk.</li><li>- Explain the location of features using some directional language.</li><li>- Use an aerial photograph to locate physical and human features.</li><li>- Draw simple pictures or symbols on a sketch map.</li><li>- Draw compass points.</li><li>- Name the continent they live in.</li><li>- Use an atlas to locate the UK and China on a world map.</li><li>- Use an atlas to locate Europe and Asia on a world map.</li><li>- Identify China's physical and human geography.</li><li>- Sort physical and human features using photographs.</li><li>- Identify physical and human features in images of Shanghai.</li><li>- Compare Shanghai to their locality.</li><li>- Identify similarities and differences between human and physical features.</li></ul>	
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**Who do Christians say made the world?**

- Make sense of belief:
  - Retell the story of creation form Genesis 1:1-2:3
  - Recognise the 'Creation'; is the beginning of the big story of the Bible.
  - Say what the story tells Christians about God, Creation and the world.
- Understand the impact:
  - Give at least one example of what Christians do to say thank you to God for Creation.
- Make connections:
  - Think, talk and ask questions about living in an amazing world.
  - Give a reason for the ideas they have and the connections they make between the Jewish/ Christian story and the world they live in.

**Why does Christmas matter to Christians?**

- Make sense of belief:
  - Recognise that stories of Jesus' life come from Gospels.
  - Give clear, simple account of the story of Jesus' birth and why Jesus is important to Christians.
- Understand the impact:
  - Give examples of ways in which Christians use the story of the Nativity to guided their beliefs and actions at Christmas.
- Make connections:
  - Think, talk and ask questions Christmas for people who are Christians and for people who are not.
  - Decide what they personally have to be thankful for, giving reasons for their idea.

**Who is Jewish and how do they live?**

- Recognise the words of the Shema as a Jewish prayer.
- Retell simply some stories used in Jewish
- Celebrations - Chanukah.
- Give examples of how the stories are used in celebrations - Shabbat, Chanukah and they remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times - Shabbat, Chanukah.
- Make links between Jewish ideas of God found in the stories and how people live.
- Give an example of how some Jewish people might remember God in different ways - Mezuzah on Shabbat.
- Talk about what they think is good about reflecting, thanking, praising and remembering of Jewish people, giving a good reason for their ideas.
- Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.

**What do Christians believe God is like?**

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as a welcoming them back: forgiving others).
- Give an example of how Christians put their beliefs into practice in worship (eg. by saying sorry to God).
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
- Give a reason for the ideas they have and connections they make.

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- Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God).
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
- Give a reason for the ideas they have and connections they make.

**What does it mean to belong to a faith community?**

- Recognise that loving others is important in lots of communities.
- Say simply what Jesus and one other religious leader taught about loving people.
- Give an account of what happens in a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.
- Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious).
- Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.
- Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.



<b>Art</b>		<p><b>Drawing - Exploring Lien and Shape</b></p> <ul style="list-style-type: none"> <li>- Identify that some shapes are organic.</li> <li>- Connect lines to create shapes.</li> <li>- Use and recognise different types of lines when drawing shapes.</li> <li>- Identify basic shapes in everyday objects and artwork.</li> <li>- Talk about what they like or dislike in a piece of artwork.</li> <li>- Use shapes to draw a face.</li> <li>- Use different pressures to make a colour lighter or darker.</li> <li>- Choose lines and shapes inspired by Brianna McCarthy's artwork.</li> </ul>		<p><b>Sculpture and 3D: Paper Play</b></p> <ul style="list-style-type: none"> <li>- Roll paper tubes and attach them to a base securely.</li> <li>- Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other.</li> <li>- Shape paper strips in a variety of ways to make 3D drawings.</li> <li>- Glue their strips to a base in an interesting arrangement, overlapping some strips to add interest.</li> <li>- Create a tree of life sculpture that includes several different techniques for shaping paper.</li> <li>- Work successfully with others, sustaining effort over a time.</li> <li>- Paint with good technique, ensuring good coverage.</li> </ul>		<p><b>Painting and Mixed Media: Colour Splash</b></p> <ul style="list-style-type: none"> <li>- Name the primary colours.</li> <li>- Explore coloured materials to mix secondary colours.</li> <li>- Mix primary colours to make secondary colours.</li> <li>- Apply paint consistently to their printing materials to achieve a print.</li> <li>- Use a range of colours when printing.</li> <li>- Mix five different shades of a secondary colour.</li> <li>- Decorate their hands using a variety of patterns.</li> <li>- Mix secondary colours with confidence to paint a plate.</li> <li>- Describe their finished plates.</li> </ul>
<b>D&amp;T</b>	<p><b>Structures: Constructing a Windmill</b></p> <ul style="list-style-type: none"> <li>- Follow design criteria to meet the needs of a user.</li> <li>- Make a stable structure.</li> <li>- Make functioning sails/blades that attach to the supporting structure.</li> <li>- Improve their windmill.</li> </ul>		<p><b>Textile: Puppets</b></p> <ul style="list-style-type: none"> <li>- Join fabrics together using pins, staples or glue.</li> <li>- Design a puppet and use a template.</li> <li>- Join their two puppets' faces together as one.</li> <li>- Decorate a puppet to match their design.</li> </ul>		<p><b>Cooking and Nutrition: Smoothies</b></p> <ul style="list-style-type: none"> <li>- Describe fruits and vegetables and explain how to identify fruits.</li> <li>- Name a range of places that fruits and vegetables grow.</li> <li>- Describe basic characteristics of fruit and vegetables.</li> <li>- Prepare fruits and vegetables to make a smoothie.</li> </ul>	



<b>PE</b>	<b>Games</b>	<p><b>Invasion</b></p> <ul style="list-style-type: none"> <li>- To understand the role of defenders and attackers.</li> <li>- To recognise who to pass to and why.</li> <li>- To move towards goal with the ball.</li> <li>- To support a teammate when playing in attack.</li> <li>- To move into space showing an awareness of defenders.</li> <li>- To stay with a player when defending.</li> </ul>	<p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>- To develop dribbling a ball with your hands.</li> <li>- To explore accuracy when rolling a ball.</li> <li>- To explore throwing with accuracy towards a target.</li> <li>- To explore catching with two hands.</li> <li>- To explore dribbling a ball with your feet.</li> <li>- To explore tracking a ball that is coming towards me.</li> </ul>	<p><b>Net and Wall Games</b></p> <ul style="list-style-type: none"> <li>- To defend space using the ready position.</li> <li>- To play against an opponent and keep the score.</li> <li>- To explore hitting with a racket.</li> <li>- To develop racket and ball skills.</li> <li>- To develop sending a ball using a racket.</li> <li>- To develop hitting over a net.</li> </ul>	<p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>- To develop rolling and throwing a ball towards a target.</li> <li>- To develop receiving a rolling ball and tracking skills.</li> <li>- To be able to send and receive a ball with your feet.</li> <li>- To develop throwing and catching skills over a short distance.</li> <li>- To develop throwing and catching over a longer distance.</li> <li>- To apply sending and receiving skills to small games.</li> </ul>	<p><b>Striking and Fielding Games</b></p> <ul style="list-style-type: none"> <li>- To develop underarm throwing and catching.</li> <li>- To develop overarm throwing.</li> <li>- To develop hitting a ball.</li> <li>- To develop collecting a ball.</li> <li>- To learn how to get a batter out.</li> <li>- To play games and understand how to score points.</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>- To move at different speeds over varying distances.</li> <li>- To develop balance.</li> <li>- To develop changing direction quickly.</li> <li>- To explore hopping, jumping and leaping for distance.</li> <li>- To develop throwing for distance.</li> <li>- To develop throwing for accuracy.</li> </ul>
	<b>Movement</b>	<p><b>Gym - 6 weeks only</b></p> <ul style="list-style-type: none"> <li>- To explore travelling movements.</li> <li>- To develop and combine travelling movements.</li> <li>- To develop quality when performing and linking shapes.</li> <li>- To develop quality when linking shapes.</li> <li>- To develop stability and control when performing balances.</li> <li>- To develop stability and control when performing balances.</li> </ul>	<p><b>Dance - 6 weeks only</b> <b>THEME: Weather</b></p> <ul style="list-style-type: none"> <li>- To use counts of 8 to move in time and make my dance look interesting.</li> <li>- To explore pathways in my dance.</li> <li>- To create my own dance using, actions, pathways and counts.</li> </ul> <p><b>THEME: Pirates</b></p> <ul style="list-style-type: none"> <li>- To explore speeds and actions in our pirate inspired dance.</li> <li>- To copy, remember and repeat actions that represent the theme.</li> <li>- To copy, repeat, create and perform actions that represent the theme.</li> </ul>	<p><b>Gym - 6 weeks only</b></p> <ul style="list-style-type: none"> <li>- To develop technique and control when performing shape jumps.</li> <li>- To develop technique and control when performing shape jumps.</li> <li>- To develop technique in the barrel, straight and forward roll.</li> <li>- To develop rolls and use them in a sequence.</li> <li>- To link gymnastic actions to create a sequence.</li> <li>- To develop quality in gymnastics sequences.</li> </ul>	<p><b>Dance - 6 weeks only</b> <b>THEME: The Lost Toy</b></p> <ul style="list-style-type: none"> <li>- To explore speeds and actions.</li> <li>- To use expression and create actions that relate to the story.</li> <li>- To use a pathway when travelling.</li> </ul> <p><b>THEME: On Safari</b></p> <ul style="list-style-type: none"> <li>- To explore and copy actions in response to a theme.</li> <li>- To create my own actions for an animal.</li> <li>- To explore pathways with a partner.</li> </ul>	<p><b>Fitness</b></p> <ul style="list-style-type: none"> <li>- To develop my understanding of how exercise can make you feel.</li> <li>- To develop my understanding of how exercise can make you strong and healthy.</li> <li>- To develop my understanding of how exercise relates to breathing.</li> <li>- To develop my understanding of how exercise helps my brain.</li> <li>- To develop my understanding of how exercise helps my muscles.</li> <li>- To develop my understanding of the importance of daily exercise.</li> </ul>	<p><b>Yoga</b></p> <ul style="list-style-type: none"> <li>- To explore yoga and mindfulness.</li> <li>- To be able to copy and remember poses.</li> <li>- To develop flexibility when holding poses.</li> <li>- To develop balance whilst holding poses.</li> <li>- To create yoga poses using a hoop.</li> <li>- To create a yoga flow with a partner.</li> </ul>



<b>ICT</b>	<p><b>Technology Around Us:</b></p> <ul style="list-style-type: none"> <li>- To identify technology.</li> <li>- To identify a computer and its main parts.</li> <li>- To use a mouse in different ways.</li> <li>- To use a keyboard to type on a computer.</li> <li>- To use the keyboard to edit text.</li> <li>- To create rules for using technology responsibly.</li> </ul>	<p><b>Creative Media Digital Painting</b></p> <ul style="list-style-type: none"> <li>- To describe what different freehand tools do.</li> <li>- To use the shape tool and the line tools.</li> <li>- To use careful choices when painting a digital picture.</li> <li>- To explain why I chose the tools I used.</li> <li>- To use a computer on my own to paint a picture.</li> <li>- To compare painting a picture on a computer and on paper.</li> </ul>	<p><b>Programming A - Moving a Robot</b></p> <ul style="list-style-type: none"> <li>- To explain what a given command will do.</li> <li>- To act out a given word.</li> <li>- To combine forwards and backwards commands to make a sequence.</li> <li>- To combine four direction commands to make sequences.</li> <li>- To plan a simple program.</li> <li>- To find more than one solution to a problem.</li> </ul>	<p><b>Date and Information and Grouping Data</b></p> <ul style="list-style-type: none"> <li>- To label objects.</li> <li>- To identify that objects can be counted.</li> <li>- To describe objects in different ways.</li> <li>- To count objects with the same properties.</li> <li>- To compare groups of objects.</li> <li>- To answer questions about groups of objects.</li> </ul>	<p><b>Creating Media Digital Writing</b></p> <ul style="list-style-type: none"> <li>- To use a computer to write.</li> <li>- To add and remove text on a computer.</li> <li>- To identify that the look of text can be changed on a computer.</li> <li>- To make careful choices when changing text.</li> <li>- To explain why I used the tools that I chose.</li> <li>- To compare writing on a computer with writing on paper.</li> </ul>	<p><b>Programming B - Programming Animation</b></p> <ul style="list-style-type: none"> <li>- To choose a command for a given purpose.</li> <li>- To show that a series of commands can be joined together.</li> <li>- To identify the effect of changing a value.</li> <li>- To explain that each sprite has its own instructions.</li> <li>- To design the parts of a project.</li> <li>- To use my algorithm to create a program.</li> </ul>
<b>Internet Safety</b>	<p><b>Copyright and Ownership</b></p> <ul style="list-style-type: none"> <li>- I can explain why work I create using technology belongs to me.</li> <li>- I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it').</li> <li>- I can save my work under a suitable title or name so that others know it belongs to me (e.g. filename, name on content).</li> <li>- I understand that work created by others does not belong to me even if I save a copy.</li> </ul> <p><b>Health, Wellbeing and Lifestyle</b></p> <ul style="list-style-type: none"> <li>- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> </ul>	<p><b>Online Bullying</b></p> <ul style="list-style-type: none"> <li>- I can describe how to behave online in ways that do not upset others and can give examples.</li> </ul> <p><b>Self-image and Identity</b></p> <ul style="list-style-type: none"> <li>- I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</li> <li>- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</li> </ul>	<p><b>Privacy and Security</b></p> <ul style="list-style-type: none"> <li>- I can explain how passwords are used to protect information, accounts and devices.</li> <li>- I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names).</li> <li>- I can explain why it is important to always ask a trusted adult before sharing any personal information.</li> </ul>	<p><b>Online Reputation</b></p> <ul style="list-style-type: none"> <li>- I can recognise that information can stay online and could be copied.</li> <li>- I can describe what information I should not put online without asking a trusted adult first.</li> </ul>	<p><b>Managing Online</b></p> <ul style="list-style-type: none"> <li>- I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.</li> <li>- I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke.</li> <li>- I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried or frightened.</li> </ul>	<p><b>Online Relationships</b></p> <ul style="list-style-type: none"> <li>- I can give examples of when I should ask permission to do something online and explain why this is important.</li> <li>- I can use the internet with adult support to communicate with people I know (e.g. video call apps or services).</li> <li>- I can explain why it is important to be considerate and kind to people online and to respect their choices.</li> <li>- I can explain why things one person finds funny or sad online may not always be seen in the same way by others.</li> </ul>



	<ul style="list-style-type: none"> <li>- If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</li> </ul>					
<b>Music</b>	<p><b>Rhyming in Time</b></p> <ul style="list-style-type: none"> <li>- Move in time with the beat/pulse, responding to different tempos (speeds).</li> <li>- Chant, rap and sing using different voices following simple cues such as starting together.</li> </ul>	<p><b>Let's Start Singing</b></p> <ul style="list-style-type: none"> <li>- Enjoy learning to sing songs and know how to warm up their body and voice, ready to sing.</li> <li>- Create and follow the melodic shape of the songs they are singing.</li> </ul>	<p><b>Music inspired by the world around us</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and with understanding to music from different historical periods.</li> <li>- Understand that music can tell a story.</li> </ul>	<p><b>Exploring Rhythm Patterns</b></p> <ul style="list-style-type: none"> <li>- Understand that an ostinato is a repeated pattern.</li> <li>- Copy and create simple rhythm patterns (often referred to as Call and Response or Question and Answer).</li> </ul>	<p><b>Sound and Pictures</b></p> <ul style="list-style-type: none"> <li>- Capture, sequence and change sounds to make a musical story.</li> <li>- Match and create pictures/symbols to represent sound.</li> </ul>	<p><b>Highs and Lows</b></p> <ul style="list-style-type: none"> <li>- Understand the difference between a rhythm and a pitch pattern.</li> <li>- Identify different pitches (highs and lows) in music and in sounds around the school.</li> </ul>
<b>PSHE</b>	<p><b>BM (Being Me in My World)</b></p> <ul style="list-style-type: none"> <li>- I know how to use my Jigsaw Journal.</li> <li>- I understand the rights and responsibilities as a member of my class.</li> <li>- I understand the rights and responsibilities for being a member of my class.</li> <li>- I know my views are valued and can contribute to the Learning Charter.</li> <li>- I can recognise the choices I make and understand the consequences.</li> </ul>	<p><b>CD (Celebrating Difference)</b></p> <ul style="list-style-type: none"> <li>- I can identify differences between people in my class.</li> <li>- I can tell you what bullying is.</li> <li>- I know some people who I could talk to if I was feeling unhappy or being bullied.</li> <li>- I know how to make new friends.</li> <li>- I can tell you some ways I am different from my friends.</li> </ul>	<p><b>DG (Dreams and Goals)</b></p> <ul style="list-style-type: none"> <li>- I can set a goal and work out how to achieve it</li> <li>- I understand how to work well with a partner.</li> <li>- I can tackle a new challenge and understand this might stretch my learning.</li> <li>- I can tell you about obstacles which make it more difficult to achieve my new challenge and have ideas to overcome them.</li> <li>- I can tell you how I felt when I succeeded in a new challenge and how I celebrated it.</li> </ul>	<p><b>HM (Healthy Me)</b></p> <ul style="list-style-type: none"> <li>- I know how to make healthy lifestyle choices.</li> <li>- I know how to keep myself clean and healthy, and understand how germs cause disease/illness.</li> <li>- I know that all household products including medicines can be harmful if not used properly.</li> <li>- I understand that medicines can help me if I feel poorly and I know how to use them safely.</li> <li>- I know how to keep safe when crossing the road and about people who can help me to stay safe.</li> <li>- I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</li> </ul>	<p><b>RL (Relationships)</b></p> <ul style="list-style-type: none"> <li>- I can identify what being a good friend means to me.</li> <li>- I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>- I know who can help me in my school community.</li> <li>- I can recognise my qualities as a person and a friend.</li> <li>- I can tell you why I appreciate someone who is special to me.</li> </ul>	<p><b>CM (Changing Me)</b></p> <ul style="list-style-type: none"> <li>- I can tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>- I can tell you how my body has changed since I was a baby.</li> <li>- 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.</li> <li>- I understand that every time I learn something new I change a little bit.</li> <li>- I can tell you about changes that have happened in my life.</li> </ul>