

St Nicholas CE Primary School

Belonging, Believing, Becoming



Year 1

Key Knowledge and Vocabulary

Subject	Key Knowledge	Key Vocabulary
English	<p>Reading</p> <ul style="list-style-type: none"> Match all 40+ graphemes to their phonemes Blend sounds in unfamiliar words Divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset Read compound words, for example, football, playground, farmyard, bedroom Read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s) Read phonically decodable texts with confidence Read words containing 's, es, ing, ed, er, est' endings Read words which have the prefix –un added Add the endings –ing, –ed and –er to verbs where no change is needed to the root word Read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) Say what they like or dislike about a text Link what they read or hear read to their own experiences Retell key stories orally using narrative language Understand and talk about the main characteristics within a known key story Learn some poems and rhymes by heart Use prior knowledge, context and vocabulary provided to understand texts Check that the text makes sense to them as they read and correct miscues Begin to draw inferences from the text and/or the illustrations Make predictions based on the events in the text Explain what they understand about a text 	<p><u>Grammar</u> Leave spaces between words. Join words and join clauses using 'and'. Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Use a capital letter for the names of people, places, the days of the week and the personal pronoun 'I';</p> <p><u>Floppy's Phonics Teaching Sequence</u> Level 1+ Revision in A1 if necessary s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, le, ss. Level 2 Revision in A1 j, v, w, x, y, z, zz, qu, ch, th, sh, ng, dge, ve, wh, cks, tch, nk. Level 3 ai, ee, igh, oa, oo, oo (u), ar, or, ur, ow, oi, ear, air, er, ue, ue, ure, ture. Level 4 ay, oy, ea, ie, ow, ew, ou, ir, aw, eer, are, ce, ea, o, ed.</p>

	<p>Writing</p> <ul style="list-style-type: none"> Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place Form capital letters and the digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Identify known phonemes in unfamiliar words Use syllables to divide words when spelling Use knowledge of alternative phonemes to narrow down possibilities for accurate spelling Use the spelling rule for adding s or es for verbs in 3rd person singular Name the letters of the alphabet in order Use letter names to show alternative spellings of the same phoneme <p>Spoken Language</p> <ul style="list-style-type: none"> Speak clearly and confidently in front of others Retell a well-known story, remembering the main characters Prepare to use 'new' words when communicating Hold attention well when collaborating with others Does not stray away from main topic when engaged in collaborative talk Prepare to ask relevant questions to extend understanding and knowledge Initiate conversation in collaborative situation Listen carefully to what others are saying in group talk Respond appropriately to what others say in group talk Happy to join in with role play 	<p>Level 5</p> <p>ai -ay eigh -ey a a-e -ae -ea ee e -y ey ea e-e -ie ai -ay eigh -ey igh i -y a a-e -ae -ea / -ie i-e ee e -y ey oa ow o ea e-e -ie oe o-e -ough -eau</p> <p>Helpful words</p> <p>I, no, so, go, to, do, into, was, because, Mr, Miss, Mrs, people, little, could, would, should, here, here, were, our, are, brother, sister, the, they, there, their, have, of, off, too, said, my</p>
<p>Maths</p>	<p>Number</p> <p>Count to 100 (first 0 – 10, then to 20, then to 40 then to 100). Read and write numbers from 0 to 100 (first 0 – 10, then to 20, then to 40 then to 100). Compare and order numbers from 0 to 100 (first 0 – 10, then to 20, then to 40 then to 100). Make different number bonds for numbers up to 10. Make number stories Complete number patterns. Use a place-value chart to show numbers in tens and ones. Find how much more. Count in twos, fives and tens to 100. Say a number that is 1 more or 1 less than a 2-digit number.</p> <p>Addition and Subtraction</p> <p>Add by counting. Add by counting on. Make addition stories and write addition equations. Subtract by crossing out. Subtract using number bonds. Subtract by counting back. Make subtraction stories and write subtraction equations. Make a family of addition and subtraction facts.</p>	<p>Number</p> <p>Count in twos Count in fives Count in tens Lots of/groups of Doubling Rows and columns Add Subtract/Take away</p> <p>Shape, space and measure</p> <p>A quarter A whole A half Equal parts Double Halve Mass Capacity Volume Half full</p>

	<p>Add by making 10. Add by adding ones. Subtract by subtracting ones. Subtract by subtracting from 10. Solve word problems involving addition or subtraction.</p> <p>Multiplication and Division Make equal groups. Add equal groups to find the total number of objects. Group things equally. Share things equally. Solve word problems about multiplication.</p> <p>Fractions Show a half. Show a quarter. Group/share things to get a half or a quarter. Find a half or a quarter of a group of things.</p> <p>Length Compare the length of objects. Measure the length of objects.</p> <p>Volume Compare volume and capacity. Use half and a quarter to describe volume. Find volume and capacity.</p> <p>Geometry Name solids and shapes. Look for shapes in solids. Group shapes. Make and complete patterns with shapes.</p> <p>Mass Compare the mass of objects. Find the mass of objects.</p> <p>Money Recognise coins. Recognise notes.</p> <p>Time Tell time to the hour. Tell time to the half hour. Compare different times. Recognise dates on a calendar.</p> <p>Position and Movement Name positions in a race and in a queue. Name positions from the left and from the right. Use words such as before, after, next to, last and between to name positions. Describe positions, movements and turns.</p>	<p>Quarter full Hours Minutes Seconds Coins Notes Money Ruler Pyramids Spheres Whole turn Half turn Quarter turn</p> <p>Hour Half past 2D shapes 3D shapes Cubes Cuboids</p>
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Science	<p>Park Explorers</p> <ul style="list-style-type: none"> 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. <p>Seasonal changes</p> <ul style="list-style-type: none"> There are four seasons (spring, summer, autumn and winter). Each season brings its own changes. In autumn the days get shorter. Winter days are the shortest and it is often cold. Spring is a time of new growth. In summer we need to keep safe with sun protection. We should never look directly at the Sun. <p>Animals Including Humans - All About Me</p> <ul style="list-style-type: none"> Pupils should identify, name, draw, and label the basic parts of the human body and say which part is associated with each sense. Say the names of body parts. Talk about what the body parts do. Learn about the five senses. <p>Exploring everyday materials - 1</p> <ul style="list-style-type: none"> A material is what something is made of. All objects are made from a material. Different objects can be made from the same material. Materials are chosen to make particular objects because of their properties. Some materials are natural and some are man-made. Some materials float and others sink. Some materials are absorbent and others are waterproof. <p>Animals Including Humans - All About Animals</p> <ul style="list-style-type: none"> There are five animal groups (fish, amphibians, mammals, birds and reptiles). Birds and mammals are warm-blooded; fish, amphibians and reptiles are cold-blooded. Herbivores eat plants, carnivores eat meat, and omnivores eat both. Some animals are wild and some are kept as pets. Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. Scales are thin, hard plates that cover the bodies of fish and reptiles. 	<p>wild garden root stem leaf flower tree trunk branch evergreen</p> <p>Spring Summer Autumn Winter season weather hibernate temperature</p> <p>Hearing Sight Smell Taste Touch Arms Legs Mouth Ears</p> <p>Material Fabric Wood Plastic Natural Man-made Absorbent Waterproof</p> <p>Fish Amphibian Reptile Mammal Bird Carnivore Herbivore Omnivore</p>
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	Exploring everyday materials - 2 <ul style="list-style-type: none"> Materials for building houses need to be strong to withstand wind. Brick is a hard, robust material that is good for building walls. The roof of a house needs to be waterproof to withstand rain. Glass is a suitable material for windows because it is transparent. Objects can be made from a variety of different materials. There are different types of fabric with different properties. 	Strong Clay Brick Roof Slate Window pane Window frame Cotton
RE	<u>Harvest</u> <ul style="list-style-type: none"> To know that not everyone in the world enjoys a good harvest. To know that Christian charities are helping people who live in poor countries. To know that Christians believe it is good to say thank you to God for the harvest To know that the food we eat comes from all around the world. To know that the Jewish festival of harvest is called Sukkot. <u>Creation</u> <ul style="list-style-type: none"> To know that Christians, Muslims, and Hindus believe that God created the world. To know the creation stories are at the very beginning of the Bible and be able to recall details briefly. <u>Christmas</u> <ul style="list-style-type: none"> To know that the wise men visited Jesus after the shepherds. To know that Christians believe that Jesus is a gift from God. <u>Easter</u> <ul style="list-style-type: none"> To know the events of Palm Sunday, Good Friday and Easter Day are very important. To know who the characters of the Easter story are. To that Christians believe Jesus died and rose back to life. To know Christians believe that Easter is a new beginning. <u>Baptism</u> <ul style="list-style-type: none"> To know that Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. To know that water is a symbol of baptism. To know that people can be baptised at any age, in the font at church, in a pool, a river or the sea. To know that Jesus was baptised in the river Jordan by John the Baptist. To know that people of world faiths welcome new babies in special ways. To know what the words of the call to prayer are whispered in the ear of newborn Muslim babies. To know that giving babies a meaningful name is important to people of faith. 	Harvest Festival Christian Charity Poor Creation Genesis pollution world environment generosity thankfulness Muslim Hindu Jewish Sukkot Son of God Miracle Good Friday Easter Sunday New life resurrection garden tomb Baptism font Christening Vicar Minister Jerusalem Nazareth

	<p><u>My world Jesus' world</u></p> <ul style="list-style-type: none"> • To know that Jesus lived a long time ago in a world very different to ours. • To know Christians believe that Jesus is the Son of God. • To know Christians believe that Jesus understands what it is like to live an everyday life as a human being. • To know that Jesus was Jewish. • To know Jesus celebrated Jewish festivals. Jesus celebrated Passover with his family and disciples. • 	
History	<p>Elizabeth II: What was her life like?</p> <ul style="list-style-type: none"> • Know about Elizabeth's very early life, early character and personality. • Explain why 1936 was such an important year for Elizabeth. • Describe how Elizabeth's education changed when she became first in line to the throne. • Talk about Elizabeth's experiences during the Second World War. • Understand how Elizabeth came to marry Prince Philip of Greece and Denmark. • Know about the early years of Elizabeth and Philip's family life. • Understand how Elizabeth came to be Queen of England. • Know that Elizabeth II was the queen of four different nations. • Know about some of the duties and responsibilities Elizabeth II held as Queen. • Know that Elizabeth II was Head of the Commonwealth. • Know what happened when Elizabeth II's reign came to an end. <p>Photographs from history: what can they tell us about Britain's recent past?</p> <ul style="list-style-type: none"> • Explain what photography is and why historians find it interesting. • Describe some of the challenges of early photography and compare these with photography today. • Describe some of the things that we can learn from a family portrait photograph from 140 years ago. • Use photographs to compare Victorian trips to the seaside to the present day. • Use photographs to describe some features of 1940s and 50s Britain. • Use photographs to describe some features of 1960s and 1970s Britain. 	<p>royal family, Duke, Duchess, King, Queen, Princess, nickname, Archbishop of Canterbury, heir, abdicate, wealthy, educate, law, religion, war, United Kingdom, rationing, army, radio, Royal Navy, engaged, Westminster Abbey, Buckingham Palace, career, Malta, empire, Commonwealth, rule, coronation, broadcast, accession, crowned, symbol, Royal Coat of Arms, public, duties, responsibilities, Church of England, service, Britain, rule, occasion, reign respect, state funeral, monarch</p> <p>photograph, photography, camera, historian, developed, camera film, portrait, wealthy, fashionable, pastime, Victorian, changed, pier, Second World War, prefabricated, transport, fashion, childhood, protest</p>

	<p>Traditional stories: what do they tell us about the distant past?</p> <ul style="list-style-type: none"> ● Describe the early life of St. Patrick, the patron saint of Ireland. ● Retell some of the popular stories told about St. Patrick. ● Explain who Robert the Bruce was. ● Retell the legend of Robert the Bruce and the spider. ● Describe the early life of Aethelflaed and her return to court following the Viking invasion of Wessex. ● Explain how Aethelflaed became an important Anglo-Saxon ruler in the fight against the Vikings. ● Retell the story of Owain Glyndwr's early life. ● Describe Owain Glyndwr's uprising against the English. <p>Significant explorers: How has seafaring changed over time?</p> <ul style="list-style-type: none"> ● Explain what an explorer is and how early explorers travelled. ● Describe how the early Polynesians sailed across the ocean. ● Describe the galleys of the early Mediterranean. ● Describe the features of Viking longboats. ● Explain how the Vikings navigated over long distances to faraway places. ● Describe some of the voyages of Zheng He. ● Explain why the Chinese were such good navigators. ● Describe the journeys of John Cabot. ● Describe how European seafarers sailed at the time of John Cabot. ● Describe Brunel's attempts to win the 'race across the Atlantic'. ● Describe what life was like on board the SS Great Britain. ● Explain how Turner's painting 'The Fighting Temeraire' shows an important change in seafaring from sail power to steam power. 	<p>England, Ireland, Scotland, Wales, Christian, Romans, raider, shepherd, vision, missionary, shamrock, separate, noble, invade, legend, persevere, moral, Anglos-Saxons, court, Vikings, victory, Mercia, respect, saint, marches, descended, bard, lord, title, army, uprising, St Patrick</p> <p>John Cabot, Isambard Kingdom Brunel, explorer, hollow, canoe, seafarer, navigator, hull, sail, galley , oar/oarsmen, warship, vikings, longboat, shield, raid, archaeologist, evidence, stars, port, China, admiral stele, junk, rudder, compass, Atlantic Ocean, Americas, Asia, Pacific, steamship, paddle wheel, propellor, iron-hulled, cabin, steerage, steam power, witness</p>
Geography	<p>Local area: Where do we go to school?</p> <ul style="list-style-type: none"> ● Talk about my school and different places in its buildings and grounds. ● Find the features of my school grounds on an aerial photograph. ● Find the features of my school grounds on a map. ● Know people who work in my school. ● Find out more about their job by interviewing some of them. ● Use locational language to describe where things are. ● Identify seasonal signs in the school grounds. <p>Local area: Where do we live?</p> <ul style="list-style-type: none"> ● Find my home on an aerial photograph and a large-scale plan or map. ● Talk about the area where I live and find some familiar features on an aerial photograph or large-scale plan. ● Investigate the local area and help plan fieldwork in the street outside the school. 	<p>Local area: Where do we go to school?</p> <p>school, address, aerial photograph, fieldwork, label, ground level photograph, job, interview, questions, location, map, route, weather, seasons</p> <p>Local area: Where do we live?</p> <p>large- scale plan, home, village, town city, danger, street, buildings, display, journey, block graph, data, transport,</p>

	<ul style="list-style-type: none"> ● Investigate the street outside the school and do some fieldwork to observe and record what is there. ● Collect information to find out how pupils in the class get to school, and why they travel that way. ● Make a map of my journey to school showing the buildings and places I pass on the route. <p>Continents and oceans: what can we find out about the world?</p> <ul style="list-style-type: none"> ● Use globes, satellite images and geographical vocabulary to describe Earth. ● Understand that a map is a 2D model of the world and I know what continents and oceans are. ● Explain what an ocean is and name Earth's five oceans. ● Explain what a river is and give examples of different rivers in the world. ● Explain what a mountain is and give some global examples of mountains and landmarks with the aid of maps and atlases. ● Use atlases and maps to locate the UK in the world. <p>Seasons: how does the weather change through the year?</p> <ul style="list-style-type: none"> ● Identify different types of weather from observations. ● Use different equipment to measure and map the weather in the school grounds. ● Explain Earth's movement and how the Sun gives us night and day and the seasons. ● Look in the school grounds to notice, locate and explore signs of spring. ● Look in the school grounds to notice, locate and explore signs of summer. ● Look in the school grounds to notice, locate and explore signs of autumn. ● Look in the school grounds to notice, locate and explore signs of winter. <p>Local area: how do we read maps and plan routes?</p> <ul style="list-style-type: none"> ● Locate places in the school grounds on an aerial photograph. ● Plan a route to show a visitor our school grounds using an aerial photograph and a large-scale map. ● Plan a route to a local play area using aerial images and a large-scale map. ● Observe and use geographical vocabulary to talk about features of our local area as we follow a route to a local play area. ● Make a map of my route to a local play area. ● Make a map or model to show my ideas for improving the school grounds. 	<p>choices, route, symbols, detail, street map</p> <p>Continents and oceans: what can we find out about the world?</p> <p>ocean, land, atmosphere, planet, satellite, 2D, 3D, continent, Earth, life, tourist river, source, mouth, mountain, feature, landmark, natural, built, UK, country Europe, globe</p> <p>Seasons: how does the weather change through the year?</p> <p>weather, temperature, weather vane, season, thermometer, reading, fair test, axis, orbit, cycle, Sun, Spring, Summer, Autumn Winter, daylight</p> <p>Local area: how do we read maps and plan routes?</p> <p>school grounds, map, visitor, route, play area, risk, opinion, journey stick, play equipment, place, model, improvement, develop</p>
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	<p>Local to global: how can we identify special places?</p> <ul style="list-style-type: none"> ● Talk about what makes a place special to me, and how I feel about places in the school grounds. ● Show a photograph of my favourite place and talk about why it is special. ● Investigate special landscapes from around the world and talk about what makes them special. ● Investigate special buildings from around the world and talk about what makes them special. <p>The UK: what kind of place is it?</p> <ul style="list-style-type: none"> ● Locate the UK on a globe and world map and annotate a map with key information. ● Locate the UK's capital cities and find out some information about cities. ● Locate and name some of Scotland's geographical features using atlases, maps, photographs and Google Earth. ● Locate and name some of England's geographical features using atlases, maps, photographs and Google Earth. ● Locate and name some of Wales' geographical features using atlases, maps, photographs and Google Earth. ● Locate and name some of Northern Ireland's geographical features using atlases, maps, photographs and Google Earth. 	<p>Local to global: how can we identify special places? special places, similarities, differences, natural, landscape, atlas survey, human, architecture</p> <p>The UK: what kind of place is it? country, island, coastline, English Channel, capital city, urban, rural, lake, moorland, farmland, lough, coast</p>
Computing	<ul style="list-style-type: none"> ● Know how to take a good quality photograph and video on an iPad/digital camera. ● Know how to follow a simple algorithm and create a simple sequence algorithm using symbols that solve a problem. <p><u>Computer Science</u></p> <ul style="list-style-type: none"> ● Know that algorithms that can be turned into a program using a robot or digital device. ● Know how to independently debug simple sequence errors in a program. ● Know how to use logical reasoning to predict the outcome of simple programs. ● Know how to use technology to create and present my ideas. <p><u>Information Technology</u></p> <ul style="list-style-type: none"> ● Know how organise and store my digital work. ● Know how to collect and sort data. ● Know how to recognise the ways we use technology in our classroom, my home and community. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none"> ● Know how to use a search engine. ● Know that something online may upset me and know where to find help if anything does. ● Know how to communicate politely via the internet. ● Know that once something is posted you lose control of it. ● Know how to describe how to behave online in ways that do not upset others and can give examples. ● Know the rules of using technology at home or in school. ● Know what personal information is and give examples of it. ● I know that content online is owned by the person that created it. 	<p>Device Smart Device Selfie Online Bullying Online App Text Email Technology Open Keyboard Communication Internet / Web Trusted Adult Pupil Journal Search Engine Tablet / iPad Share Avatar Keyword Computer Personal Information Password Image Logical Reasoning Algorithm Robot QR Code Program Microphone Digital Device Bug (debugging)</p>

		Camera Font Digital Device Record Save / Share Processor Machine Instructions Text BeeBot Sequence Sensors App Image Online / Offline Keyboard Tool Button/Icon Video Export (scan) Upload Illustration News
Design Technology	<p>Textiles-Christmas Decoration</p> <ul style="list-style-type: none"> • Know that materials come in a variety of shapes, colours, sizes and materials. • Know that there are 'traditional' Christmas colours however, decorations do not need to stick to that theme. • Make choices from a variety of materials. • Know that decorations are made from a variety of materials. • Know about and are able to select and cut a variety of shapes. • Know how to thread through small holes. • Know that products are decorated to improve their appearance. <p>Cooking and Nutrition-Sandwiches</p> <ul style="list-style-type: none"> • Know the difference between eating healthily and unhealthily. • Know the tastes and textures of a variety of vegetables. • Know ways of working safely with sharp objects such as knives and graters. • Know ways of working hygienically with food. • Know how to follow health and safety procedures when preparing food. • Know how to select appropriate ingredients. • Know how to effectively and safely use tools. <p>Structures-Zoo Enclosures</p> <ul style="list-style-type: none"> • Know how to construct a sturdy structure with an opening. • Know how to select appropriate resources and tools for the structure. • Know how to make simple plans before making objects, e.g. drawings. • Know that the structure must be strong and stable • Design criteria are the clear goals that a project must achieve in order to be successful. • We must keep our design criteria in mind when planning our product. • It is important to evaluate our products so we know what went well and how we can improve it next time. 	<p>Christmas</p> Size Decoration Felt Wood Plastic Glue Tab <p>Sandwiches</p> Healthy Unhealthy Sweet Savoury Fruit Vegetables Knives Safety Chopping Surfaces <p>Zoo Enclosures</p> Free-standing structure Shell structure Frame structure Stability

Art and Design	<p>Autumn</p> <ul style="list-style-type: none"> • I can draw from my fingertips, my wrist, my elbow, my shoulder, my body. • I can make a drawing using a continuous line for a minute or two. • I can draw from observation for a few minutes at a time. • I can make different marks with different drawing tools. • I know the different marks I can make with a soft pencil, a graphite stick and a handwriting pen. • I know how water affects the graphite and pen, and how I can use a brush to make new marks. • I can make choices about which colours I would like to use in my drawing. • I know the work of an artist and listened to how the artist made the work. • I can share how I feel about the work. • I can talk about what I like in my drawings, and what I would like to try again. • I can take photos of my artwork. <p>Spring</p> <ul style="list-style-type: none"> • I can explore watercolour and understand the different effects I can achieve. • I can work without an end goal in mind – letting the paint lead me. • I know how other artists use watercolour and share my thoughts about their work. • I can name and use primary colours and begin to understand how colours mix to make secondary colours. • I can understand that we all see different things in the artwork we make and all have a different response. • I can think about the marks I make and develop them further. <p>Summer</p> <ul style="list-style-type: none"> • I can look carefully at photos and films of birds, take in the details and overall shapes, and then made drawings of what I have noticed. • I can draw from life looking closely. • I can experiment with a variety of drawing materials and test ways to make marks that describe what I see. • I can use colour in my drawings and mix two or more different media together. • I know of other artists who have been inspired by birds and I can share my response to their work. • I can fold, tear, crumple and collage paper to transform it from 2d to 3d. • I can use a variety of materials to make my own sculpture, and I have taken on the challenge of making my sculpture balance and stand. • I can see how all our sculptures are individual but can also be combined to create a collective piece. • I can share my work with my classmates and teachers and consider what was successful for me. 	<p>Spiral Movement Pressure Motion Line Continuous Line Small Slow Larger Faster Careful Hand Wrist Elbow Shoulder Chalk Pen Drawing Surface (Paper, Ground) Oil Pastel Dark Light Blending Mark Making Colour Pattern Sketchbook Observation Careful Looking Object Drawing Water Soluble Reflect Discuss Share Think Watercolour Brush Wash Wet on dry Wet on wet Primary colours Secondary colours Colour mixing Fluid Imagination Imagine Accident Explore Discover Develop Scale Shapes Texture Soft pencil Graphite Pastel</p>
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Music	<p>Superheroes</p> <ul style="list-style-type: none"> Know how to compose a sequence of sounds to create own music with structure. Beginning to identify the sound with the intended message. Know how to follow simple performance directions from a conductor for example changing dynamics and starting and stopping. Know how to use graphic symbols to convey sounds into a visual score. Express opinions when selecting and describing sounds to create music. Use simple musical terms when talking about music for example: louder/quieter and faster/slower. <p>Carnival of the Animals</p> <ul style="list-style-type: none"> Beginning to recognise some instrumental sounds and name classroom instruments. Know how to explore timbre, pitch, duration, dynamics and tempo. Know how to play to a steady pulse, accompanying singing with actions and body sounds to a steady pulse. Know how to sing simple songs in different styles with an awareness of pitch and clarity of diction. Know how to use simple musical terms when talking about music for example: louder/ quieter; faster/ slower; higher/lower. Express opinions when selecting and describing sounds to create music. <p>At the Seaside</p> <ul style="list-style-type: none"> Beginning to explore and identify the sound with the intended message. Beginning to explore how images can be used to convey sound and structure this into a graphic score. Beginning to link sound with mood and justify preference when listening to various styles of music. Know how to accompany singing with actions and body sounds to a steady pulse. Know how to play to a steady pulse. <p>Express opinions when selecting and describing sounds to create music.</p>	dynamics graphic score sound pitch score soundscape timbre conductor crescendo decrescendo composer chorus instrument verse pulse compose soundscape tempo ostinato pulse rhythm notes pitch stave dynamics layer rest beat

Physical Education	<ul style="list-style-type: none"> • I am able to throw towards a target. • I show balance and co-ordination when static and moving at a slow speed. • I am beginning to show balance and co-ordination when changing direction. • I am developing overarm throwing. • I can recognise changes in my body when I do exercise. • I can talk about what exercise does to my body. • I can run at different speeds. • I can work with others and make safe choices. • I try my best. • I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest. • I am beginning to catch with two hands. • I am beginning to dribble a ball with my hands and feet. • I am beginning to understand simple tactics. • I can roll and throw with some accuracy towards a target. • I can say when someone was successful. • I can track a ball that is coming towards me. • I can work co-operatively with a partner. • I am beginning to use counts. • I can copy, remember and repeat actions. • I can move confidently and safely. • I can use different parts of the body in isolation and together. • I can work with others to share ideas and select actions. • I choose appropriate movements for different dance ideas. • I say what I liked about someone else's performance. • I show some sense of dynamic and expressive qualities in my dance. • I am beginning to provide feedback using key words. • I can copy, remember, repeat and create dance phrases. • I can show a character and idea through the actions and dynamics I choose. • I can use counts to stay in time with the music. • I can work with a partner using mirroring and unison in our actions. • I show confidence to perform. • I can share my ideas with other people in the class. • I try my best in the challenges I am set. • I understand why it is important to warm up. • I can change direction when moving at speed. • I can select my own actions in response to a task. • I am confident to perform in front of others. • I can link simple actions together to create a sequence. • I can make my body tense, relaxed, stretched and curled. • I can remember and repeat actions and shapes. • I can say what I liked about someone else's. • I can use apparatus safely and wait for my turn. • I can hit a ball using a racket. • I can throw a ball to land over the net and into the court area. • I can track balls and other equipment sent to me. • I can use a ready position to move to the ball. • I know how to score points. 	Balance Direction Overarm Changes Speed Safe Choice Jump Leap Hop Near Far Catch Dribble Tactics Roll Target Success Track Co-operate Counts Actions Repeat
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	<ul style="list-style-type: none"> • I show honesty and fair play when playing against an opponent. • I can catch a beanbag and a medium-sized ball. • I can roll a ball towards a target. • I can strike a ball using my hand. • I know how to score points. • I understand the rules and I am beginning to use these to play honestly and fairly. • I understand when I am successful. 	
PSHE	<ul style="list-style-type: none"> • Know who loves and cares for me, what it means to be a family and that families are all different. • Name different types of relationships, for example, family, friendship, online. • Know what makes a good friend, what loneliness is, how to include others, and suggest some ways to resolve disagreements. • Know how I am the same and different to other people, and how to treat myself and other people with respect. • Know roles of different people; families; feeling cared for • Recognising privacy; staying safe; seeking permission • How behaviour affects others; being polite and respectful • What rules are; caring for others' needs; looking after the environment • Using the internet and digital devices; communicating online • Strengths and interests; jobs in the community • Keeping healthy; food and exercise, hygiene routines; sun safety • Recognising what makes us unique and special; feelings; managing when things go wrong • How rules and age restrictions help us; keeping safe online 	Family Parent Relative Same Differences Worries Support Comfortable Acceptable Concerned Safe Relaxed Uncomfortable Private Upset Penis Vagina Private Parts Uncomfortable Feelings Permission Respecting Privacy Confident Respect Kind Unkind Polite Manners Rules Sharing Polite Agree Disagree Belonging Rules Same Different Care Concern Choices Community Environment Help Responsibilities Recycling Internet