YEAR 1: CURRICULUM

Bunbury Aldersey CE Primary School

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Year 1 Curriculum

LET YOUR LIGHT SHINE
Matthew v5:16

Article 29: Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the 'informal' programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values;

Our Vision – '**Let your Light shine'** Matthew v5:16

Our Mission – 'A Caring Christian Family Where We Grow Together'

Our Core Values – WE aim to create an enjoyable, inclusive, safe and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world*.

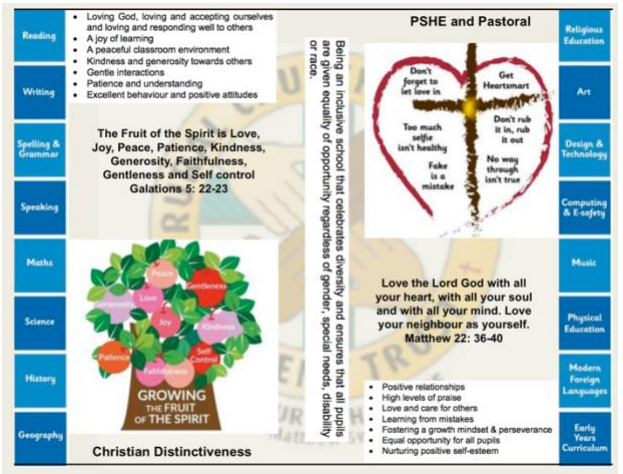
WE aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – k*nowing the way, showing the way and going the way*.

WE aim to encourage caring, sensitive and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings*

WE aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge*

WE aim to develop a positive relationship between home, school and our wider community- *as a family – as brothers and sisters.*

The RCSAT curriculum is designed to
Embody - the Christian values we live by
Enable – all children to flourish in mind, body and spirit
Ensure – that all pupils are given the experiences to 'Let their Light Shine.'



Intent:

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum. As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

Our key drivers are:

Inspirational and connected curriculum which instils a love of learning

Curiosity and appreciation of God's world through our Christian Values

A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)

Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey.

Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

Implementation:

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum. Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations. Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge. Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from key questions linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

We also feel that the following are necessary to support the implementation of our connected curriculum;

Learning Environment – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning.

Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

Learning Partners – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

New Pedagogies – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

Impact:

Through our connected approach:

Our children will have the capacity to control and express their emotions, and handle interpersonal relationships whilst keeping themselves safe.

Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.

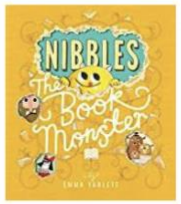
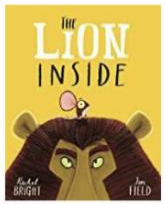
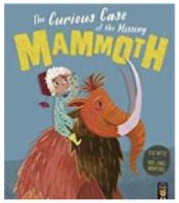
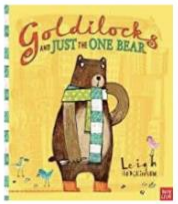
Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.

Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplifiedby the way the school sets about its task.

Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus'* which is central to the school's vision and curriculum The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued high

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pathways to Write						
	Focus: Fiction, adventure story **Geography links**	**Focus:** Recount, diary **STEM links**	**Focus:** Fiction, journey story **Geography links**	**Focus:** Fiction, adventure story **Geography and History Links**	**Focus:** Fiction, fantasy story **History Links**	**Focus:** Fiction, traditional story **Geography Links**

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts	**Lost and Found by Oliver Jeffers** Salina Yoon's Penguin Stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins the penguin who wanted to find out by Jill Tomlinson	**Nibbles by Emma Yarlett** Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the Wild Things Are by Maurice Sendak	**The Lion Inside by Rachel Bright** How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr	**The Curious Case of the Missing Mammoth by Ellie Hattie** Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley	**Toys in Space by Mini Grey** Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan	**Goldilocks and just the one bear by Leigh Hodgkinson** Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman
Writing outcome	**Outcome** Fiction: story based on the structure of *Lost and Found* **Greater Depth** Change the setting of the story	**Outcome** Recount: diary **Greater Depth** Add in further details about other characters' feelings	**Outcome** Fiction: story based on the structure of *The Lion Inside.* **Greater Depth** Change both animals in the story.	**Outcome** Fiction: story based on the structure of *The Curious Case of the Missing Mammoth.* **Greater Depth** Change the setting of the story.	**Outcome** Fiction: story based on the structure of *Toys in Space.* Extension: Instructions **Greater Depth** Choose their own toy to write about and change the space creature.	**Outcome** Fiction: story based on the structure of *Goldilocks and just the one bear.* Extension: Non-chronological report **Greater Depth** Change the animal and the setting
Topic headings	**What can we find in and around our school?**		**Animals past and present.**		**Where would you travel to?**	
Courageous advocate	Bunbury Village Issues: Lollipop man		Mary Anning		Environmental Issues with travel	
SCIENCE						
Science End Points	Plants To identify the structure of a plant and the different varieties through observation, planting and research. To observe the seasons through observation. Seasons - Autumn and Winter To observe and describe weather associated with the seasons and how day length varies through observation and recordings.		Animals including humans To describe and compare the structure of a variety of common animals through photographs and readings. To describe the basic parts of the human body. To observe the seasons through observation. Seasons - Spring To observe and describe weather associated with the seasons and how day length varies through observation and recordings.		Materials To identify different types of materials and their properties through observation and experiments. Seasons – Summer To observe and describe weather associated with the seasons and how day length varies through observation and recordings.	
Curriculum Objectives	Plants • 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.	Seasonal Change Signs of Winter - my tree in winter • Observing changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies.	Animals including humans • Identify and name a variety of common animals that are bird, fish, amphibians, reptiles and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Animals including humans • Identify, name, draw and label basic parts of the human body and say which parts of the body is associated with each sense Seasonal Change Signs of Spring - my tree in spring • Observing changes across the 4 seasons.	Everyday Materials • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials.	Seasonal Change Signs of Summer - my tree in spring • Observing changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies.

	Seasonal Change: Signs of Autumn - my tree in autumn • Observing changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies.		• Describe and compare the structure of a variety of common animals (including pets)	• Observe and describe weather associated with the seasons and how day length varies.	• Compare and group together a variety of everyday materials on the basis of their simple physical properties.	
Working Scientifically	• Asks a few simple questions about what they notice. • Observes things closely. • Performs a simple test. • Identifies things in the natural and humanly-constructed world. • Uses one or two basic observations and ideas to suggest an answer to a question. • Gathers and records some simple data.		    		
HISTORY						
History End Points	To study the locality of Bunbury focusing on past and present farming in the local rural area			To develop knowledge of Mary Anning, study why she was important and understand the legacy she left behind with her fossil findings.	To learn about lives of significant others – compare aspects of lives of Neil Armstrong, Amelia Earheart, Earnest Shackleton. (Explorers – on earth and space	
Curriculum objectives	Bunbury • Research Bunbury and its surrounding area. • Recount changes that have occurred in their own lives. • What can you find in Bunbury? • Include photographs, maps, and key features of the village. • Describe changes that have happened in the locality of the school throughout history. • Ask questions about the past			Significant individuals: Mary Anning • Ask questions about the past. Significant historical events, people and places in their own locality • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did • Use artefacts, pictures, stories and online resources to find out about the past • Ask questions about the past	Significant individuals: • Ask questions about the past. Significant historical events, people and places in their own locality • Describe significant people from the past • Recognise that there are reasons why people in the past acted as they did • Use artefacts, pictures, stories and online resources to find out about the past. • Ask questions about the past • Know the difference between long ago and now. • Tell the past is different from today. • Understand how things have changed over time – space travel. • Place events and artefacts in order on a timeline/ Label time lines with words or phrases such as past, present, older, newer. • Use artefacts, pictures, stories and online resources to find out about the past/ observe or handle evidence to ask questions and find answers to questions about the past. • Ask questions about the past.	
History enquiry skills	• Ask questions about things which have happened in the past; • Be able to say how we know about the past and how some artefacts might tell us things about the past;					
GEOGRAPHY						
Geography End Points	Using fieldwork and observation, to explore the local geography of Bunbury and its surrounding areas . To confidently discuss the countries, cities and features that make up the United Kingdom		To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them. To identify cold places – north and south pole (continents)	To confidently discuss the countries, cities and features that make up the United Kingdom Sites/locations of fossils		To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them. Bears – polar/ brown etc
Curriculum objectives	Place Knowledge: • Learn about the physical aspects of Bunbury and its surrounding area Locational Knowledge:	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.	Human and Physical Geography • Locate the North and South Poles • Cold areas of the world. • Locate the equator and North and South Poles • Use simple compass directions (NSEW)			Human and Physical Geography • Locate the North and South Poles • Cold areas of the world. • Locate the equator and North and South Poles • Use simple compass directions (NSEW)

			• Use world maps atlases and globes to begin studying the seven continents and five oceans.			• Use world maps atlases and globes to begin studying the seven continents and five oceans.
Geography Fieldwork and Skills •Use simple fieldwork and observational skills to study the geography of Bunbury school and the key human and physical features of its surrounding environment. •Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.						
DESIGN and TECNOLOGY						
D&T End Points		Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **Freestanding Structures: Build a cage for nibbles / Forest school structures**	Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **Cutting and joining: Make an animal mask**			Children can discuss the possible products that they might want to design, make and evaluate. Who/what is the product for? What will make our product unique/different? How will we know that we designed and made a successful product? **Preparing fruit and vegetables: Prepare food for a teddy bears' picnic or a party, fruit kebabs**
Curriculum objectives		Prior learning • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card • Experience of different methods of joining card and paper. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through talking, mock-ups and drawings. Making • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable for the structure they are creating. Evaluating • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. Technical knowledge and understanding • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.	Prior learning • Early experiences of working with paper and card to make simple flaps and hinges. • Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape. Designing • Generate ideas based on simple design criteria and their own experiences, explaining what they could make. • Develop, model and communicate their ideas through drawings and mockups with card and paper. Making • Plan by suggesting what to do next. • Select and use tools, explaining their choices, to cut, shape and join paper and card. • Use simple finishing techniques suitable for the product they are creating. Evaluating • Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria. Technical knowledge and understanding • Know and use technical vocabulary relevant to the project			Prior learning • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product Evaluating • Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge and understanding • Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell Guide. • Know and use technical and sensory vocabulary relevant to the project.
ART						

Art End Points	Pupils will explore the concept of light and dark, and use tones to create a storm scene similar to the one shown in the book. Turner – Storm art		Mixing colours and experimenting with textures to create an animal mask (link with DT) David Hockney Lion King masks Begin to use simple graphics to create digital effects		Linking with the literacy book Toys in Space by Mini Grey, pupils draw their own toys from observation or imagination, deciding on size, media and colours. Jane Hissey Printing with a range of hard materials. Roll printing over objects to create patterns.	Linking with the literacy book Toys in Space by Mini Grey, pupils draw their own toys from observation or imagination, deciding on size, media and colours. Jane Hissey Printing with a range of hard materials. Roll printing over objects to create patterns.
Curriculum objectives	•Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing. •Explore the concept of light & dark, learning how to create both values and controlling them to make tones. •Practice shading tones neatly & accurately. •Pupils learn how to control the pressure of their drawing materials. •Pupils are shown a range of drawing media including graphite sticks, charcoal, crayons, coloured pencils. •Learn the differences and similarities between. •Pupils try out new ways of making lines/marks to describe a range of surfaces, textures and forms. •Pupils draw for pleasure, developing an interest in things in the world around them. •Draw from imagination & observation.		•Use a variety of brush sizes. •Identify primary colours by name. •Manipulate malleable material in basic ways including rolling and kneading. •Begin to work in different scales. •Experiment with constructing and joining natural materials. •Begin to use a simple graphics package to create images and effects. •Use various tools, such as brushes, pens and shapes. •Use tools to alter the size and colour of shapes.		•Experiment with different media: pencils, pastels, felt tip pens and chalk. •Name, match and draw lines/marks from observations. •Observe and draw shapes. •Investigate textures by describing, naming and rubbing. •Begin to print with a range of hard materials e.g. corks, pen barrels, bottle tops. •Roll printing ink over objects to create patterns e.g. plastic mesh, stencils.	
MUSIC: Love Music Trust Scheme of Work						
Music End Points	Tell Me A Story	Fireworks and Fantasy	Get on Board	Changes	Under the Sea	Blast off
Curriculum objectives	*Begin with simple songs with a small range (mi-so / a third/ C to E) and then slightly wider, following the shape of the melody, include pentatonic songs (5 notes) (C, D, E, G and A or G, A, B, D and E. (Y1 P) *Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) *Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Identify the pulse (Y1 L) *Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)	*Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy (Y1 P) *Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) Perform chants (Y1 P) *Understand that symbols can be used to represent and organise sound (Y1 U) *Recognise the changes in pitch between high and low pitch within a small section of melody (Y1 L)	*Walk, move or clap a steady beat with others and perform a steady pulse on untuned percussion instruments (Y1 P) *Perform short copycat rhythms accurately (Y1 P) *Perform simple repeated rhythmic patterns (ostinato) as an accompaniment (Y1 P) *Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) *Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) *Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) *Respond to the pulse in recorded / live music through movement and dance (Y1 L) *Listen to sounds in the local environment and compare high and low sounds and long and short (Y1 L)	*Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) *Create musical sound effects and short sequences of sounds in response to stimuli including stories, pictures and films (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g. C D and E (Y1 C) Use basic dynamics and tempo for musical expression e.g., piano, forte, fast, slow (Y1 C) *Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) *Understand the difference between creating a rhythm pattern and a pitch pattern (Y1 U) *Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) *Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U)	*Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Develop a basic understanding of how music is organised e.g., beg, mid, end (Y1 U) *Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U) *Respond to the pulse in recorded / live music though movement and dance (Y1 L)	*Perform a simple accompaniment on percussion instruments showing an awareness of pulse (Y1 P) *Improvise simple vocal chants using question and answer phrases (Y1 C) Invent, retain and recall rhythm (crotchet and quaver) and melodic (pitch) patterns with a range of 3 notes e.g., C D and E (Y1 C) Use music technology to capture, change and combine sounds (Y1 C) *Create simple lyrics as a class to a well-known traditional rhyme e.g., Twinkle Twinkle / Frere Jacques (Y1 C) *Understand that symbols (pictures) can be used to represent and organise sound (Y1 U) *Investigate a range of instruments and understand they produce different sounds, select the appropriate instrument for a specific purpose (Y1 U)
COMPUTING: Purple Mash Scheme of Work						

Computing End points Purple Mash	**Unit 1.1** Online safety and exploring Purple Mash **Unit 1.2** Grouping and Sorting	**Unit 1.3** Pictograms – 2 count **Unit 1.4** Lego Builders	**Unit 1.5** Maze explorers - 2 Go	**Unit 1.6** Animated Story books – 2 create a story	**Unit 1.7** Coding - 2 code	**Unit 1.8** Spreadsheets – 2 calculate **Unit 1.9** Technology Outside school
Curriculum objectives	To log in safely. To learn how to find saved work in the Online Work area and find teacher comments. To learn how to search Purple Mash to find resources. To become familiar with the icons and types of resources available in the Topics section. To start to add pictures and text to work. To explore the Tools and Games section of Purple Mash. To learn how to open, save and print. To understand the importance of logging out. To sort items using a range of criteria. To sort items on the computer using the 'Grouping' activities in Purple Mash.	To understand that data can be represented in picture format. To contribute to a class pictogram. To use a pictogram to record the results of an experiment. To compare the effects of adhering strictly to instructions to completing tasks without complete instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result.	To understand the functionality of the direction keys. To understand how to create and debug a set of instructions (algorithm). To use the additional direction keys as part of an algorithm. To understand how to change and extend the algorithm list. To create a longer algorithm for an activity. To set challenges for peers. To access peer challenges set by the teacher	To introduce e-books and the 2Create a Story tool. To add animation to a story. To add sound to a story, including voice recording and music the children have composed. To work on a more complex story, including adding backgrounds and copying and pasting pages. To share e-books on a class display board	To understand what instructions are and predict what might happen when they are followed. To use code to make a computer program. To understand what object and actions are. To understand what an event is. To use an event to control an object. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To plan and make a computer program.	To know what a spreadsheet program looks like. To locate 2Calculate in Purple Mash. To enter data into spreadsheet cells. To use 2Calculate image tools to add clipart to cells. To use 2Calculate control tools: lock, move cell, speak and count To walk around the local community and find examples of where technology is used. To record examples of technology outside school.
PE: Complete PE Scheme of Work						
PE End points	Locomotion: running Gymnastics: Wide, Narrow, Curled	Ball Skills hands: 1 Gymnastics: Body Parts	Ball skills: Feet Dance: Growing	Ball skills: Hands 2 Dance: The Zoo	Locomotion: Jumping Games for understanding	Team building Health and well being
Curriculum objectives	• Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game Wide, Narrow and Curled Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements	Ball Skills Hands 1 • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills Body Parts • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together	Ball Skills Feet • Develop moving the ball using the feet • Apply dribbling into games • Consolidate dribbling • Explore kicking (passing) • Apply kicking (passing) to score a point Growing • Responding to rhythm • Developing the growing plant 'dance' • Introduction to motifs • Creating motifs • Creating movement sequences • Relationships and performance	Ball Skills Hands 2 • Explore throwing overarm • Explore throwing underarm • Explore rolling • Explore stopping a ball • Explore catching The Zoo • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence motifs • Exploring relationships within our motifs	Locomotion: Jumping • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game Games For Understanding • Understanding the principles of attack/defence • Applying attacking/ defending principles into a game • Consolidate attacking/defending	Team Building • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork Health and Wellbeing • Introduce and explore agility • Introduce and explore balance • Introduce and explore coordination: Bouncing, rolling and throwing