



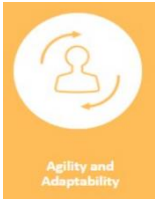









## Year 1 Curriculum Overview 2023 – 2024

<p>21<sup>st</sup> Century Survival Skill</p>	 <p>Collaboration</p>	 <p>Curiosity &amp; Imagination</p>	 <p>Critical Thinking</p>	 <p>Accessing &amp; Analysing Information</p>	 <p>Agility and Adaptability</p>	 <p>Initiative &amp; Entrepreneurialism</p>
<p>Term &amp; Topic</p>	<p><u>Autumn 1</u> <i>Home, Sweet Home</i></p>	<p><u>Autumn 2</u> <i>Remember, Remember</i></p>	<p><u>Spring 1 &amp; 2</u> <i>Paws, Claws, Whiskers and Toes</i></p>		<p><u>Summer 1 &amp; 2</u> <i>What a Wonderful World!</i></p>	
<p>Driver &amp; Hours</p>	<p>Geography – 12</p>	<p>History – 12</p>	<p>History - 12</p>	<p>Geography – 12</p>	<p>Geography – 6 History – 6</p>	<p>Geography – 6 History – 6</p>
<p>Overview</p>	<p>During this topic, pupils will be developing their geography knowledge and skills. Pupils will learn the location of Nottingham on a map, their address, the school address, human and physical features of the area (school grounds, things that can be seen from the school grounds). Through studying the school grounds, they will use geographical vocabulary to refer to the human and physical features found. Using simple maps, pupils will use simple compass directions to describe routes to school and begin to become familiar with map symbols. Pupils will use aerial maps to look at the school from a different perspective, along with devising maps of the classroom. <b>As Black History Month draws closer, pupils will build upon their learning in EYFS by looking at influential figures in STEM careers, through reading books such as: <i>The Girl with a Mind for</i></b></p>	<p>During this topic, Year 1 pupils will embark on a journey to explore the concept of memory through various historical events and personal experiences. Students will have the opportunity to meet, interact with and interview older members of the community, such as grandparents or local seniors, along with members of staff who went to Windmill as children. Through discussions and storytelling, these individuals will share their personal experiences and memories of how things have changed over their lifetimes. This will help pupils understand concepts like technology, fashion, transportation, and daily life changes that have occurred within living memory. The term starts as Bonfire Night draws close. <b>Pupils will learn why this date is marked, through learning about Guy Fawkes and the Gun Powder Plot.</b></p>	<p>During their history lessons, pupils will learn about significant individuals who have made a positive impact on society, namely by making change for humans, animals and the environment. Pupils will learn about their remarkable achievements and inspiring qualities. Pupils will learn about the dedication of Florence Nightingale and how she improved hospital conditions for wounded soldiers which led to lasting changes in healthcare practices that we benefit from today. Pupils will learn about the ground-breaking scientist, Marie Curie, coming to understand the importance of her curiosity, perseverance and determination to overcome gender barriers in science. Pupils will also learn about David Attenborough, discovering his role in raising awareness about the beauty of the natural world and the urgent need to protect it.</p>	<p>Pupils will explore the local area by visiting the park and other green spaces. Building on their geography learning from Autumn 1, pupils will use compass directions, locational and direction language to explore and describe these places, including the location of features and routes on a map. Pupils will look at aerial maps of these areas to recognise landmarks and basic human and physical features. Pupils will look at the different kinds of houses that exist in the local area. Pupils will consider how their local area could be changed for the better. Pupils will devise a basic map of a green space and use and construct basic symbols in a key. When exploring the local area, pupils will learn the names of a variety of common wild and garden plants, including deciduous and evergreen trees. Pupils will then observe animals in their local environment by</p>	<p>During this topic, pupils will go on a worldwide adventure! They will begin with learning more about the geography of the UK, including the four countries that make up the UK, the capital cities and the seas that surround the UK. Pupils will learn about and map coastlines along the UK, considering how the features of a coast are different from our locality in the midlands. Pupils will then move onto looking at the world (and beyond!), learning some of the 7 continents. <b>Pupils will learn that the coastlines are eroding and this carries threats.</b> Pupils will begin learning about significant explorers who have made unusual journeys to explore parts of the world, including Neil Armstrong and Christopher Columbus. Pupils will recap the seasons and begin their learning on plants. They will build on prior learning and learn to identify and name a variety of common, wild and</p>	<p>Pupils will delve into the geography of China during this unit, building their skills to be able to compare it to Nottingham. Pupils will learn to locate the remaining continents becoming familiar with where to find China. They will learn some names of the world's oceans. Pupils will spend time comparing Xiamen to Nottingham and learn what a day in a Chinese school is like compared to a day in a UK school. Pupils will continue learning about the adventures of significant people including those relating to transport, such as Henry Ford and The Wright Brothers. Pupils will consider how transport has changed over time <b>including looking at electric vehicles and how they have a positive impact on the environment.</b></p>

	<p><b>Maths, The Doctor with an Eye for Eyes and Mae Among the Stars.</b></p> <p>In science, pupils will look at seasonal changes, with a particular focus on autumn. Pupils will embark on an exciting journey to explore the different seasons and the changes they bring to the world around us. Through engaging activities and observations, students will develop their understanding of the four seasons, the reasons behind their occurrence, and the impact they have on plants, animals, and our daily lives.</p>	<p><b>Remembrance Day follows soon after: pupils will learn why we commemorate this date and the importance of the poppy along with why and how people are commemorated.</b></p> <p><b>As Christmas draws closer, pupils will learn about various celebrations around the world, and why and how these occasions are marked.</b></p> <p>In science, the topic of "Everyday Materials" introduces pupils to the fascinating world of materials and their properties that surround them in their daily lives. This topic lays the foundation for understanding basic concepts related to different materials, their uses, and how they can be classified based on their characteristics.</p>	<p>During science pupils will learn to classify and group a variety of common animals, including fish, amphibian, reptiles, birds and mammals. Pupils will learn about the different structures of these animals. Through research and discussion, pupils will learn about carnivores, herbivores and omnivores.</p> <p><b>Pupils will develop their understanding by learning about endangered species, linking human actions and consequences for the natural world.</b></p>	<p>going bird watching and noticing animals' natural behaviours.</p> <p><b>Pupils will learn to name, draw and label the basic parts of the human body and say which part of the body is associated with which sense. Pupils will learn the components of a healthy lifestyle and use this information to design a healthy recipe. Pupils will meet with a dentist and learn how to look after their teeth and why this is so important for general health.</b></p>	<p>garden plants, including deciduous and evergreen trees.</p>	<p>Pupils will recap their plants learning and then move on to identifying and describing the basic structure of a variety of common and flowering plants.</p>
Enrichment	<ul style="list-style-type: none"> <li>❖ School grounds walk (local area walk if appropriate)</li> <li>❖ School tour and meet teachers</li> </ul> <p>(Safeguarding/PSHE – staying safe outside of school/road safety/strangers)</p>	<ul style="list-style-type: none"> <li>❖ Nativity</li> <li>❖ Place of worship – St Christopher's Church</li> <li>❖ Visits from members of the community – letter asking for grandparents or staff member to visit</li> </ul>	<ul style="list-style-type: none"> <li>❖ Local area walk (post box)</li> <li>❖ Green's Mill Park</li> <li>❖ Zoo Lab animal visit</li> </ul> <p>(Safeguarding/PSHE – staying safe outside of school/road safety/strangers)</p>	<ul style="list-style-type: none"> <li>❖ RSPB Big Bird Watch</li> <li>❖ RSPCA talk</li> <li>❖ Forest School</li> </ul> <p>(Safeguarding/PSHE – staying safe around animals, especially dogs)</p>	<ul style="list-style-type: none"> <li>❖ Place of worship – synagogue</li> <li>❖ VR experience – exploring the world/oceans</li> <li>❖ Stonebridge Farm</li> </ul>	<ul style="list-style-type: none"> <li>❖ VR experience – China</li> <li>❖ Virtual School Visit – Christopher Columbus</li> </ul>
Mastery Day Focus	<p>Pupils to use developed geography knowledge to design a map/plan for a new playground.</p> <p>STEM focus</p>	<p>Pupils will use their knowledge of celebrations/commemoration and properties of materials to design a toy/item for a certain celebration/commemoration and target audience.</p> <p>STEM focus</p>	<p>Over two Mastery Days: Pupils will use their knowledge of different types of animals to set up and run a zoo, which has the animals in the correct enclosure, dependent on their classification, and which also educates children on different animals. Pupils will provide a map for guests to find their way around the zoo, using compass points and directional language.</p> <p>STEM focus</p>	<p>Over two Mastery Days: Pupils use their knowledge to devise an exhibition which educates visitors on world-wide geography, including the continents, oceans and information about the contrasting locality they have studied.</p> <p>Geography focus</p>		
Presentational Talk	N/A	N/A	Combined with Mastery Day - pupils work towards a presentational talk to give when children visit the zoo.	Combined with Mastery Day - pupils work towards a presentational talk to give at a certain point during the world-wide geography exhibition.		

Career-Related Learning	❖ <i>STEM career focus</i>	❖ <i>Transport industry</i>	❖ <i>Vet</i>	❖ <i>Doctor</i>	❖ <i>Environmentalist</i>	❖ <i>Travel Industry</i>
English: Reading	<p><i>Lost and Found</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>The Seasons and Weather (1)</i> from Literacy Shed Plus</li> <li>❖ Seasonal poetry</li> </ul>	<p><i>Celebrations around the World</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>Railways (1), Materials (1) and Christmas (1)</i> from Literacy Shed Plus</li> <li>❖ <i>Christmas, Eid stories</i></li> </ul>	<p><i>The Owl and the Pussycat</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>Animals (1) and The Arctic (1)</i> from Literacy Shed Plus</li> </ul>	<p><i>The Tiger Who Came to Tea</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>Pets (1) and My Body (1)</i> from Literacy Shed Plus</li> </ul>	<p><i>The Snail and the Whale</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>Space (1) and Explorers (1)</i> from Literacy Shed Plus</li> <li><i>Safeguarding/PSHE – friendships/diversity</i></li> </ul>	<p><i>Islandborn</i></p> <p>Plus contextualisation resources:</p> <ul style="list-style-type: none"> <li>❖ <i>China (1), Migration (1)</i> from Literacy Shed Plus</li> <li>❖ <i>Michael Rosen Poetry – Migration</i></li> <li>❖ <i>Windrush link</i> from assembly</li> <li>❖ <i>Merengue and Bachata</i> music</li> <li>❖ <i>My name is not Refugee</i> text</li> </ul> <p><i>Safeguarding/PSHE – friendships/diversity</i></p>
English: Writing	<p><i>Lost and Found</i></p> <ul style="list-style-type: none"> <li>❖ <i>To entertain - narrative, retelling of a familiar story. focusing on the opening planned around character description</i> (<i>Safeguarding/PSHE – Keeping safe/differences</i>)</li> </ul>	<p><i>Celebrations around the World</i></p> <ul style="list-style-type: none"> <li>❖ <i>To inform – instructions on how to throw a party</i></li> <li>❖ <i>To persuade – inviting someone to attend a party/celebration</i></li> <li>❖ <i>Poetry – shape poems</i> (<i>Safeguarding/PSHE – Diversity/friendships</i>)</li> </ul>	<p><i>The Owl and the Pussycat</i></p> <ul style="list-style-type: none"> <li>❖ <i>To entertain – narrative retelling of a familiar story - The Owl and the Pussycat</i></li> <li>❖ <i>To persuade – letter asking for the ring back</i></li> </ul>	<p><i>The Tiger who came to Tea</i></p> <ul style="list-style-type: none"> <li>❖ <i>To inform – a fact file on an animal</i></li> <li>❖ <i>Poetry – acrostic poems</i></li> <li>❖ <i>To inform - recount of local area walk</i></li> </ul>	<p><i>The Snail and the Whale</i></p> <ul style="list-style-type: none"> <li>❖ <i>To entertain – narrative told from the perspective of the snail/whale</i></li> <li>❖ <i>To persuade – leaflet on why we must look after the environment and how we can do this</i></li> </ul>	<p><i>Islandborn</i></p> <ul style="list-style-type: none"> <li>❖ <i>To inform – a fact file on world geography</i></li> <li>❖ <i>To entertain – a narrative with 5 parts</i></li> <li>❖ <i>Riddle poems</i></li> </ul>
Cross Curricular Writing	<p><i>Science</i></p> <ul style="list-style-type: none"> <li>❖ <i>Naming and writing the weather.</i></li> <li>❖ <i>Writing a sentence to reflect on the changing weather.</i></li> </ul>	<p><i>History</i></p> <ul style="list-style-type: none"> <li>❖ <i>Retell the story of the Gunpowder plots using sentences or key words.</i></li> <li>❖ <i>Writing to reflect on Remembrance Day.</i></li> </ul>	<p><i>Geography</i></p> <ul style="list-style-type: none"> <li>❖ <i>Write a postcard to send home.</i></li> </ul> <p><i>Science</i></p> <ul style="list-style-type: none"> <li>❖ <i>Write sentences to find what is the same and different between two animals.</i></li> </ul>	<p><i>Science</i></p> <ul style="list-style-type: none"> <li>❖ <i>Write a recount following birdwatching in the local area.</i></li> </ul>	<p><i>History</i></p> <ul style="list-style-type: none"> <li>❖ <i>Children write to reflect on positives and negatives surrounding Christopher Columbus’ expedition.</i></li> </ul> <p><i>Geography</i></p> <ul style="list-style-type: none"> <li>❖ <i>Children write descriptions in character as one of the seven oceans.</i></li> </ul>	<p><i>Geography</i></p> <ul style="list-style-type: none"> <li>❖ <i>Write sentences to compare Xiamen and Nottingham.</i></li> </ul>

<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>❖ <b>Number:</b> Place value (within 10) <i>NCETM Spine: 1.1, 1.2, 1.3 and 1.4</i></li> <li>❖ <b>Number:</b> Addition and subtraction (within 10) <i>NCETM Spine: 1.2, 1.5, 1.6, 1.7</i></li> <li>❖ <b>Geometry:</b> Shape</li> <li>❖ <b>Number:</b> Place value (within 20) <i>NCETM Spine: 1.10</i></li> <li>❖ <b>Consolidation and assessment</b></li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Number:</b> Addition and subtraction (within 20) <i>NCETM Spine: 1.10, 1.11</i></li> <li>❖ <b>Number:</b> Place value (within 50) <i>NCETM Spine: 1.9, 2.1</i></li> <li>❖ <b>Measurement:</b> Length and height <i>NCETM Spine: 1.1</i></li> <li>❖ <b>Measurement:</b> Mass and volume <i>NCETM Spine: 1.1</i></li> <li>❖ <b>Consolidation and assessment</b></li> </ul>		<ul style="list-style-type: none"> <li>❖ <b>Number:</b> Multiplication and division <i>NCETM Spine: 2.1, possibly 1.8</i></li> <li>❖ <b>Number:</b> Fractions <i>NCETM Spine: 3.0</i></li> <li>❖ <b>Geometry:</b> Position and direction</li> <li>❖ <b>Number:</b> Place value (within 100) <i>NCETM Spine: 1.9</i></li> <li>❖ <b>Measurement:</b> Money <i>NCETM Spine: 2.1</i></li> <li>❖ <b>Measurement:</b> <i>Time</i></li> </ul>	
<p><b>History</b></p>	<p style="text-align: center;"><i>N/A</i></p>	<p style="text-align: center;"><b>Changes in Living Memory Changes Beyond Living Memory</b> <i>A1, A2, B1, B2</i></p> <ul style="list-style-type: none"> <li>❖ <i>Meeting with members of the community</i></li> <li>❖ <i>Guy Fawkes and The Gunpowder Plot</i></li> <li>❖ <i>Remembrance Day</i></li> </ul> <p style="text-align: center; color: red;"><i>(Safeguarding/PSHE – choices/identifying emotions/managing emotions)</i></p>	<p style="text-align: center;"><b>Significant Individuals</b> <i>Who have helped make changes for people, animals and the environment.</i></p> <ul style="list-style-type: none"> <li>❖ <i>Florence Nightingale</i></li> <li>❖ <i>Marie Curie</i></li> <li>❖ <i>David Attenborough</i></li> </ul>	<p style="text-align: center;"><i>N/A</i></p>	<p style="text-align: center;"><b>Significant Individuals</b> <i>D1, E1</i></p> <ul style="list-style-type: none"> <li>❖ <i>Christopher Columbus</i></li> <li>❖ <i>Neil Armstrong</i></li> </ul>	<p style="text-align: center;"><b>Significant Individuals</b> <i>D1, E1</i></p> <ul style="list-style-type: none"> <li>❖ <i>Henry Ford</i></li> <li>❖ <i>The Wright Brothers</i></li> </ul>
<p><b>Geography.</b></p>	<p style="text-align: center;"><b>Our School Grounds Observing Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>❖ <i>Geographical vocabulary to describe and map the classroom and school grounds.</i></li> <li>❖ <i>Simple compass points to describe routes to and from or around school.</i></li> <li>❖ <i>Know their address and the school address.</i></li> <li>❖ <i>Send a letter to home from school.</i></li> </ul>	<p style="text-align: center;"><i>N/A apart from observing seasonal changes</i></p>	<p style="text-align: center;"><i>N/A</i></p>	<p style="text-align: center;"><b>Our Local Area Observing Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>❖ <i>Local area walk</i></li> <li>❖ <i>Plan routes to and around these places.</i></li> <li>❖ <i>Develop language to describe the human and physical features, along with the landmarks.</i></li> <li>❖ <i>Devise basic maps</i></li> <li>❖ <i>Know the housing that exists</i></li> <li>❖ <i>Know ways to change the area for the better</i></li> </ul>	<p style="text-align: center;"><b>World-Wide Geography Observing Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>❖ <i>Coastlines in the UK.</i></li> <li>❖ <i>Recap the four countries and learn the capital cities of the UK, as well as the surrounding seas.</i></li> <li>❖ <i>Pupils will learn that coastal erosion is a threat.</i></li> <li>❖ <i>Know some ways weather has changed over time and some reasons for this</i></li> </ul>	<p style="text-align: center;"><b>World-Wide Geography Observing Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>❖ <i>Know the 7 continents, the 5 oceans.</i></li> <li>❖ <i>Compare a small part in China to our locality, looking at the geographical differences and similarities.</i></li> </ul>

<p><b>Science</b></p>	<p><b>Working scientifically</b> A1, A2, A3, A4, A5 <b>Seasonal changes</b> E1, E2</p>	<p><b>Working scientifically</b> A1, A2, A3, A4, A5 <b>Everyday materials</b> D1, D2</p>	<p><b>Working scientifically</b> A1, A2, A3, A4, A5 <b>Animals including humans</b> C1, C2</p>	<p><b>Working scientifically</b> A1, A2, A3, A4, A5 <b>Animals including humans</b> C3, C4</p>	<p><b>Working scientifically</b> A1, A2, A3, A4, A5 <b>Plants</b> B1, B2</p>	
<p><b>Science Enquiry</b></p>	<p><i>Observe changes to our environment through changing seasons and day length.</i></p> 	<p><i>Which materials are waterproof?</i></p> 	<p><i>Where in our local environment do different types of animals tend to live?</i></p> 	<p><i>What types of food do big cats eat?</i></p> 	<p><i>Does the amount of water affect how seedlings grow?</i></p> 	<p><i>You've land on a planet made entirely of water with only these materials. What do you do next?</i></p> 
<p><b>Art</b></p>	<p><b>2D Art: Self-Portraits</b> <i>All objectives covered</i></p> <p>A: 2D Art (Drawing, Colour and Painting) Individual - Small Scale 1.Observational drawings of faces A1, A2 Van Gogh, Picasso self-portrait E1, E2, E3, E4 2.Pencil grades A1, A2, F1, F2 3.Colour work – limited palette – primary colours A5, F1, F2 4.Self-portrait A1, A2, A3, A4 5.X. Drawing face shapes and features, showing feelings and moods A1, A2, A3, A4, A6</p> <p><i>(Safeguarding/PSHE – identifying emotions/managing emotions)</i></p>	<p>N/A</p>	<p><b>2D Art: Animal Prints</b> <i>All objectives covered</i></p> <p>B: 2D Art (Printing) Individual - Small Scale 1.Observational drawing of animal's paw prints and markings A1, A2, B1 2.Henry Moore leopard and zebra sketches E1, E2, E3, E4 3.Charcoal A1, A2, F1, F2 4.Colour work – free choice F1, F2 5.Animal prints A6, B2 X. Printing, rolling, pressing, rubbing and stamping B2</p> <p><i>Plastercine printing equipment</i></p>	<p>N/A</p>	<p>N/A</p>	<p><b>2D Art: Abstract Art</b> <i>All objectives covered</i></p> <p>A: 2D Art (Drawing and Painting) Group - Large Scale 1.Observational drawings of the lines and shapes paint makes when dripped, dragged and scraped A1, A2 2.Jackson Pollock E1, E2, E3, E4 3,Paint F1, F2 4.Colour work – limited palette of primary colours – make secondary A2, F1, F2 5.Art work created by dripping, dragging, scraping and layering paint A2, A6 X. Dripping, dragging, scraping and layering paint A6</p> <p><i>Long sheets of paper, string, droppers</i></p>

DT	N/A	<b>Mechanisms: Moving Christmas/Celebration card</b> B1, B2, B3 C1, C2 D1, D2, D3 E1, E2  <b>Safeguarding/PSHE – personal safety around tools and equipment</b>	N/A	<b>Cooking and Nutrition: Smoothies</b> A1, A2 C1, C2 D1, D2, D3 E1, E2  <b>Safeguarding/PSHE – personal safety around tools and equipment</b>	<b>Textiles: Animal Puppets</b> B1, B2, B3 C1, C2 D1, D2, D3 E1, E2  <b>Safeguarding/PSHE – personal safety around tools and equipment</b>	N/A
RE <i>(Safeguarding – celebrating differences, human rights)</i>	<b>Christianity: Creation Story</b> <b>Does God want Christians to look after the world?</b> A1, B1, C1	<b>Christianity: Christmas</b> <b>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</b> A2, B2, C2	<b>Christianity: Jesus as a friend</b> <b>Key Question: Was it always easy for Jesus to show friendship?</b> A3, B3, C3	<b>Christianity: Easter - Palm Sunday</b> <b>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</b> A4, B4, C4	<b>Judaism: Shabbat</b> <b>Key Question: Is Shabbat important to Jewish children?</b> A5, B5, C5	<b>Judaism: Rosh Hashanah and Yom Kippur</b> <b>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</b> A6, B6, C6.
Computing <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>C: Digital Literacy</b> Online safety C5, C6 <b>B: Information Technology</b> Grouping and sorting B1  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>B: Information Technology</b> Pictograms B1, B3  <b>C: Digital Literacy</b> Tech outside school C1, C2, C3, C4  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>A: Computer Science</b> Lego Builders A1, A2, A3  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>A: Computer Science</b> Maze Explorers A4, A5, A6  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>B: Information Technology</b> Animated stories B2, B3, B4, B5, B6  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>	<b>A: Computer Science</b> Coding A2, A3, A4, A5, A6  <b>B: Information Technology</b> Spreadsheets B4, B5, B6  <i>(Safeguarding/PSHE – online safety/strangers/support networks)</i>
PE	Gymnastics	Invasion games	Dance	Healthy and Active lifestyles Athletics	Striking and Fielding	Net and Wall games
PSHE, <i>Safeguarding and British Values</i>	Similarities/differences choices Emotions	Bullying Peer pressure Belonging	Road safety Personal safety	Kindness Gender Bullying quiz	Bullying Differences diversity	Money sense Living and growing transition
Spanish	Greetings & Being Polite	Numbers 1-6 Christmas	Parts of the Body Colours	'Oso pardo' book Fruits & Vegetables	Numbers 7-10 Plants	Seaside Minibeasts
Music	Hey You All objectives covered	Rhythm In the Way We Walk Banana Rap All objectives covered	Machines A3, A4, A5.	Travel B4, C3, D3, D4.	Animals B5, D1, D6.	Story time A6, B6, B7, C4, D5, D7.

	<p><b>Style:</b> Old-School Hip Hop</p> <p><b>Topic and cross-curricular links:</b> Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.</p>	<p><b>Style:</b> Reggae, Hip Hop</p> <p><b>Topic and cross-curricular links:</b> Action songs that link to the foundations of music</p>	<p><b>Musical Focus: Beat</b></p> <p><i>Cross-curricular link: PSHE</i></p>	<p><b>Musical focus: Performance</b></p> <p><i>Cross-curricular link: PE</i></p>	<p><b>Musical Focus: Pitch</b></p> <p><i>Cross-curricular link: PE</i></p>	<p><b>Musical Focus: Exploring sounds</b></p> <p><i>Cross-curricular: English</i></p>
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