

# Bright Futures School

## Key Stage One Curriculum 2021 - 2025

Learning, developing, engaging, participating, creating, exploring, interacting and having the best life possible!

At Bright Futures School, our Key Stage One students have the opportunity to study learning programmes

Students will study a range of national curriculum subjects which include:

English including the Read Write Inc Programme for phonics.

Communication; Communication devices are assessed and used to support non-verbal students (e.g., Speak for Yourself Application AAC on iPad)

Mathematics

Science

Computing

PSHE (which includes British Values and SMSC)

Humanities (including Geography, History and Religious Education)

Art & Design

Music

Design Technology

Physical Education including swimming, trampolining,

The specialist teaching team in the Key Stage 1 provision work closely with the students care teams and families to promote transferring learning from the education environment to real-life situations. All students receive speech and language and occupational therapy support at a level that is appropriate to their learning needs.

**Key Stage 1  
GROUP 1**

SUBJECT AREA		TERM 1	TERM 2	TERM 3			
ENGLISH	READING	<b>Read a range of fiction</b> To read words containing -s, -es, -ing, -ed and -est endings  Oxford Reading Scheme	<b>Read a range of non-fiction</b> Develop reading from <b>Oxford Reading Scheme</b>	<b>Fairy stories &amp; traditional Tales</b> Become familiar with key stories, fairy stories and traditional tales. Retell them and considering their characteristics.	<b>Fantasy stories</b> To predict what might happen on the basis of what has been read so far.	<b>Stories from around the world</b> To join in with discussions about a text, taking turns and listening to what others say	<b>Stories about families</b> To reread texts to build up fluency and confidence in word reading.
	WRITING	<b>Writing to describe</b> To sit with comfortable posture at table, holding a pencil comfortably To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of <i>consistency</i> .	<b>Writing in the first person</b> . To say out loud what they are going to write about To compose a sentence orally before writing it.	<b>To sequence sentences</b> To discuss what they have written with the teacher or other pupils.	<b>Describing different settings</b> To reread their writing to check that it makes sense and to independently begin to make changes. To read their writing aloud clearly enough to be heard by their peers and the teacher. To use adjectives to describe	<b>Instructions</b> To use simple sentence structures. To use the joining word (conjunction) 'and' to link ideas and sentences. To begin to form simple compound sentences To use capital letters for names, places, the days of the week and the personal pronoun 'I'. To use finger spaces.	<b>Compliments</b> To accurately spell most words containing the 40+ previously taught phonemes and GPCs. To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.
	S&L	<b>Rhymes &amp; sounds</b> To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.	<b>Spontaneous responses</b> To listen to others in a range of situations and usually respond appropriately. To recognise when it is their turn to speak in a discussion	<b>Retelling an event/ experience</b> To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	<b>Story telling</b> To take part in a simple role play of a known story. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud	<b>Giving and receiving instructions</b> To understand instructions with more than one point in many situations	<b>Complimenting other</b> To know when it is their turn to speak in a small group presentation or play performance
	Phonics	The Read Write Inc approach teaches phonics in a systematic, synthetic manner, and students who use the programme are assessed on a regular basis to ensure they are working at a challenging level in a group that matches their ability. The programme is taught alongside the wider literacy curriculum and assists students in increasing their decoding, comprehension, and fluency skills. Please see the Bright Futures Phonics Curriculum for more information on the program's content and progression.					
	SPAG	Have an awareness of capital letters and full stops and use these mostly correctly to start and end sentences.	Have an awareness of question marks and exclamation marks	Use the prefix 'un' to change the meaning of words. Add the suffixes -ing, -ed, -er and -est to root words			

**GROUP 2**

SUBJECT AREA		TERM 1	TERM 2	TERM 3			
ENGLISH	READING RWInc Phonics/ Reading Scheme	<b>Read a range of fiction</b> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.	<b>Read a range of non-fiction</b> To check that the text makes sense to them as they read and to correct inaccurate reading.	<b>Fantasy stories</b> To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events, how items are related and make predictions.	<b>Diaries</b> To ask and answer questions about a text. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.	<b>Contemporary and classic poetry</b> To participate in discussion about books, poems and other works, express their views at their level.	<b>Quest adventures</b> To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.
	WRITING	<b>Writing to argue</b> To write, from memory, simple sentences that include words using the Grapheme/ Phoneme Correspondence (GPC)	<b>Writing to connect ideas</b> To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).	<b>Writing to entertain</b> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters	<b>Diary recount</b> To write narratives about personal experiences and those of others (real and fictional). What did you do at the weekend? To write about real events Re-read own work to check.	<b>Writing poetry</b> To write simple poetry. To use writing frames to support ideas. To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	<b>Imagery</b> To spell most Y1 and Y2 common exception words correctly. To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll. To learn the possessive singular apostrophe (e.g., the girl's book).
	S&L	<b>Express yourself</b> To listen carefully and respond to what has been said, e.g., make a helpful contribution when speaking in a small reading group To take on a different role in a drama or role play and discuss the character's feelings.	<b>Questioning &amp; answering</b> To understand instructions and seek clarification when unsure. To speak confidently within a group of peers so that their message is clear.	<b>Respond to the experiences of others</b> To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion and recall main points	<b>Asking about the past</b> To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.	<b>Making comparisons</b> To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.	<b>Pretending to be someone / something else</b> To read aloud what they have written with appropriate intonation to make the meaning clear. Role-play
	PHONICS	Students will continue to have access to the RWI programme as needed and will get additional focused intervention to ensure their progress. Students will participate in phonic lessons in small or 1:1 groups at an appropriate degree of challenge. For further information, please see the Bright Futures Phonics Curriculum.					
	SPAG	knowing and using statements, questions, exclamations, and commands	Use tense (past, present)	Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly			

**Key Stage 1  
GROUP 1**

SUBJECT AREA		TERM 1	TERM 2	TERM 3			
MATHS	Number	<b>Number &amp; place value</b> Count, read & write to 100 Write 1-20 in numerals and words	<b>Addition:</b> signs, 1 & 2 digits to 20 including 0, problems	<b>Subtraction:</b> Signs, one/two digit to 20, problems.	<b>Multiplication:</b> One – step problems.	<b>Division:</b> One-step problems.	<b>Fractions:</b> Halves and quarters.
	Measure	<b>Length &amp; height</b> Compare and measure. (Long/short, longer/shorter, tall/short, double/half)	<b>Mass &amp; weight</b> Compare and measure (heavy/light, heavier than, lighter than)	<b>Capacity &amp; volume:</b> Compare and measure. (full/empty, more than, less than, half, half full, quarter)	<b>Time:</b> Half past and hour, sequence. (Quicker, slower, earlier, later) To draw the hands on a clock face to show the times.	<b>Date:</b> Sequence, language – days, weeks etc. (Today, yesterday, tomorrow, morning, afternoon and evening)	<b>Money:</b> Recognise and know the value of different denominations of coins and notes
	Geometry	<b>Properties of 2D shapes</b> Rectangles, circles, triangles	<b>Properties of 3D shapes</b> Cuboids, pyramids, spheres.	<b>Comparing 2D and 3D shapes:</b> Differences, everyday objects.	<b>Position:</b> Language (top, middle bottom etc).	<b>Direction:</b> Language (left right etc).	<b>Movement:</b> Quarter, half and 3 quarter turn.

**Key Stage 1  
GROUP 2**

MATHS	Number	<b>Number &amp; place value</b> Count in 2, 3, 5, 10, to 100. Order, compare, estimate.	<b>Addition:</b> Concrete, written, 2-digit numbers, three 1-digit numbers.	<b>Subtraction:</b> Concrete, written, 2-digit numbers, three 1-digit numbers.	<b>Multiplication:</b> 2,5 and 10, odd/even, symbols,	<b>Division:</b> 2,5 and 10, odd/even, symbols.	<b>Fractions:</b> 1/3, 1/4, 2/4, 3/4, Write fractions 1/3
	Measure	<b>Length, height &amp; statistics:</b> Compare, measure, estimate, units, interpret. Using rulers, scales, thermometers and measuring vessels.	<b>Mass, weight &amp; Statistics:</b> Compare, measure, estimate, units, construct. (m/cm, Kg/g, litres/ml)	<b>Capacity, volume &amp; Statistics:</b> Compare, measure, estimate, units, ask.	<b>Time:</b> & Stats Minutes, hours, 5 past, quarter past, Answer questions & draw the hands on a clock face. Know the number of minutes in an hour and hours in a day.	<b>Date &amp; Statistics:</b> Compare, sequence intervals of time, totals	<b>Money &amp; Statistics:</b> Combinations of coins, £ and p, change, compare.
	Geometry	<b>Properties of 2D shapes</b> Sides and line of symmetry.	<b>Properties of 3D shapes:</b> edges vertices and faces.	<b>Comparing 2D and 3D shapes:</b> 2D shapes on 3D shapes, sort.	<b>Position:</b> Patterns and sequences.	<b>Direction:</b> Clockwise, anti-clockwise <b>Movement:</b> Rotation, right angles.	<b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

**Key Stage 1  
GROUP 1**

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
SCIENCE	<b>1</b>	<b>Animals and Humans: Our Pets</b> (Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals)	<b>Animals and Human: Ourselves</b> (Identify, name, draw and label the basic parts of a human body and which parts is associated with each sense)	<b>Everyday Materials: Let's Build</b> (Distinguish between an object and the materials from which it is made.)	<b>Everyday Materials: Marvellous Materials</b> (Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock)	<b>Seasonal Changes: Wonderful Weather</b> (Observe the changes across the four seasons. Describe weather associated with the seasons and how day length varies.)	<b>Plants: What's Growing in our Garden</b> (identify & name a variety of common wild and garden plants, including deciduous and evergreen trees) (Identify and describe the basic structure of a variety of plants & trees)
	<b>2</b>	<b>Animal Life Cycles: Healthy Animals</b> Describe how animals obtain their food, use simple food chains and identify and name different sources of food.	<b>Living Things and their Habitats:</b> Habitats – identify that most living things live in habitats to which they are suited, describe how different habitats provide for the basic needs of different kinds of animals and plants.	<b>Everyday Materials: Materials Matter</b> Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.	<b>Everyday Materials:</b> find out how the shape of solid objects can be changed by squashing, bending, twisting, and stretching.	<b>Plants: Ready, steady, grow</b> Gardens and Allotments (Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light temperature to grow)	<b>Working Scientifically and investigations</b> (Asking simple questions and recognising that they can be answered in different ways. observing closely, using simple equipment. performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.

**Key Stage 1  
GROUP 1**

SUBJECT AREA		TERM 1	TERM 2	TERM 3
COMPUTING		<b>Multimedia Text and Images</b> Add text strings, text boxes and show and hide objects and images, manipulating the features.	<b>Multimedia Sound and Motion</b> Use software to record sounds. Change sounds recorded. Save, retrieve, and organise work.	<b>Technology in Our Lives</b> Recognise ways that technology is used in the home and community, e.g., taking photos, blogs, shopping.

	<b>1</b>	Use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape. Use applications and devices in order to communicate ideas, work, messages and demonstrate control. Save, retrieve and organise work.	Use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.	Use links to websites to find information. Recognise age-appropriate websites. Use safe search filters. use key vocabulary to demonstrate knowledge and understanding in this strand: filter, Google, search engine, image, keyboard, email, internet, subject, address, communicate, sender, safe, secure.
	<b>2</b>	<b>Understanding Algorithms</b> Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. Control the nature of events: repeat, loops, single events and add and delete features. Give a set of instructions to follow and predict what will happen. Program a Bee-Bot (or similar programmable toy) using the arrow buttons. Improve/change their sequence of commands by debugging.	<b>Coding and Programming</b> Give commands one at a time to control direction and movement, including straight, forwards, backwards, turn. control the nature of events: repeat, loops, single events and add and delete features. give a set of instructions to follow and predict what will happen. improve/change their sequence of commands by debugging.	<b>Online Safety</b> Identify what things count as personal information. Identify what is appropriate and inappropriate behaviour on the internet. Agree and follow sensible online safety rules, e.g., taking pictures, sharing information, storing passwords. Seek help from an adult when they see something that is unexpected or worrying. Demonstrate how to safely open and close applications and log on and log off from websites.

**Key Stage 1  
GROUP 1**

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
<b>HUMANITIES</b> (Geography, history, religious education)	<b>1</b>	<b>Geography - Places</b>	<b>RE - Festivals</b>	<b>History - Civilisations</b>	<b>Geography - Fieldwork</b>	<b>RE – Signs and Symbols</b>	<b>History - People</b>
		<b>Continents and countries</b> Name, locate and identify characteristics of the United Kingdom and its surrounding seas. Use a world map to identify the UK. Make comparisons between the UK, Europe and other countries and continents.	<b>Celebrations</b> This 'Gifts and Giving' unit will encourage your class to think about different types of gifts we can give and why giving is important. It will also teach your class about the Christian celebration Christmas and festivals from other religions.	<b>My family</b> Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.	<b>What's on the school grounds/local area?</b> Use simple compass directions (north, south, east and west) Use observational skills to study the geography of school and its grounds. The key human and physical features.	<b>Main religious symbols</b> name religious symbols and the meaning of them. learn the name of important religious stories. retell religious stories and suggest meanings in the story.	<b>Significant people throughout history.</b> Study significant individuals in the past who have contributed to national and international achievements, compare the lives in different periods.
	<b>Key Stage 1 GROUP 2</b>						
		<b>What a wonderful world</b> The location of countries, continents and oceans of the	<b>Gifts and giving in celebrations and festivals</b> This 'Gifts and Giving' unit will encourage	<b>Historical events that changed the UK</b> Events beyond living memory that are	<b>What's near the school/your town?</b> Children will explore their school environment using first-	<b>Places of worship</b> Give an example of a place that is special to them. Explain what a place of worship is and	<b>Significant people throughout history.</b> To develop an awareness of the past, through finding out

	2	world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world	your class to think about different types of gifts we can give and why giving is important. It will also teach your class about the Christian celebration Christmas and the Islamic festival Eid al-Fitr. Children will learn why Christmas can be important to many Christians and why Eid al-Fitr can be important to many Muslims. Children will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.	significant nationally or globally To develop an awareness of the past and identify similarities, including differences between ways of life in different periods.	hand observation and experience to enhance their awareness along with essential map skills and fieldwork. Name different types of maps and explain some key features of maps. Draw a simple sketch map of the school and local area. Use aerial photographs to 'view from above' and recognise basic human and physical features	name some places of worship. Name something that happens in places of worship.	about changes within living memory and to develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
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KEY STAGE 1 GROUP 1							
		TERM 1		TERM 2		TERM 3	
PHYSICAL EDUCATION	1	<b>Athletics</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; • participate in team games, developing simple tactics for attacking and defending	<b>Ball Games</b> Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching Travel with a ball in different ways. Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency.	<b>Team Games</b> participate in team games, developing simple tactics for attacking and defending.	<b>Gymnastics</b> Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	<b>Dance</b> perform dances using simple movement patterns master basic movements including running, jumping, as well as developing balance, agility, and co-ordination, and begin to apply these in a range of activities. perform dances using simple movement patterns	<b>Compete/ Perform</b> Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. Engage in competitive activities and team games

	<b>2</b>	<b>Circuit training</b> Go round an obstacle showing some control. perform a leap, balance, hop, jump, kick, catch, etc.	<b>Bat &amp; ball games</b> Hold, hit with a racket/ bat. Hit a ball to a target with increasing accuracy. Throw a ball underarm showing some accuracy when aiming.	<b>Invasion Games</b> Recognise and describe how the body feels during and after physical activity. Begin to use and understand the terms attacking and defending.	<b>Gymnastics</b> Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence. Travel, jump, hold a shape.	<b>Dance</b> Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Perform own sequences.	<b>Yoga for wellbeing</b> To develop flexibility, strength, control, and balance. To develop mental alertness and calm.
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**KEY STAGE 1  
GROUP 1**

<b>SUBJECT AREA</b>		<b>TERM 1</b>	<b>TERM 2</b>	<b>TERM 3</b>	
<b>ART &amp; DESIGN</b>	<b>1</b>	<b>Exploring and Developing Ideas</b>  To produce creative work, exploring their ideas and recording experiences. Respond positively to ideas and starting points. Explore ideas and collect information. Describe differences and similarities and make links to their own work. Try different materials and methods to improve. use key vocabulary to demonstrate knowledge and understanding in this strand: work, work of art, idea, starting point, observe, focus, design, improve.	<b>Drawing</b>  Draw lines of varying thickness. Use dots and lines to demonstrate pattern and texture. use different materials to draw, for example pastels, chalk, felt tips. Use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.	<b>Painting</b> Name the primary and secondary colours. Experiment with different brushes (including brushstrokes) and other painting tools. Mix primary colours to make secondary colours. Add white and black to alter tints and shades. use key vocabulary to demonstrate knowledge and understanding in this strand: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brushstroke, acrylic paint.	
	<b>2</b>	<b>Sculpture</b> Use a variety of natural, recycled and manufactured materials for sculpting, Use a variety of techniques, e.g., rolling, cutting, pinching use a variety of shapes, including lines and texture. Use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving,	<b>Printing</b> To develop a wide range of art and design techniques in using colour and texture. Children can: Copy an original print. Use a variety of materials, e.g., sponges, fruit, blocks. Demonstrate a range of techniques, e.g., rolling, pressing, stamping and rubbing. Use key vocabulary to demonstrate knowledge and	<b>Collage</b> To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form, and space. sort and arrange materials. add texture by mixing materials. use key vocabulary to demonstrate knowledge and understanding in this strand: collage,	<b>Textiles</b> To become proficient in other art, craft, and design techniques – textiles. use a dyeing technique to alter a textile's colour and pattern. decorate textiles with glue or stitching, to add colour and detail. use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative,



		sculpture, installation, shapes, materials, pyramid, abstract, geometric.	understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.	squares, gaps, mosaic, features, cut, place, arrange.	batik dye, dye, wax, resist, crayons, ink, apply, set.	Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild	
<b>KEY STAGE 1 GROUP 1</b>							
<b>SUBJECT AREA</b>		<b>TERM 1</b>		<b>TERM 2</b>		<b>TERM 3</b>	
<b>DESIGN TECHNOLOGY</b>	<b>1</b>	<p><b>Design</b> use their knowledge of existing products and their own experience to help generate their ideas. design products that have a purpose and are aimed at an intended user.</p>		<p><b>Make – Planning</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making. Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</p>		<p><b>Make - Practical skills and techniques</b> learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures. use a range of materials and components, including textiles and food ingredients, with help, measure and mark out. cut, shape and score materials with some accuracy.</p>	
	<b>KEY STAGE 1 GROUP 2</b>						
		<b>2</b>	<p><b>Evaluate</b> Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations.</p>		<p><b>Technical Knowledge</b> Children build structures, exploring how they can be made stronger, stiffer, and more stable. They explore and use mechanisms [for example, levers, sliders, wheels, and axles], in their products.</p>		<p><b>Cooking and Nutrition</b> Children use the basic principles of a healthy and varied diet to prepare dishes. They understand where food comes from. Children can: Explain where in the world different foods originate from. Understand that all food comes from plants or animals. Understand that food has to be farmed, grown elsewhere (e.g., home) or caught. Name and sort foods into the five groups in the Eatwell Guide. Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why. use what they know about the Eatwell Guide to design and prepare dishes.</p>
<b>KEY STAGE 1 GROUP 1</b>							

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
PSHE/ BRITISH VALUES	1	<p><b>Living in the Wider World - Aiming High</b> Star Qualities discuss their star qualities. Positive Learners identify what a positive learning attitude is Discuss and talk about jobs they can do when they grow up.</p>	<p><b>Health and Wellbeing - Safety First</b> Keeping Safe identify some everyday dangers understand some basic rules that help keep people safe Staying Safe at Home identify some dangers in the home. Staying Safe Outside identify some dangers outside. . Staying Safe Around Strangers to recognise risk in simple everyday situations and what action to take to minimise harm Safe Secrets and Surprises know that their private body parts are private People Who Can Help recall the number to call in an emergency list some people who can help them stay safe.</p>	<p><b>Relationships – TEAM</b> Together Everyone Achieves More show the teams they belong to through pictures, name these teams and explain how it feels to be a part of the team. Listening create a picture by using good listening to follow instructions. Being Kind create a chain of kindness by thinking of their own idea of a way to be kind. Bullying and Teasing draw or write ways to deal with teasing or bullying behaviour Brilliant Brains. work as a group to sort thoughts given into helpful and not-so-helpful categories. Making Good Choices sort images of behaviours into good and not-so-good choices</p>	<p><b>Health and Wellbeing - Think Positive</b> Think Happy, Feel Happy identify and discuss feelings and emotions, using simple terms describe things that make them feel happy and unhappy It's Your Choice understand that they have a choice about how to react to things that happen. Go-Getters talk about personal achievements and goals set goals for themselves and think about how they might achieve them Let It Out describe difficult feelings and what might cause these feelings recognise triggers for certain emotions. <i>Use zones of Regulations</i> Be Thankful discuss things for which they are thankful. Be Mindful describe what being mindful is. focus on an activity, remaining calm and still.</p>	<p><b>Living in the Wider World - Diverse Britain</b> My School Learn about what rules are, why they are needed, and why different rules are needed for different situations. Learn about the different groups they belong to. My community what is kind and unkind behaviour, and how this can affect others My Neighbourhood explain how to be a good neighbour people and other living things have different needs; about the responsibilities of caring for them. My Country describe what it is like to live in Britain to recognise the ways, they are the same as, and different to, other people. being British.</p>	<p><b>Relationships – VIPs</b> Who Are Your VIPs? explain who the special people in their lives are. Families talk about the importance of families why having a family network is important? Friends describe what makes someone a good friend. Falling Out know how to resolve an argument in a positive way. Working Together know the skills involved in successful cooperation. Showing You Care identify a way to show others that they care and understand the importance of doing this.</p>
		<b>KEY STAGE 1 GROUP 2</b>					

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
PHSE/ BRITISH VALUES	2	<p><b>Relationships- be yourself</b> Marvellous Me Identify their own special traits and qualities. Feelings Identify and name common feelings Things I like Select times and situations that make them feel happy. Uncomfortable feelings Talk about what makes them feel unhappy or cross. Change Explain how change and loss makes them feel. Speak Up Understand the importance of sharing their thoughts and feelings.</p>	<p><b>Health and Wellbeing - It's My Body</b> My Body, My Business to recognise that some things are private and the importance of respecting privacy; those parts of their body covered by underwear are private. Active and Asleep How physical activity helps us to stay healthy. Ways to be physically active everyday about why sleep is important and different ways to rest and relax. Happy Healthy Food foods that support good health and the risks of eating too much sugar. Dental care and visiting the dentist, how to brush teeth correctly. Food and drink that support dental health. The people who help us to stay physically healthy Clean as a Whistle</p>	<p><b>Living in the Wider World - One World</b> Families Identify the people who love and care for them and what they do to help them feel cared for. Different types of families including those that may be different to their own. Homes Talk about different homes around the world and identify how they are the same as and different from their own. Schools Describe what their school is like. Describe what it is like to go to school in different countries and identify similarities to and differences from theirs. Environments Explain what an environment is Think about how the environment affects people's daily life. Resources Discuss the environmental problems of the overuse and misuse of natural resources. Planet Protectors Say what they love about the world in which they live and describe how they would feel if these things disappeared.</p>	<p><b>Living in the Wider World - Money Matters</b> Money forms that money comes in; that money comes from different sources Where Money Comes From jobs help people to earn money to pay for things. Different jobs that people they know or people who work in the community do. Look After It. Money needs to be looked after; different ways of doing this. Save or spend?  Talk about ways we can keep track of what we spend. Discuss ways they can keep money safe. Want or need? Difference between needs and wants; that sometimes people may not always be able to have the things they want. Discuss advertisements and offers that try to influence what we buy Going Shopping Discuss some methods of payment</p>	<p><b>Relationships - Digital Wellbeing</b> The Internet and Me identify ways we use the Internet. talk about what we use the Internet for and how it helps Online and Offline talk about different activities they like to do both online and offline Staying Safe Online tell other people about Internet-safety rules. Personal Information give examples of personal information and understand that we keep it private. Communicating Online talk about ways people communicate online and explain what to do if something they see worries them. True or False? understand that not everything we see on the Internet is true</p>	<p><b>Health and Wellbeing - Growing Up Our Bodies</b> Name the main parts of the body including external genitalia. Is It OK? How to respond if physical contact makes them feel uncomfortable or unsafe. Pink and Blue Recognise the ways in which we are all unique Recognise the ways in which they are the same and different to others. Your Family, My Family Different types of families including those that may be different to their own. Getting Older Growing and changing from young to old and how people's needs change About preparing to move to a new class/year group. Changes change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. preparing to move to a new class/year group</p>

KEY STAGE 1 GROUP 1 & 2							
SUBJECT AREA		TERM 1	TERM 2	TERM 2	TERM 3	TERM 3	
MUSIC	1	<p><b>Singing</b> Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider.</p>	<p><b>Listening</b> develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances. Live opportunities.</p>	<p><b>Composing</b> Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</p>	<p><b>Musicianship - Pulse/Beat</b> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion, (e.g., clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.).</p>	<p><b>Musicianship – Rhythm</b> Perform short copycat rhythm patterns accurately, led by the teacher. Perform short repeating rhythm patterns (ostinato) while keeping in time with a steady beat. Perform word-pattern chants; create, retain and perform their own rhythm patterns.</p>	<p><b>Musicianship – Pitch</b> Listen to sounds in the local school environment, comparing high and low sounds. Sing familiar songs in both low and high voices and talk about the difference in sound. Explore percussion sounds to enhance storytelling. Follow pictures and symbols to guide singing and playing.</p>
	2	<p><b>Singing</b> Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols</p>	<p><b>Listening</b> Teachers should develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music</p>	<p><b>Composing</b> Create music in response to a non-musical stimulus. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of compose</p>	<p><b>Musicianship - Pulse/Beat</b> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song.</p>	<p><b>Musicianship – Rhythm</b> Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point. Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets,</p>	<p><b>Musicianship – Pitch</b> Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic</p>