



Edmondsley Primary School

Curriculum Map: Year 1

Red Text = Theme

Purple Text = Links to specific topics/themes which will prepare children for the experiences of later life in modern Britain and particular needs identified for children who attend Edmondsley Primary School.

Green Text = environmental awareness

	Autumn		Spring		Summer	
TOPIC	My life, my world	On the Move	Arctic Adventures	Kangaroos and Digeridoos	A Pirates life for me	What a Wonderful World
HOOK	<ul style="list-style-type: none"> * Sharing My Life My World boxes *Life Centre visit - human body workshop * Forest Fun 	<ul style="list-style-type: none"> * Visit to Shildon Railway * Visitor - heritage railway train guard * Pantomime Visit 	<ul style="list-style-type: none"> * Great North Hancock Museum - Animals/Classify workshop and habitat bags * Arctic Explorers day * visit to farm - Durham Federation 	<ul style="list-style-type: none"> * Visit to Pizza Express or similar - Link to Healthy Eating *Down under adventure trail 	<ul style="list-style-type: none"> * Pirate day * Pirates workshop (One Day Creative) 	<ul style="list-style-type: none"> * Beach Visit * Congburn Bank Woodland Visit *Forest Fun
History	<p>To ask and answer the question 'Who was here before me?'</p> <p>To ask and answer the question 'Who/ what made my corner of the world special long ago?' - Mining heritage</p> <p>Develop the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my ... were younger, years, decades, centuries</p> <p>Local area awareness</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time</p> <p>Discuss change and continuity in an aspect of life,</p> <p>Recognise what happened as a result of people's actions or events - George Stephenson</p> <p>Environmental impacts of changing transport forms</p>	<p>Begin to use dates</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like? Why? Who was involved?</p> <p>Discuss and explore events beyond living memory that are significant nationally and globally</p> <p>Recognise why people did things - Shackleton and Scott</p>	<p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites</p>	<p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Choose and use parts of stories and other sources to show understanding of events</p> <p>Communicate understanding of the past in a variety of ways</p> <p>Blackbeard Grace Darling</p>	<p>Recognise why some events happened</p> <p>Investigate the lives of significant individuals in the past who have contributed to national and international achievements - Isambard Kingdom Brunel</p>





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Geography</p>	<p>Use world maps to identify the UK in its position in the world</p> <p>Use a simple picture map to move around the school</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p> <p>Local area awareness</p>	<p>Use maps to locate the four countries and capital cities of UK and its surrounding seas</p> <p>Draw basic maps, including appropriate symbols and pictures to represent places or features</p> <p>Use photographs and maps to identify features</p>	<p>Use directional language such as near and far, up and down, left and right, forwards and backwards</p> <p>Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Identify and discuss seasonal and daily weather patterns in the United Kingdom and the location of cold areas</p> <p>Impacts of global warming on polar areas</p>	<p>Identify key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country</p> <p>Impacts of global warming and hole in the ozone layer</p>	<p>Identify and discuss key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Identify and discuss key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Design and Technology</p>	<p>Construction - Photoframes</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing</p> <p>Assemble, join and combine materials and components</p> <p>Use simple fixing materials e.g. temporary - paper clips tape and permanent - glue, staples</p>	<p>Construction - Model cars</p> <p>Generate own ideas for design by drawing on own experiences or from reading</p> <p>Use finishing techniques, including those from art and design</p> <p>Investigate - what products are, who they are for, how they are made and what materials are used</p> <p>Explore and use mechanisms [e.g. levers, sliders, wheels and axles], in their products - Christmas cards; cars</p>	<p>Construction - Igloos</p> <p>Select from a range of tools and equipment explaining their choices</p> <p>Select from and use a range of tools and equipment to perform practical tasks [e.g. cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic</p>	<p>Cooking – healthy snacks</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use appropriate equipment to weigh and measure ingredients</p> <p>Prepare simple dishes safely and hygienically, without using a heat sources</p> <p>Name and sort foods into the five groups of the 'eat well' plate</p> <p>Know where food comes from</p>	<p>Sewing – pirate flag designs</p> <p>State the purpose of the design and the intended user</p> <p>Make simple judgements about their products and ideas against design criteria</p> <p>Measure, mark out, cut out and shape materials and components</p>





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Art and Design</p>	<p>Use a range of materials creatively to design and make products</p> <p>Develop controlled printing against outline /within cut out shapes</p> <p>Develop understanding of 2D and 3D in terms of artwork - <i>nature faces</i></p> <p>Picasso</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Work with different materials</p> <p>Develop collages, based on a simple drawing, using papers and materials</p> <p>Begin to control lines to create simple drawings from observations</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Create washes to form backgrounds</p> <p>Recognise warm and cold colours</p> <p>Weave with wool</p> <p>Kandinsky</p>	<p>Hold a large paint brush correctly</p> <p>Make marks using paint with a variety of tools</p> <p>Recognise and name primary and secondary colours</p> <p>Mix primary colours to make secondary colours</p> <p>Aboriginal Art</p>	<p>Begin to collect ideas in sketchbooks</p> <p>Look at sculptures by known artists and natural objects as starting points for own work</p> <p>Begin to form own 3D pieces in sculpture</p> <p>Antony Gormley - Angel of the North Elizabeth Frink</p>	<p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Work from observation and known objects</p> <p>Investigate a range of different materials and experiment with how they can be connected together to form simple structures</p> <p>Observation of nature Outdoor art</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Writing across the curriculum focus</p>	<p><i>Geography - Explanation - Write a description of my house.</i></p> <p><i>History - Create a fact file about a grandparent/older relative.</i></p>	<p>History - Compare transport in the past to transport now.</p> <p><i>Geography - Write instructions for a local recipe.</i></p>	<p>RE - Retell the story of Noah.</p> <p>Geography - Write a diary pretending that you are Shackleton/Scott.</p>	<p>DT - Explain your patterns and colours you used for your boomerang and how people could use it.</p> <p><i>Geography - Compare and contrast Australia and England.</i></p>	<p>Geography - write a letter from a desert island explaining what you have discovered.</p> <p>History - Create a fact file about a famous pirate.</p>	<p><i>Geography - Describe how the seasons are different and similar.</i></p> <p>DT - Write instructions on how to create a bridge.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spellings</p>	<p>Week 1 – nk ck Week 2 –s, zz Week 3 – ff, ll, Week 4 – ng, nk Week 5 – oo (u) and oo (/o/) Week 6 – igh</p>	<p>Week 7 – ear Week 8 – air Week 9 – nk Week 10 –er Week 11 – ur, ir Week 12 – oi, oy</p>	<p>Week 13 – oa, oe Week 14 – o_e Week 15 – ow, ew Week 16 - ie, i_e Week 17 – a_e Week 18 –ai, ay</p>	<p>Week 19 – words ending in y as i Week 20 – u_e Week 21 – ph, wh Week 22 – ai, ay, a_e (repeat). Week 23 – ea (i), e_e Week 24 - ea (ε)</p>	<p>Week 25 – ear, are Week 26 – ve Week 27 – or, ore Week 28 – aw, au Week 29 – plurals s and es Week 30 – tch</p>	<p>Week 31 – compound words Week 32 – ing, ed to verbs, no change Week 33 – er to verbs, no change Week 34 - est, er, to adjectives, no change Week 35 – prefix - un Week 36 – k</p>





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Reading

- Reads simple sentences
- Responds with the correct sounds to known graphemes
- Blends sounds aloud when attempting to read new words
- Re-reads books to develop confidence
- Uses picture clues to help when reading simple texts
- Listens to stories, poems and non-fiction and makes links to own experiences
- Demonstrates understanding when talking with others about what they have read
- Retells key stories, fairy stories and traditional tales through role play
- Answers questions about stories read
- Identifies features of books, e.g. title
- Recognises predictable phrases
- Listens to simple rhymes and poems and joins in with others when reciting them

- Reads simple sentences with some fluency
- Responds speedily with the correct sound to known graphemes
- Applies phonic knowledge to decode words
- Blends sounds in unfamiliar words containing known GPC, when reading
- Reads known CEW
- Begins to read words containing known GPS and -s, -es, -ing, -ed, -er and -est endings
- Reads words of more than one syllable that contain known GPCs on occasions
- Begins to read words with contractions
- Re-reads books to develop confidence and fluency
- Uses pictures to read and understand the text
- Listens to and discusses poems, stories and non-fiction, making links to own experiences and offering opinions about them
- Talks about books, using own knowledge and information provided by the teacher
- Retells key stories, fairy stories and traditional tales orally in simple sentences
- Joins in with predictable phrases
- Begins to make simple inferences (from pictures, objects, stories)
- Talks about the meaning of unfamiliar words
- Learns to appreciate simple rhymes and recites these by heart
- Begins to distinguish between fact and fiction
- Notices when reading does not make sense
- Shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher

- Reads aloud books that are consistent with developing phonic knowledge
- Responds speedily with the correct sound to graphemes for all 40+ phonemes including alternative sounds for graphemes
- Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- Reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word
- Reads words containing known GPS and -s, -es, -ing, -ed, -er and -est endings
- Reads words of more than one syllable that contain known GPCs
- Reads words with contractions
- Begins to take account of punctuation when reading
- Begins to use context clues to help reading for meaning
- Re-reads books to develop confidence, fluency and expression
- Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently
- Links what they hear or read to their own experiences
- Retells stories they have read, heard and discussed using appropriate vocabulary
- Talks about what is read to them, taking turns and listening to others. Expresses opinions.
- Explains understanding of what they have read
- Talks about particular characteristics of different types of stories





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Writing	Grammar				Singular and Plurals Identifying questions Writing questions Writing simple sentences correctly punctuated. Past tense	Identifying full sentences And as a conjunction Sequencing sentences	Simple adjectives for description Use of coordinating conjunctions (and, or, but) Sequencing sentences
	Punctuation				Matching lower cases with capital letters Capital letters	Using exclamation marks Capital letters for proper nouns and I	Use of question marks Use of exclamation marks Capital letters Full stops Apostrophes for contractions
	Vocabulary				Prefixes - un Adding s	Superlatives Prefixes - un Adding s	Superlatives Adding s and es Suffixes ing, ed, er Matching singular to plural forms
	Writing Process	<ul style="list-style-type: none"> Sequences short narratives orally and pictorially Says out loud what is going to be written 		<ul style="list-style-type: none"> Begins to write short narratives based on their own or story experiences Includes a simple beginning, middle and end in writing Discusses what they have written with the teacher or other pupils 		<ul style="list-style-type: none"> Writes short narratives based on real and fictional experiences Uses a simple plan (e.g. storyboard, flowchart) Re-reads what has been written to check it makes sense Makes simple changes to writing where suggested Reads aloud own writing clearly enough to be heard by peers and the teacher 	
Genre	<p>Stories with predicable phrasing Linked to my life, my world</p> <p>Recounts Linked to my life, my world</p> <p>Stories of own experiences Linked to my life, my world</p>	<p>Poetry – rhyming couplets Linked to on the move</p> <p>Labels, lists and captions Linked to on the move</p> <p>Letters – The Jolly Christmas Postman</p> <p>Oi get off our train – endangered animals</p>	<p>Reports Linked to arctic adventures</p> <p>Explanations Linked to arctic adventures</p> <p>Poetry – vocabulary building Linked to arctic adventures</p> <p>The last polar bears</p>	<p>Traditional Australian legends Linked to kangaroos and diggeridos</p> <p>Poetry – take one poet – famous Australian poets Linked to kangaroos and diggeridos</p>	<p>Fact files – Blackbeard Linked to A pirates life for me</p> <p>Instructions Linked to A pirates life for me</p> <p>Narrative Linked to A pirates life for me</p> <p>Non-fiction on plastic pollution in seas</p>	<p>Poetry – vocabulary building Linked to what a wonderful world</p> <p>Traditional tales and characters Linked to what a wonderful world</p>	





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Science	<p><u>The Human Body, Ourselves</u></p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Understand that people change as they get older but often retain recognisable features. Recognise the ways people change over time, use key scientific words to discuss these. Observe photographs, identify changes and use these to suggest answers to questions. Recognise & use the vocabulary: compare, describe, similar, different, baby, adult, changes, growing. 	<p><u>Identify and investigate materials</u></p> <ul style="list-style-type: none"> 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 Natural and man-made materials 	<p><u>Animals</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Animal adaptations to changing environment</p> <p>Pond work</p>	<p><u>Healthy Living</u></p> <ul style="list-style-type: none"> Understand the importance of personal hygiene Prepare healthy meals (fruit-linked to D/T) Explore the importance and effects of exercise Understand the importance of washing and brushing teeth <p>Using own grown veg</p>	<p><u>Comparing Materials</u></p> <ul style="list-style-type: none"> Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials based on their simple physical properties <p>Recycling materials</p> <p>Pollution in our seas</p>	<p><u>Plants</u></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>Planting and growing</p> <p>Observing changes in school environment and plant hunting</p>





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Maths

Number and Place Value (within 10)

- Sort objects
- Count objects
- Represent objects
- Count, read and write forwards from any number 0 to 10
- Count, read and writing backwards from any number 0 to 10
- Count one more
- Count one less
- One to one correspondence to start to compare groups
- Compare groups using language such as equal, more/greater, less/fewer
- Introduce = , > and < symbols
- Compare numbers
- Order groups of objects
- Order numbers
- Ordinal numbers
- The number line

Addition and Subtraction (within 10)

- Part whole model
- Addition symbol
- Fact families - Addition facts
- Find number bonds for numbers within 10
- Systematic methods for number bonds within 10
- Number bonds to 10
- Compare number bonds
- Addition: Adding together
- Addition: Adding more
- Finding a part
- Subtraction: Taking away, how many left? Crossing out
- Subtraction: Taking away, how many left? Introducing the subtraction symbol
- Subtraction: Finding a part, breaking apart
- Fact families - The 8 facts
- Subtraction: Counting back
- Subtraction: Finding the difference
- Comparing addition and subtraction statements $a + b > c$
- Comparing addition and subtraction statements $a + b > c +$

Geometry: Shape

- Recognise and name 3D shapes
- Sort 3D shapes
- Recognise and name 2D shapes
- Sort 2D shapes
- Patterns with 3D and 2D shapes

Number and Place Value (within 20)

- Count forwards and backwards and write numbers to 20 in numerals and words
- Numbers from 11 to 20
- Tens and ones
- Count one more and one less
- Compare groups of objects
- Compare numbers
- Order groups of objects
- Order numbers

Addition and Subtraction (within 20)

- Add by counting on
- Find & make number bonds
- Add by making 10
- Subtraction - Not crossing 10
- Subtraction - Crossing 10 (1)
- Subtraction - Crossing 10 (2)
- Related Facts
- Compare Number Sentences

Number and Place Value (to 50)

- Numbers to 50
- Tens and ones
- Represent numbers to 50
- One more one less
- Compare objects within 50
- Compare numbers within 50
- Order numbers within 50
- Count in 2s
- Count in 5s

Measurement: Length and Height

- Compare lengths and heights
- Measure length (1)
- Measure length (2)

Measurement: Weight and Volume

- Introduce weight and mass
- Measure mass
- Compare mass
- Introduce capacity
- Measure capacity
- Compare capacity

Multiplication and Division

- Count in 10s
- Make equal groups
- Add equal groups
- Make arrays
- Make doubles
- Make equal groups - grouping
- Make equal groups - sharing

Fractions

- Halving shapes or objects
- Halving a quantity
- Find a quarter of a shape or object
- Find a quarter of a quantity

Geometry: Position and Direction

- Describe turns
- Describe Position (1)
- Describe Position (2)

Number and Place Value (within 100)

- Counting to 100
- Partitioning numbers
- Comparing numbers (1)
- Comparing numbers (2)
- Ordering numbers
- One more, one less

Measurement: Money

- Recognising coins
- Recognising notes
- Counting in coins

Time

- Before and after
- Dates
- Time to the hour
- Time to the half hour
- Writing time
- Comparing time





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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Computing</p>	<p><u>Our local area</u></p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private Know how to ask for help if you are concerned about content or contact online Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p><u>We are all connected</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p><u>Pictures tell a thousand words</u></p> <ul style="list-style-type: none"> Use technology safely and respectfully, keeping personal information private Know how to ask for help if you are concerned about content or contact online 	<p><u>Walking with Dinosaurs</u></p> <ul style="list-style-type: none"> Understand what algorithms are Understand that programs run by following precise instructions Create and debug simple programmes 	<p><u>App attack – Games design</u></p> <ul style="list-style-type: none"> Recognise common uses of information technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p><u>Ready, Steady, Go</u></p> <ul style="list-style-type: none"> Understand what algorithms are Understand that programs run by following precise instructions Create and debug simple programmes Use technology purposefully to create, organise, store, manipulate and retrieve digital content
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">PSHCE</p>	<p><u>New Beginnings</u></p> <ul style="list-style-type: none"> I know that I belong to Edmondsley Primary School. I can help to make my class a good place to learn. I can join in with other children playing a game. I can tell you how I am the same as and different from my friends. I know some ways to calm myself down when I feel scared or upset. 	<p><u>Relationships</u></p> <ul style="list-style-type: none"> I can tell when I feel loved and cared for. I understand that if someone leaves me, they still love me I can tell you how it feels when things are unfair. I can tell if other people are sad or upset. I know how to feel sorry and how to forgive. I can tell who is important in my life. 	<p><u>Going for goals</u></p> <ul style="list-style-type: none"> I know that we are all good at different things. I can tell you what I want to improve and set a realistic goal. I can tell you what I have to do to achieve my goal. I can work towards my goal without being distracted. I can choose between my ideas and give reasons. I can choose between my ideas and give reasons. 	<p><u>Good to be me</u></p> <ul style="list-style-type: none"> I can tell you about my gifts and talents. I can tell you things I am proud of. I can use words to describe when I am worried. I know what makes me feel relaxed and what makes me feel worried. I can tell when it is right to stand up for myself. I can choose the best ways to behave towards people. 	<p><u>Getting on and falling out</u></p> <ul style="list-style-type: none"> To be able to give and receive compliments To think of lots of ways to give 'Friendship Tokens'. To think of lots of ways to give 'Friendship Tokens'. To understand how to be a good friend. To understand that sharing is important in friendship 	<p><u>Changes</u></p> <ul style="list-style-type: none"> I can tell you some things about me that have changed and some things that will never change. I understand that change can sometimes be exciting and sometimes scary. I can tell you what changes make others in my class feel excited or scared. I know some ways to calm down when I feel scared or uncomfortable with change. I can tell you about a plan I have made to change something about my behaviour. I can tell you what I am looking forward to in Year 2.





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Physical Education	<p><u>Gymnastics</u> Perform gymnastic sequence with a balance, a travelling action, a jump and a roll</p> <p>Teach sequence to a partner and perform together</p> <p>Explore the 5 basic shapes: straight/tucked/star / straddle/pike</p> <p>Balance in these shapes on large body parts: back, front, side, bottom</p> <p><u>Games (partner and small group)</u> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p>	<p><u>Dance</u> Develop control of movement using: Actions (WHAT) - travel, stretch, twist, turn, jump</p> <p>Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) - slowly, quickly, with appropriate expression</p>	<p><u>Games (inventing games)</u> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><u>Dance</u> Copy some moves</p> <p>Develop control of movement using:</p> <p>Actions (WHAT) - travel, stretch, twist, turn, jump</p> <p>Space (WHERE) - forwards, backwards, sideways, high, low, safely showing an awareness of others</p> <p>Relationships (WHO) - on own and with a partner by teaching each other 2 movements to create a dance with 4 actions</p> <p>Dynamics (HOW) - slowly, quickly, with appropriate expression</p>	<p><u>Games</u> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><u>Gymnastics</u> Begin to travel on hands and feet (hands flat on floor and fully extend arms)</p> <p>Monkey walk (bent legs and extended arms)</p> <p>Caterpillar walk (hips raised so legs as well as arms can be fully extended. Keep hands still while walking feet towards hands, keep feet still while walking hands away from feet until in front support position)</p> <p>Bunny hop (transfer weight to hands)</p>	<p><u>Outdoor adventure activities</u> Identify positions on simple maps and diagrams of familiar environments e.g. in relation to position of desk in plan of classroom</p> <p>Use simple maps and diagrams to follow a trail</p> <p>Begin to work co-operatively with others</p> <p>Plan and share ideas</p> <p><u>Dance</u> Move spontaneously showing some control and co-ordination</p> <p>Move with confidence when walking, hopping, jumping, landing</p> <p>Move with rhythm in the above actions</p> <p>Demonstrate good balance</p> <p>Move in time with music</p> <p>Co-ordinate arm and leg actions (e.g. march and clap)</p> <p>Interact with a partner (e.g. holding hands, swapping places, meeting and parting)</p>	<p><u>Games (large group games)</u> Practise different skills associated with simple games (e.g. co-ordinating throwing and catching)</p> <p>Work co-operatively in teams</p> <p><u>Athletics</u> Throw into targets Perform a range of throwing actions e.g. rolling, underarm, overarm</p> <p>Describe different ways of throwing Explain what is successful or how to improve</p>
	Religious Education	<p>What can we learn about Christianity from visiting a church?</p>	<p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p>	<p>What is the Easter story?</p>	<p>How do Buddhists show their beliefs?</p>





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Music	Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Christmas play songs	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Listen with concentration and understanding to a range of high-quality live and recorded music around the world	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Play tuned and untuned instruments musically
	Listening and identifying instruments. Exploring instruments.		Exploring instruments and dimensions of music.	Linked to Kangaroos and Digeridoos	Linked to A pirate's life for me - video clips to add sound effects to. Listening to music and recreating similar pieces	Songs linked to traditional tales

