



# St Paul's CE Academy

## Curriculum Map 2023-2024



### Year One

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Learning Journey Topic WOW</b>	What is the geography of where I live?  Local Hero Visit	Toys past and present  Mallydams visit Library visit Meet Winnie	How does the weather affect us?  Teacher Robot	Castles  Rare Breeds Trip Finding the eggs and burnt book	Why do we love being by the sea so much?  Plant seeds Materials for 3 Little Pigs Beach Trip	Hastings Beach / Pirates  Pirate day
<b>Linked curriculum areas</b>	PSHE and Geography – local heroes DT and Science – healthy eating	History and Science – toy materials Art and Science - materials	DT and English – instruction writing Computing and English – robot	History and English – castle based text Computing and science – grouping data History and Art – painting and drawing castles PSHE – being healthy	Science and Art – plants English and Geography – seaside	History and English – seaside holidays
<b>Discrete subjects</b>	English – Monster Hunt / Raffle tickets	English - Fairy Tales / Winnie the School Dog	English - Instructions		PSHE – relationships	PSHE – life cycles
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Quality Texts</b>	Voyage and return / quest based on (we're going to find a monster)  Innovate – locations and monsters  Instructions (How to Win a Raffle Book) Recognising features of the text: title, introduction, list, instructions	Quest (Little Red)  Innovate - characters  Non-chronological report (All about Winnie) Title, introduction, factual statements, present tense, diagrams with labels,  Innovate – All about pebbles.	Rebirth (Flooded / The Gigantic Turnip)  Instructions (Sandwich Bot 3000) Introducing diagrams with captions and bullet points for ingredients.  Innovate – jelly pots	Voyage and return (Jack and the Beanstalk)  Non-chronological report (The Rainbow Dragon) Title, introduction, factual statements, present tense, diagrams with labels,  Innovate – personalised Rainbow Dragon	Defeating a monster (3 Little Pigs)  Innovate – 3 little Fish  Recount / letter (At the Beach, Roland Harvey)  Innovate – recount of class trip to the beach.	Extended description (Claude on Holiday)  Non-chronological report (Save our Beach / Clean up)  Innovate into posters for the playground.
<b>English - Writing outcomes</b>	<b>Sentence starters, sequencing, fronted adverbials</b> - First, next, finally  <b>Description</b> - Alliteration Single adjectives Adjectives for description  <b>Conjunctions</b> - and & or to link phrases  <b>Word structure</b> - Nouns, Verbs, Imperative verbs / commands  <b>Punctuation</b> - Full stops, Capital letters, Finger spaces, Exclamation marks	<b>Sentence starters, sequencing, and fronted adverbials</b> - One day, before long, it wasn't long before.  <b>Description</b> - Up-leveling adjectives Determiners – most, some Adjectives for description  <b>Conjunctions</b> - Using "and" & "but" to join phrases.  <b>Word structure</b> - Exciting verbs, Prefix – un___, Present tense verbs using "ing"  <b>Punctuation</b> - Exclamation marks Question marks, Capital letters	<b>Sentence starters, sequencing, fronted adverbials</b> - One fine morning, so, next, finally, after that.  <b>Description</b> - Single well-chosen adjectives Adverbs – evenly, carefully, gently, exactly  <b>Conjunctions</b> - Using "and" to join phrases. Extending phrases using "but" "because".  <b>Word structure</b> - Past tense verbs  <b>Punctuation</b> - Questions and question marks, Exclamations.	<b>Sentence starters, sequencing, fronted adverbials</b> - In a faraway land, early the next day, when, suddenly, as quick as a flash  <b>Description</b> - Expanded noun phrases. Linking 3 adjectives using and Determiners – most, some, all Linking up to 3 pieces of description. Similes.  <b>Conjunctions</b> - Joining words using "and", "until", "but"  <b>Word structure</b> - Adverbs to describe  <b>Punctuation</b> - Exclamation marks Reading inverted commas, Ellipses	<b>Sentence starters, sequencing, fronted adverbials</b> - A long, long, time ago, one fine morning, lived happily ever after.  <b>Description</b> - Expanded noun phrases and similes Adjectives to describe the sounds of the beach and what they found in the rock pools.  Using _er / est to compare.  <b>Conjunctions</b> - Joining phrases using "and", "but", "because"  <b>Word structure</b> - Past tense verbs where root word does not change.  <b>Punctuation</b> - Exclamation marks Reading inverted commas	<b>Sentence starters, sequencing, fronted adverbials</b> - Later that day, eagerly, unsurprisingly, proudly  <b>Description</b> - Description for movement, comparison (-est), appearance and similes. Using prepositions to describe. Adjective to create an emotional / persuasive outcome. Using quantifiers (some, most, sometimes, lots of)  <b>Conjunctions</b> - expanding noun phrases with "and", "or".  <b>Word structure</b> - Verbs, nouns and adjectives.  <b>Punctuation</b> - Questions and question marks

<b>Handwriting and Presentation</b>	i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H  there, she, no, they, we're, we, your, to, the, you	j, J, y, Y g, G, q, Q b, B, p, P, k, K v, V, s, S, r, R f, F, z, Z, x X  said, some, so, house, where, he, the, eyes, why have, all, our, are, old, love, is, most, walk	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H  one, her, to, so, to, would, pulled, they, have, you, what, your, we, some, because, put	* Letter names taught during handwriting j, J, y, Y g, G, q, Q b, B, p, P, k, K v, V, s, S, r, R f, F, z, Z, x X  there, called, said, go, all, was, she, so, the, are, they, most, some, all, their, also, only, love, don't	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H  ago, there, out, one, house, all, the, we, are, because, come, go, any	* Letter names taught during handwriting i, I, l, L, t, T u, U, w, W, e, E c, C, o, O a, A, d, D n, N, m, M, h, H  ago, there, out, one, house, all, the, we, are, because, come, go, any
<b>Reading/phonics</b>	Individual reading Progression of phonics starting the extended code	Individual reading	Skills related to guided reading Decoding, retrieval, inference			
<b>MATHS</b>	<b>Number: Place Value [7 WEEKS]</b>  <ul style="list-style-type: none"> <li>Count to <b>ten</b>, forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>Count, read and write numbers to <b>10</b> in numerals and words.</li> <li>Given a number, identify one more or one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of:</li> <li>Count to <b>fifty</b>, forwards and backwards, beginning with 0 or 1, from any given number.</li> <li>Count, read and write numbers to <b>20</b> in numerals and words.</li> <li>Given a number, identify one more or one less.</li> <li>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</li> </ul>	<b>Number: Addition and Subtraction [6 WEEKS]</b>  <ul style="list-style-type: none"> <li>Represent and use number bonds and related subtraction facts <b>within 10</b></li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Add and subtract one digit numbers <b>to 10</b>, including zero.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> <li>Represent and use number bonds and related subtraction facts within 20</li> <li>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = □ - 9</li> </ul>	<b>Number: Multiplication and Division [6 WEEKS]</b>  <ul style="list-style-type: none"> <li>Count in multiples of twos, fives and tens.</li> <li>Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.</li> </ul>	<b>Number: Fractions [5 WEEKS]</b> <b>Measure: length and height [1 week]</b>  <ul style="list-style-type: none"> <li>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</li> <li>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> <li>Compare, describe and solve practical problems for: mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</li> </ul> <b>Length and height</b>  <ul style="list-style-type: none"> <li>Measure and begin to record lengths and heights.</li> <li>Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)</li> </ul>	<b>Shape, position and direction [3 WEEKS]</b> <b>Measure: Mass and volume [2 weeks]</b> <b>Money [1 week]</b>  <ul style="list-style-type: none"> <li>Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)</li> <li>Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)</li> <li>Describe terms and position</li> <li>Describe position direction and movement, including whole, half, quarter and three quarter turns.</li> </ul> <b>Mass and volume</b>  <ul style="list-style-type: none"> <li>Measure and begin to record mass/weight, capacity and volume.</li> <li>Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]</li> </ul> Capacity and volume	<b>Time [2 weeks]</b> <b>Consolidation and pre-teaching year 2 [4 weeks]</b>  <b>Time</b>  <ul style="list-style-type: none"> <li>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> <li>Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later]</li> </ul> Measure and begin to record time (hours, minutes, seconds)

		<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20</li> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>• Add and subtract one-digit and two-digit numbers to 20, including zero.</li> <li>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = \square - 9</math>.</li> </ul>				
<b>Science</b>	<p><b>Animals including humans and Seasonal changes</b></p> <p><b>Animals including Humans (focus on humans):</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Ask simple questions and recognise they can be answered in different ways.</p> <p>Use simple equipment to observe closely.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> <p>Use observations and ideas to answer questions.</p> <p>Gather and record data to help in answering questions.</p> <p><b>Seasons (Autumn):</b></p> <p>I will learn:</p>	<p><b>Everyday Materials</b></p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Seasonal changes and Animals including humans</b></p> <p><b>Seasons (Winter)</b></p> <p>I will learn:          What is a season?          What happens in the Winter?</p> <p><b>Animals including Humans (focus on animals)</b></p> <p>I will learn:          What are vertebrates?          What are mammals?          What are fish?          What are birds?          What are reptiles?          What are amphibians?          What are invertebrates?</p>	<p><b>Animals including humans and Plants</b></p> <p><b>Animals including Humans (focus on animals)</b></p> <p>I will learn:          What are vertebrates?          What are mammals?          What are fish?          What are birds?          What are reptiles?          What are amphibians?          What are invertebrates?</p> <p><b>Plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Plants and Seasonal changes</b></p> <p><b>Plants:</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasons: Spring</b></p> <p>I will learn:          What is a season?          What happens in spring?</p>	<p><b>Outdoor learning and Seasonal changes</b></p> <p><b>Seasons: Summer</b></p> <p>I will learn:          What is a season?          What happens in summer?</p>

	What is a season? What happens in the autumn?					
<b>Computing</b>  Following the Teach Computing Scheme	<b>Computing systems and networks - Technology around us</b> <ul style="list-style-type: none"> <li>Identify technology</li> <li>Identify a computer and its main parts</li> <li>Use a mouse in different ways</li> <li>Use a keyboard to edit text</li> <li>Create rules for using technology responsibly</li> </ul>	<b>Creating Media - Digital painting</b> <ul style="list-style-type: none"> <li>Describe what different freehand tools do</li> <li>Use the shape tool and the line tools</li> <li>Make careful choices when painting a digital picture</li> <li>Explain why I chose the tools I used</li> <li>Use a computer on my own to paint a picture</li> <li>Compare painting a picture on a computer and on paper</li> </ul>	<b>Programming A - Moving a robot</b> <ul style="list-style-type: none"> <li>Explain what a given command will do</li> <li>Act out a given word</li> <li>Combine forwards and backwards commands to make a sequence</li> <li>Combine four direction commands to make sequences</li> <li>Plan a simple program</li> <li>Find more than one solution to a problem</li> </ul>	<b>Data and information - Grouping Data</b> <ul style="list-style-type: none"> <li>Label objects</li> <li>Identify that objects can be counted</li> <li>Describe objects in different ways</li> <li>Count objects with the same properties</li> <li>Compare groups of objects</li> <li>Answer questions about groups of objects</li> </ul>	<b>Creating Media - Digital Writing</b> <ul style="list-style-type: none"> <li>Use a computer to write</li> <li>Add and remove text on a computer</li> <li>Identify that the look of text can be changed on a computer</li> <li>Make careful choices when changing a text</li> <li>Explain why I used the tools that I chose</li> <li>Compare typing on a computer to writing on paper</li> </ul>	<b>Programming B - Introduction to animation</b> <ul style="list-style-type: none"> <li>Choose a command for a given purpose</li> <li>Show that a series of commands can be joined together</li> <li>Identify the effect of changing a value</li> <li>Explain that each sprite has its own instructions</li> <li>Design the parts of a project</li> <li>Use my algorithm to create a program</li> </ul>
<b>Online Safety</b>	Self-image and identity  Lesson 1 - Feeling sad, uncomfortable, embarrassed or upset Lesson 2 - Mapping our mood Lesson 3 - My trusted adults  Online relationships Lesson 1 - Asking permission Lesson 2 - Communicating with technology Lesson 3 - Being kind and considerate	Online reputation  Lesson 1 - Sharing information Lesson 2 - What not to share Lesson 3 - Getting help  Online bullying Lesson 1 - Ways people can be unkind online Lesson 2 - How being unkind can make people feel Lesson 3 - Kind behaviour online	Managing online Information  Lesson 1 - Devices and the internet Lesson 2 - Finding information Lesson 3 - Real or make-believe?	Health, Wellbeing and lifestyle  Lesson 1 - Being healthy with technology Lesson 2 - Technology rules Lesson 3 - Following the rules	Privacy and security  Lesson 1 - My private information Lesson 2 - Can I share my information? Lesson 3 - Passwords	Copyright and ownership  Lesson 1 - Making documents Lesson 2 - Is it mine? Lesson 3 - Copies

<b>History</b>		<b><u>Toys Past and Present</u></b> I will learn: <ul style="list-style-type: none"> <li>About the differences between toys.</li> <li>What toys my grown-ups played with.</li> <li>How toys were different in the past.</li> <li>The main difference between my</li> </ul>		<b><u>Castles</u></b> I will learn: <ul style="list-style-type: none"> <li>About castles that have been built in the UK.</li> <li>About Norman invaders and why they had castles.</li> <li>About the structure of Medieval castle.</li> <li>About the lifestyle in Medieval</li> </ul>		<b><u>Seaside Holidays</u></b> I will learn: <ul style="list-style-type: none"> <li>What a seaside holiday is.</li> <li>About seaside holidays in the past.</li> <li>About the popularity of seaside holidays.</li> <li>To be a History detective and use pictures to help me find clues about the past.</li> </ul>
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		<p>toys now and toys in the past.</p> <ul style="list-style-type: none"> <li>• How toys have change in my living memory.</li> </ul>		<p>Castles.</p> <ul style="list-style-type: none"> <li>• About different types people in Medieval times.</li> <li>• About the tower of London and how it was different in the past.</li> </ul>		
Geography	<p><b><u>What is the Geography of where I live?</u></b></p> <p>Ask simple geographical questions</p> <p>I can name, describe and compare places I know.</p> <p>I can link home with other places I know.</p>		<p><b><u>How does weather affect our life?</u></b></p> <p>Ask simple geographical questions</p> <p>I can describe seasonal weather changes.</p> <p>I can link home with other places I know</p>		<p><b><u>Why do we love to be beside the seaside so much?</u></b></p> <p>Ask simple geographical questions</p> <p>Understand some places are link to other places e.g. roads, trains.</p> <p>I can name, describe and compare places I know.</p> <p>I can link home with other places I know.</p> <p>I can show I know about changes that are happening in the local environment e.g. School</p> <p>Make a simple map or plan</p>	
Art		<p><b><u>Sculpture</u></b></p> <p>Sculpture Christmas hanging decorations- (snowflake)</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul>		<p><b><u>Painting/Drawing</u></b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> <li>• Describe the work of artists studied.</li> <li>• Use some of the ideas of artists studied to influence their own work.</li> <li>• I can use thick and thin brushes.</li> <li>• I can mix primary colours to make secondary colours.</li> <li>• I can add white to make tints and black to make tones.</li> <li>• I can create colour wheels.</li> <li>•</li> </ul>	<p><b><u>Painting/ Collage Printing</u></b></p> <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Colour own work neatly, following the lines.</li> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment.</li> <li>• Use objects to create prints e.g. fruit, vegetables and sponges.</li> </ul> <p>Press, roll, rub and stamp to make prints</p> <p>Collage</p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points</li> <li>• Explore ideas and collect visual information.</li> </ul>	

					<ul style="list-style-type: none"> <li>• Explore different methods and materials as ideas develop.</li> <li>• Use a combination of materials that are cut, torn and glued.</li> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul>	
<b>Design Technology</b>	<p><b>Healthy Fruit Kebab</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• have my own ideas</li> <li>• explain what I want to do</li> <li>• explain what my product is for, and how it will work</li> <li>• use pictures and words to plan, begin to use models</li> <li>• design a product for myself following design criteria</li> <li>• research similar existing products</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• explain what I'm making and why</li> <li>• consider what I need to do next</li> <li>• select tools/equipment to cut, shape, join, finish and explain choices</li> <li>• measure, mark out, cut and shape, with support</li> <li>• choose suitable materials and explain choices</li> <li>• try to use finishing techniques to make product look good</li> </ul> <p>work in a safe and hygienic manner</p> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• talk about my work, linking it to what I was asked to do</li> <li>• talk about existing products considering: use, materials, how they work, audience, where they might be used</li> <li>• talk about existing products, and say what is and isn't good</li> <li>• talk about things that other people have made</li> <li>• begin to talk about what could make product better</li> </ul>		<p><b>Design a jelly pot</b></p> <p><b>Design</b></p> <p>Design for a purpose. Generate, develop, model and communicate their ideas through talking and drawing.</p> <p><b>Make</b></p> <p>How to cut. How to join.</p> <p><b>Evaluate</b></p> <p>Be able to discuss the effectiveness of their design against simple criteria</p> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Packaging shows product.</li> <li>• Identify materials in packaging.</li> <li>• Different people have different preferences.</li> <li>• Develop some cutting skills.</li> <li>• Explore and use cutting implements and joining methods.</li> <li>• Know and use some technical vocabulary relevant to the project.</li> </ul>		<p><b>Design, make and evaluate a ship</b></p> <p><b>Design</b></p> <p>Some materials sink some float. Design for a purpose. Generate, develop, model and communicate their ideas through talking and drawing.</p> <p><b>Make</b></p> <p>How to cut. How to join.</p> <p><b>Evaluate</b></p> <p>Be able to discuss the effectiveness of their design against simple criteria.</p> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• begin to measure and join materials, with some support</li> <li>• describe differences in materials suggest ways to make material/product stronger</li> </ul>	

<b>Music</b>	<p>(Merryn)</p> <p>Pulse- steady beat</p> <p>Rhythm- copy, word chants</p> <p>Pitch- high and low, singing games</p>	<p>Singing as a group</p> <p>Nativity</p>	<p>Musical stories/journeys eg rainstorm, train journey.</p>	<p>(Merryn)</p> <p>Pulse- respond to music, repeated patterns</p> <p>Pitch- high and low</p> <p>Rhythm- Perform patterns in time with a steady beat</p>	<p>Graphic notation for rhythm and pitch patterns</p>	<p>Singing:</p> <p>Call and Response songs</p>
<b>Religious Education</b>	<p>God and creation</p> <p>Who is God and how did he create my world?</p> <p>What words come to mind when I think about God?</p> <p>What does the bible say about God?</p> <p>How did God create the world?</p> <p>What do I think about God?</p>	<p><b>Light and incarnation</b></p> <p>How does art represent Jesus being the Light of the World?</p> <p>What happens during the Christmas story?</p> <p>Who is Jesus?</p>	<p><b>Revelation and scripture</b></p> <p>What was Jesus like?</p> <p>What was Jesus like as a boy?</p> <p>Why did Jesus tell stories?</p> <p>Why is Jesus different to us?</p>	<p><b>Salvation</b></p> <p>What happens during Palm Sunday?</p> <p>What are palm leaves?</p> <p>Why did Jesus ride on a donkey?</p> <p>How did the people feel about Jesus?</p>	<p><b>Belonging</b></p> <p>What is baptism?</p> <p>Why is water important in baptism?</p> <p>What happens when you are baptised?</p> <p>Why did Jesus baptise people?</p>	<p><b>Worship and creation</b></p> <p>What is prayer and why is it important?</p> <p>How do we pray?</p> <p>Who can pray?</p> <p>Do we have to pray in a special place?</p> <p>What does prayer do?</p>

	Who is God and how did he create my world?—through talking, mark making, pictures.	Why do you think they call Jesus, ‘the Light of the world?’  How does art show Jesus being the Light of the world?  How does art represent Jesus being the Light of the World?—Children to create their own painting.	How do I feel about Jesus?  Why did Jesus perform miracles?  What was Jesus like? A few sentences or a picture linking back to this question.	Why did the people place palm leaves on the floor?  What happens during Palm Sunday?—make palm leaves and create the event through drama.	What does it feel like to be baptised?  What is baptism?—some writing to show their understanding of baptism or an annotated drawing.	What is prayer and why is it important? Writing showing a basic understanding and reflection on prayer.
PE	<b>OAA - Outdoor Adventurous Activity</b> <b>As a team member, I know how to:</b>  use searching skills to find given items from clues and pictures  work as a pair to navigate  use and explore unusual equipment to develop coordination, problem-solving and motor skills	<b>Gymnastics</b> <b>As a gymnast, I know how to:</b>  identify and use simple gymnastics actions and shapes  apply basic strength to a range of gymnastic actions  carry basic apparatus such as mats and benches  recognise like actions and link	<b>Dance</b> <b>As a dancer, I will learn how to:</b>  show moods and feelings I would experience in the jungle  move as if I am living in the jungle  to create and perform movements which show friendship  perform leading and following movements  perform a short dance with a clear start, middle and end  use repeated actions in our dance	<b>Games (hit, catch, run)</b> <b>As a team member, I will learn how to:</b>  select a space to roll or throw a ball into  track and collect a rolling ball  catch a ball to stop an opponent from scoring  use our hands to hit a ball  run between bases to score points  work as a team to score points	<b>Athletics (run, jump, throw)</b> <b>As an athlete and team member, I will learn how to:</b>  start and stop moving at speed  use my arms when running at different speed  take off on TWO feet to jump for distance  use the correct technique to throw different objects for distance  show improvement in my throwing  running, jumping and throwing relays in teams, including redoing Tfl tasks in teams	<b>Games (send and return)</b> <b>As a team member and athlete, I learn how to:</b>  slide a bean bag to a target hit a ball in different ways with our hands  move towards a ball to return it  work with a partner to stop and return a bean bag  what a rally is and rallying with a partner  send a ball into space to make it harder for our opponent
PSHE: <b>Following Jigsaw scheme of work</b>	<b><u>Being Me in My World</u></b> Special and Safe I know how to use my Jigsaw Journal  My Class I understand the rights and responsibilities as a member of my class  Rights and Responsibilities I understand the rights and responsibilities of being a member of my class  Rewards and Feeling proud I know my views are valued and can contribute to the Learning Charter  Consequences I can recognise the choices I make and understand the consequences  Owning our Learning Charter. I understand my rights and responsibilities within our Learning Charter	<b><u>Celebrating Differences</u></b> The same as..... I can identify similarities between people in my class  Different from..... I can identify differences between people in my class  What is bullying? I can tell you what bullying is  What do I do about bullying? I know some people who I could talk to if I was feeling unhappy or being bullied  Making new friends I know how to make new friends  Celebrating difference, celebrating me I can tell you some ways I am different from my friends	<b><u>Dreams and goals</u></b> My treasure chest of success I can set simple goals  Steps to goals I can set a goal and work out how to achieve it  Achieving together I understand how to work well with a partner  Stretchy learning I can tackle a new challenge and understand this might stretch my learning  Overcoming obstacles I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them  Celebrating my success I can tell you how I felt when I succeeded in a new challenge and how I celebrated it	<b><u>Healthy Me</u></b> Being healthy I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy  Healthy choices I know how to make healthy lifestyle choices  Clean and Healthy I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly  Medicine safety I understand that medicines can help me if I feel poorly and I know how to use them safely  Road safety I know how to keep safe when crossing the road, and about people who can help me to stay safe  Happy, healthy me I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy	<b><u>Relationships</u></b> Families I can identify the members of my family and understand that there are lots of different types of families  Making friends I can identify what being a good friend means to me  Greetings I know appropriate ways of physical contact to greet my friends and know which ways I prefer  People who help us I know who can help me in my school community  Being my own best friend I can recognise my qualities as person and a friend  Celebrating my special relationships I can tell you why I appreciate someone who is special to me	<b><u>Changing Me</u></b> Life cycles I am starting to understand the life cycles of animals and humans  Changing me I can tell you some things about me that have changed and some things about me that have stayed the same  My changing body I can tell you how my body has changed since I was a baby  Boys and girls bodies I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina  Learning and growing I understand that every time I learn something new I change a little bit  Coping with changes I can tell you about changes that have happened in my life

<b>Community links</b> <b>Wider community</b>	Selection of school council member. Local heroes Mallydams	<b>Anti-Bullying Week</b>		<b>Church visit</b>	<b>Library visit</b>	<b>Trip to the seaside/pier.</b>
<b>Outdoor Learning</b>	Locality walk.  Comparing the leaves and trees for discussion on seasonal changes. Going on a 'senses walk'.  Going outside and discussing what shapes are in our natural environment.	Comparing the leaves and trees for discussion on seasonal changes.  In small groups, chalk writing in the playground for fine motor skills.  In small groups, chalk writing in the playground for fine motor skills. (shadows)	Comparing the leaves and trees for discussion on seasonal changes.  To use the outside space within mathematics lessons for sessions on positioning and directions, allowing the children to manipulate themselves for example turning anti-clockwise.  To use the outside area for geography for compass skills. Map reading and making skills.	Comparing the leaves and trees for discussion on seasonal changes.  In small groups, chalk writing in the playground for fine motor skills.  Athletics outside.	Comparing the leaves and trees for discussion on seasonal changes.  In small groups, chalk writing in the playground for fine motor skills.  In music sessions explore sounds within the outside environment, what sounds can they hear from outside.  During art sessions use the outside area as a stimulus from their natural drawings of flowers and trees.  During science sessions use the outside area to stimulate conversations about plants and growing. During maths sessions to experiment with different ways in measuring, for example using a ruler or a scale for water within the outside environment.	Comparing the leaves and trees for discussion on seasonal changes.  In small groups, chalk writing in the playground for fine motor skills.  Team games outside.