Bright Futures

Bright Futures School
Stage One Curriculum 2023 - 2027

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

At Bright Futures School, our 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/RSE (which includes British Values and SMSC)
Humanities (including Geography, History and Religious Education)
Art & Design Technology
Music
Food Technology
Physical Education, including swimming, trampolining, Forest School and Horticulture

The specialist teaching team in the Stage 1 provision work closely with student's 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.

Stage 1								
SUBJECT AREA			TERM 1		TERM 2		TERM 3	
ENGLISH	READING	1	**Read a range of fiction** Students will begin to read words containing suffixes e.g. -s,-es,-ing,-ed and -est endings. Students will link what they have heard to experiences in their own lives. Students will read fiction books and start to answer 'who' and 'what doing' questions about the text. Suggested texts: 'Stanely's Stick' by John Hegley 'Lost and Found' by Oliver Jeffers	**Stories from around the world** Students will develop their fluency by reading familiar pictures books with rhymes and repeated refrains. Suggested texts: 'Stick Man' by Julia Donaldson 'The Gruffalo' by Julia Donaldson 'My Village: Rhymes From Around the World'	**Fairy stories & traditional Tales** Students will become familiar with key stories, fairy stories, and traditional tales. Students will learn about how to retell a story ensuring they include key characteristics of the story. Suggested texts: 'Jack and the Beanstalk' 'Rapunzel' by Beth Woollvin 'Goldilocks and the Three Bears'	**Fantasy stories** Students will use their prediction skills to predict what might happen in the story, based on what has happened so far. Suggested texts: 'The Magic Bed' by John Burningham 'Dinosaurs and all the Rubbish' by Micheal Foreman	**Read a range of non-fiction** Students will join in discussion about the text they are reading, focusing on the skills of taking turns, listening to what others are saying and picking out important details about the text. Suggested texts: 'A Planet full of Plastic' by Neal Layton 'Martha Maps it Out' by Leigh Hodgkins 'Pigeon Books' by Mo Willems	**Poetry** Students will continue to build fluency in reading, including common exception words. Students will show their understanding of a text that has been read to them. Suggested texts: 'Out and About'- Shirely Hughes 'A Dinosaur at the Bus Stop' by Kate Wakeling 'Poems to Perform' by Julia Donaldson
	WRITING		**Writing to describe** Students will learn to sit in a comfortable position at a table. They will also practice holding a pencil comfortably. Students will learn about upper and lower case letters, and write upper case letters correctly and consistently. Students will be able to spell the days of the week. Student will start to form simple sentences using Colourful Semantics using 'who' and 'what doing'.	**Writing in the first person** . Students will compose their sentences verbally or through symbols before writing them down. Students will use Colourful Semantics to form sentences containing 'who', 'what doing' and 'where'. Students will learn where capital letter and full stops belong in a sentence, and start to use them in their writing.	**To sequence sentences** Students will sequence sentences from the class text to form a simple story map. Students will use the story map to discuss what they have written about the story with their teacher and peers. Students will understand what a question mark and exclamation mark represent.	**Describing different settings** Students will learn about proofreading their work to ensure it makes sense, and independently begin to make changes. Students will start to learn about adjectives and use them to describe scenes in books. Students will start to read their writing aloud to the class using a clear voice/AAC.	**Instructions** Students will start to use simple sentence structures to include capital letters and full stops. Students will start to use the conjunction 'and' to link ideas and sentences. Students will start to form simple sentences using finger spaces and use the personal pronoun 'I'. Students will start to write instructions using keywords and symbols. Students will learn and use the prefix 'un' and recognise how it changes the meaning of words. Students will be able use	**Compliments** Students will learn to accurately spell most words containing the taught phonemes and GPCs Students will recognise key terms such as letter, capital letter, words, singular, plural, sentence, punctuation, full stop, question mark, and exclamation mark. Students will be able to identify what a compliment is and be able to write compliments about other people in their poetry.

							the suffixes -ing, -ed, -er and -est and add them to root words.	
	S&L		**Rhymes & sounds** Students will start to use appropriate vocabulary to describe the world around them, feelings and what they see in books.	**Spontaneous responses** Students will learn to listen and respond appropriately to others in a range of situations. Students will recognise when it is their turn to speak in a discussion.	**Retelling an event/ experience** Students will start to ask questions relevant to the topic. Students will answer questions on a wider range of topics, starting with one-word answers.	**Story telling** Students will start to take part in a simple role-play of a class story. Students will use adjectives to describe their immediate environment. Students will also learn to retell simple stories and recount aloud.	**Giving and receiving instructions** Students will start to understand and follow instructions with more than one point in a variety of situations.	**Complimenting other** Students will be able to identify when it is their turn to speak in a group presentation or play. Students will be able to identify what a compliment is and be able to say something nice about another person.
	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.						

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SUBJECT AREA			TERM 1		TERM 2		TERM 3	
ENGLISH	READING RWInc Phonics/ Reading Scheme	2	**Read a range of fiction** Students will read aloud books (closely matched to their phonics knowledge) sounding out unfamiliar words accurately and speedily. Students will understand and discuss the sequence of stories read in class and the background information given by the teacher. Students will recognise simple recurring words and phrases in stories. Suggested texts: 'The Journey Home' by Frann Preston-Gannon 'Dear Earth' by Isabel Otter & Clara Anganuzzi	**Read a range of non-fiction** Students will check that the text makes sense to them as they read. Students will become familiar with and be able to understand different formats of non-fiction. Students will start to ask and answer questions based on what they have read. Suggested texts: 'Everyday Material' by Ruth Owen 'Solid, Liquid or Gas' by Jane Lacey & Sernur Isik	**Fantasy stories** Students will become familiar with a wide range of stories and tales. Students will be able to order and discuss the sequence of the story and identify how items of information are related. Students will start making inferences based on what they have read in the text. Suggested texts: 'The Dragon Machine' by Helen Ward 'Ocean Meets Sky' by The Fan Brothers 'Toys in Space' by Mini Grey.	**Diaries** Students will be able to discuss what is read, listen and value other students' answers. Students will be able to recognise some features of a diary entry and infer information from the text. Suggested texts: 'Amazon Basin Diaries' by Simon Chapman 'Borneo Rainforest' by Simon Chapman 'A Day in the Life of a Caveman, a Queen and Everything in Between' by Mike Barfield.	**Contemporary and classic poetry** Students will discuss and express their views in the poetry they read. Students learn a small bank of poetry by heart and read with intonation to project meaning. Students will discuss their favourite words and phrases from the poems and demonstrate their understanding of the text. Suggested texts: 'The Owl and the Pussy-Cat' by Edward Lear 'Grandad's Camper' by Harry Woodgate 'If All the World Were'... by Joseph Coelho.	**Quest adventures** Students will be able to read most year 1 and 2 common exception words and recognise the difference between spelling and sounds when they occur. Students will discuss and clarify the meanings of words, linking new meanings to known vocabulary Suggested texts: 'Journey, Quest and Return' by Aaron Becker. 'Where the Wild Things Are' by Maurice Sendak

				'Building a Home' by Polly Faber & Klaus Fahlen				'Pick a Story: A Pirate Alien Jungle Adventure' by Sarah Coyle
	WRITING		**Writing to argue** Students will be able to write sentences from memory using grapheme/phoneme correspondence (GPC). Students will use persuasive vocabulary in their sentences. Students will plan their sentences before composing them by writing down keywords, including any new vocabulary. Students will understand and use statements, questions, exclamations and commands.	**Writing to connect ideas** Students will begin to self-correct misspellings of words that they have been taught to spell. Students will learn how to use subordination ('when', 'if', 'that' or 'because') and co-ordination (using 'or', 'and' or 'but') in their sentences. Students will write for longer creating 2/3 sentences at a time.	**Writing to entertain** Students will write capital letters and numbers of the correct size and orientation. Students will form lowercase letters of the correct size and use an appropriate space between words. Students will increase their ability to check and correct their work making simple additions, revisions and corrections Students will use expanded noun phrases in their writing.	**Diary recount** Students will write narratives about personal experiences and experiences of others. Students will understand the difference between fiction and non-fiction. Students will develop their knowledge of verbs and writing in the past tense.	**Writing poetry** Students will write simple poetry in different forms. Students will learn about writing frames, and show how they can be used to support and scaffold their writing. Students will understand and use a wide range of punctuation including exclamation marks, question marks, and commas. Students will learn how to add suffixes to spell longer words (-ment, -ness, -ful, -less, -ly)	**Imagery** Students will learn to spell most y1 and y 2 common exception words correctly. Students will spell more words with contracted forms e.g. 'can't'. Students will understand and use the possessive singular apostrophe e.g. 'The girl's book'. Students will learn about and recognise homophones and near homophones.
	S&L		**Express yourself** Students will listen and respond to what has been said e.g. make a helpful contribution when speaking in a small reading group. Students will take on a different role in a drama or role play and discuss the character's feelings.	**Questioning & answering** Students will understand instructions and seek clarification when unsure. Students will learn how to speak within a group of peers so that their message is clear.	**Respond to the experiences of others** Students will learn to give enough detail to hold the interest of the of participants in a discussion. Students will engage in meaningful discussions that relate to different topics. Students will learn to focus on a discussion and recall key points.	**Asking about the past** Students will talk about themselves confidently and clearly. Students will be able to recount experiences and add interesting details verbally. Students will be able to offer their own ideas based on what they have heard.	**Making comparisons** Students will show that they understand and follow a conversation by asking relevant questions. Students will answer questions using clear sentences. Students will begin to give reasoning for their answers when prompted.	**Pretending to be someone/something else** Students will learn to read aloud texts that they have written, using appropriate intonation to make their meaning clear.
	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.					

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SUBJECT AREA	TERM 1	TERM 2	TERM 3

MATHS	1	<u>Number- Place Value – Within 10 – Incorporating Numicon</u> Sorting, counting, representing objects, recognising numbers, and understanding numerical relationships. Count on from any number, identify '1 more' and '1 less', compare groups by matching, 'few', 'more', 'same', 'less than', 'greater than', 'equal to', and compare numbers on the number line. **Block Assessment**	<u>Number- Addition and Subtraction – within 10 – Incorporating Numicon</u> Introduction to the concepts of parts and wholes, the part-whole model, and writing number sentences. Explore fact families and addition facts, focusing on number bonds within 10 and number bonds to 10. Engage in various addition activities, including combining numbers and adding more to sets. Learn subtraction strategies, such as finding parts, taking away or crossing out to determine how many are left, and using the number line. Adding or subtracting 1 or 2 from numbers. **Block Assessment** <u>Geometry- Shape</u> Recognise, name 2-D and sort 2-D shapes. Recognise, name 3-D and sort 3-D shapes, patterns with 2D and 3D shapes. Use 2-D and 3-D shapes to make patterns. **Block Assessment**	<u>Number- Place Value- Within 20 - Incorporating Numicon</u> Count within 20, understand numbers 10 – 20. Find '1 more' and '1 less' than any number within 20. Count, use and estimate using a number line to 20. Compare and order numbers to 20. **Block Assessment** <u>Number- Addition and Subtraction- within 20 - Incorporating Numicon</u> Add by counting on within 20, add ones using number bonds, find and make number bonds to 20. Double by adding the two equal quantities and use double facts to help work out near doubles. Subtract ones using number bonds, subtract counting backwards, finding the difference and using related facts. Solve simple missing number problems. **Block Assessment**	<u>Number- Place value (within 50)</u> Count forwards and backwards between 20 and 50. Develop understanding of multiples of 10 up to 50. Count by making groups of tens and using place value understanding of tens and ones. Partition two digit numbers into tens and ones. Count, use and estimate using a number line to 50. Find '1 more' and '1 less' than any number within 50. **Block Assessment** <u>Measurement- Length and Height</u> Compare length and height. Measure length using objects and then centimetres. **Block Assessment** <u>Measurement- Mass and Volume</u> Measure and compare mass (heavier and lighter and non-standard units). Measure and compare capacity and volume ('full', 'empty', 'more than', 'less than', non-standard units). **Block Assessment**	<u>Number- Multiplication and Division - Incorporating Numicon</u> Count in 2's, 10's and 5's, recognise and add equal values. Make arrays, doubles and equal groups by grouping, and then by sharing. **Block Assessment** <u>Number- Fractions</u> Recognise half of an object or shape, find a half of an object or shape, recognise half of a quantity, recognise a quarter of an object or shape, find a quarter of an object or shape, recognise a quarter of a quantity, find a quarter of a quantity. **Block Assessment** <u>Geometry - Position and direction</u> Use the terms 'full', 'half', 'quarter', and 'three-quarter' to describe turns. Describe positions using 'left', 'right', 'forward', and 'backward'. **Block Assessment**	<u>Number - Place value (within 100) Count to and develop understanding of numbers to 100 (</u>knowledge of multiples of 10). Partition numbers to 100 into tens and ones. Count, use and estimate using a number line to 100. Find '1 more' and '1 less' than any number within 100. Compare numbers within 100. **Block Assessment** <u>Measurement- Money</u> Utilising and recognising coins and notes and counting in coins. **Block Assessment** <u>Measurement- Time</u> Introduce key vocabulary related to time, such as 'before' and 'after', and learn to name and sequence the days of the week and months of the year. Develop an understanding of hours, minutes, and seconds, and learn to tell time to the hour and half-hour. **Block Assessment**
	2	<u>Number- Place Value- Incorporating Numicon</u> Revisit numbers to 20 and 100, count objects by making 10s, recognise tens and ones and use a place	<u>Number – Addition and Subtraction</u> Explore bonds to 10 and fact families for addition and subtraction up to 20. Progress to bonds to 100 in tens. Practice adding and	<u>Measurement- Money</u> Count money in pence and pounds (both notes and coins), compare amounts of money, and calculate with money. Practice choosing	<u>Measurement- Length and Height</u> Explore measurement using centimetres and meters. Compare lengths and heights, and practice ordering them. Additionally,	<u>Number -Fractions</u> Introduce the concept of parts and wholes, distinguish between equal and unequal parts, recognise and find halves,	<u>Statistics</u> Create tally charts, tables, and block diagrams. Draw pictograms with a one-to-one correspondence and interpret them accordingly. Additionally, draw

		value chart. Partition numbers to 100 (standard and flexible partitioning). Write numbers in words and write numbers to 100 in expanded form. Explore 10's and 1's on the number line to 100, estimate numbers on a number line, compare and order objects and numbers to 100. Count in 2's, 5's and 10's. **Block Assessment**	subtracting 1s, making 10, and adding three 1-digit numbers. Learn techniques for adding to the next 10 and subtracting across 10. Master concepts like '10 more' and '10 less', adding and subtracting 10s, and solving mixed addition and subtraction problems. Also, compare number sentences and solve missing number problems. **Block Assessment** <u>Geometry- Shape</u> Recognise 2-D and 3-D shapes, count sides on 2-D shapes, count vertices on 2-D shapes, draw 2-D shapes, identify lines of symmetry on shapes, use lines of symmetry to complete shapes, sort 2-D shapes, count faces on 3-D shapes, count edges on 3-D shapes, count vertices on 3-D shapes, sort 3-D shapes, and create patterns with 2-D and 3-D shapes. **Block Assessment**	notes and coins, making the same amount, and making a pound. Additionally, learn to find change and solve two-step problems involving money. **Block Assessment** <u>Number- Multiplication and Division - Incorporating Numicon</u> Recognise equal groups, create equal groups, add equal groups, introduce the multiplication symbol, practice multiplication sentences, and utilise arrays. Further, make equal groups through grouping and sharing methods, learn the 2 times-tables and division by 2, and master doubling and halving odd and even numbers. Explore the 10 times-tables and division by 10, as well as the 5 times-tables and division by 5. **Block Assessment**	engage in the four operations involving lengths and heights. **Block Assessment** <u>Measurement- Mass, Capacity and temperature</u> Compare mass, measure in grams and kilograms, and perform the four operations involving mass. Additionally, compare volume and capacity, measure in millilitres and litres, and perform the four operations involving volume and capacity. Lastly, explore temperature measurement. **Block Assessment**	quarters, and thirds, as well as whole units. Learn about unit and non-unit fractions, understand the equivalence between a half and two quarters, and recognise three-quarters. Practice counting in fractions up to a whole. **Block Assessment** <u>Measurement -Time</u> Learn to tell time using 'o'clock' and 'half past', as well as 'quarter past' and 'quarter to'. Practice telling time both past and to the hour, as well as to the nearest 5 minutes. Additionally, understand minutes to the hour and grasp the concept of hours in a day. **Block Assessment**	pictograms using scales of 2, 5, and 10, and interpret these scaled pictograms. **Block Assessment** <u>Geometry -Position and Direction</u> Explore language and position, describe movement, describe turns, combine movement and turns, and investigate shapes and patterns involving turns. **Block Assessment**
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SUBJECT AREA		TERM 1		TERM 2		TERM 3	

SCIENCE	1	**The Human Body** Students will: Name and locate body parts. Describe how parts of the body move (e.g. elbow bending. Explore the 5 senses. Discuss keeping healthy through diet, exercise and hygiene. Explore the human life cycle.	**Everyday Materials** Students will: Identify materials objects are made from. Describe and compare properties using appropriate vocabulary. Group and sort objects based upon material properties. Explore uses for materials.	**Light & Sound** Students will: Name light sources (including the sun). Explore and describe shadows. Explore translucent and opaque objects. Explore reflections. Represent light travel using arrows. Name sources of sound. Identify that sound travels to the ear. Observe and compare sounds and vibrations from musical instruments (quiet, loud, high, low). Discuss how to muffle a sound.	**Rocks** Students will: Group and sort rocks based on properties (colour, texture, size). Identify where they have seen erosion. Identify where fossils are found and what they show. Group and sort fossils into mould, cast and resin.	**Earth & Space** Students will: Identify that planets, the sun, and the moon are spheres. Name the planets in the solar system. Recognise that the sun is a star and discuss why it is important to life. Describe the changing shape of the moon. Describe the movement of the sun in the sky and it's effect on shadows. Describe the rotation of the earth simply. Research planets, group and sort them by properties.	**Living Things & Their Habitats** Students will: Identify plants and animals in an environment. Match living things to their habitats. Describe how plants and animals are suited to their environments. Group and sort things into living and non-living categories. Order food chains starting with a plant. Name food sources for animals in a habitat. Explore micro-habitats.
		Seasonal Changes: Autumn Students will: Name and sequence seasons. Observe seasonal changes.	**Seasonal:** Winter Students will: Identify weather and temperatures. Find similarities and differences between the seasons.		**Planting** Students will: Identify what a plant needs to grow. Suggest what might happen if something was taken away. Explore the life cycle of a plant.		**Planting** Students will: Record the growth of seeds. Name and label the main parts of a tree and plant and describe their role.
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	2	**Animals (6 weeks)** Students will: Names a variety of animals. Describe an animal using correct vocabulary (e.g. 'claws'). Identify similarities and differences between animals. Group animals by what they eat. Compare and match animals and skeletons/body shapes. Order simple life cycles. Classify animals as mammals, reptiles, fish, birds and amphibians.	**Properties of Materials (6 weeks)** Students will: Explore irreversible changes to familiar materials (e.g. cooking). Explore reversible changes to familiar materials (e.g. water to ice, melting chocolate). Mix and separate materials using appropriate vocabulary (soluble, dissolve). Carry out simple experiments to test the property of a material (e.g. waterproof, magnetic). Groups materials by more than one property.	**Electricity (5 weeks)** Students will: Give examples of electrical items in school and home. Recognise how misuse of electrical equipment can be dangerous. List the materials used to make a circuit. Create simple circuits including cells, bulbs, buzzers and wires. Simply describe how electricity travels from one place to another. Identify materials which could be used to make an electrical switch.	**States of Matter (4 weeks)** Students will: Describe an objects state using the terms 'solid' and 'liquid'. Explain how to change water from liquid to solid. Explore steam and condensation. Recognise that temperature affects the state of matter. Explore familiar reversible changes (e.g. water to ice, melting chocolate).	**Forces & Magnets (5 weeks)** Students will: Describe the poles of a magnet as 'north' and 'south', use them to attract or repel each other. Demonstrate how magnets can move objects. Demonstrate how air can move objects. Explore pendulums. Explore forces to slow movements (e.g. car ramps with different surfaces, walking through water). Identify and describe the effect of simple lifts and levers.	**Inheritance & Evolution (4 weeks)** Students will: Explore photos of their own family. Explore similarities and differences between parents and offspring. Sequence life stages and events. Explore animals fossilised footprints and teeth. Suggest how animals have adapted to their environment.
				Seasonal Changes (1 week) Students will: Discuss how seasons affect plants and animals.	**Planting (2 weeks)** Students will: Identify that shoots grow up and roots grow down. Identify that a flower makes seeds. Explain that seeds and bulbs grow under soil.	**Seasonal Changes (1 week)** Students will: Recognise *C as a measure of temperature. Record and compare temperatures.	**Planting (1 week)** Students will: Identify the different types of vegetation in one place. Use the term 'germination'.
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SUBJECT AREA		TERM 1		TERM 2		TERM 3	
		Online safety is a key focus throughout our Computing curriculum and is taught throughout the units of work. We also reinforce these principles year-round through themed events such as Internet Safety Week and Safeguarding Week. Online safety is also integrated into all technology-based lessons in other subjects and links heavily to our PSHE curriculum, ensuring students consistently practice safe and responsible digital behaviour.					

COMPUTING	1	**Technology around us** Students will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Students will also consider how to use technology responsibly and identify who to ask for help if they see any content or comments online that make them feel uncomfortable.	**Digital painting** Students will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with students considering their preferences when painting with and without the use of digital devices.	**Moving a robot** Students will be introduced to early programming concepts. Students will explore using individual commands, both with other students and as part of a computer program. They will identify what each command for the floor robot does, and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming, and builds knowledge in a structured manner. Students are also introduced to the early stages of program design through the introduction of algorithms.	**Grouping data** Students will be introduced to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.	**Digital writing** Students will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Students will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, students will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	**Programming animations** Students will be introduced to on-screen programming through ScratchJr. Students will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Students will also be introduced to the early stages of program design through the introduction of algorithms.
	2	**Information technology around us** Students will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Students will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.	**Digital photography** Students will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.	**Robot algorithms** Students' will develop an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Students will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.	**Pictograms** Students will begin to understand what the term 'data' means and how data can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data visually using software. Students will use the data presented to answer questions.	**Digital music** Students will listen to a variety of pieces of music and consider how music can make them think and feel. Students will compare creating music digitally and non-digitally. Students will look at patterns and purposefully create music.	**Programming quizzes** Students will: Plan and organize a large-scale concert, selecting songs for their performance. They will have the opportunity to introduce songs and share interesting facts about them, such as the instruments played, or number of singers involved. Students will reflect on how music can raise awareness and promote environmental stewardship.

Stage 1							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
HUMANITIES (Geography, history, religious education)		Geography – Places	RE – Festivals	History – Civilisations	Geography – Fieldwork	RE – Signs and Symbols	History – People
	1	**Continents and Countries** 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.	**Celebrations** Students will think about different types of gifts we can give and why giving is important. Students will also learn about the Christian celebrations and festivals from other religions.	**My family** Differences and similarities between students' daily lives and perspectives of life during their parents' and grandparents' childhoods, including family traditions, leisure time and communications.	**What's on the School Grounds/Local Area?** Use simple compass directions (north, south, east and west) Use observational skills to study the geography of school and its grounds. Look at the key human and physical features.	**Main Religious Symbols** Name religious symbols and the meaning of them. learn the name of important religious stories. retell religious stories and suggest meanings in the story.	**Significant People Throughout History.** Study significant individuals in the past who have contributed to national and international achievements, comparing the lives in different periods.
	2	**What a Wonderful World** The location of countries, continents and oceans of the world in relation to the position of the United Kingdom and students' own locality. Students 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.	**Gifts and Giving in Celebrations and Festivals** Students will learn why Christmas can be important to many Christians and why Eid al-Fitr can be important to many Muslims. Students will learn how they are both celebrated and will then go on to explore the importance of giving and gifts in both celebrations.	**Historical events that changed the UK** Students will learn about events beyond living memory that are significant nationally or globally. They will develop an awareness of the past and identify similarities, including differences between ways of life in different periods.	**What's Near the School/your Town?** Students will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. They will: 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.	**Places of Worship** Students will give an example of a place that is special to them, explain what a place of worship is and name some places of worship. They will identify things that happen in places of worship.	**Significant People Throughout History** Students will develop an awareness of the past, through finding out about changes within living memory and develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements.
PHYSICAL EDUCATION							
		TERM 1		TERM 2		TERM 3	
	1	**Athletics** 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,	**Ball Games** 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	**Team Games** participate in team games, developing simple tactics for attacking and defending.	**Gymnastics** Master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	**Dance** Perform dances using simple movement patterns. Master basic movements including running, jumping, as well as developing balance, agility, and co-ordination, and begin to	**Compete/ Perform** 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

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

STAGE 1

SUBJECT AREA		TERM 1		TERM 2		TERM 3
ART & DESIGN	1	**Exploring and Developing Ideas** Students will 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'.		**Drawing** 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'.		**Painting** 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'.
	2	**Sculpture** 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',	**Printing** To develop a wide range of art and design techniques in using colour and texture. Students 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 understanding in this strand: 'colour', 'shape',	**Collage** 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', 'squares',	**Textiles** 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',	**Work of Other Artists** To understand the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. Students can: Describe the work of famous, notable artists and designers. Express an opinion on the work of famous, notable artists. Use inspiration from famous, notable artists to create their own work and compare. Use key vocabulary to demonstrate knowledge and understanding in this strand Learn about:

		‘carving’, ‘installation’, ‘shapes’, ‘materials’, ‘pyramid’, ‘abstract’, ‘geometric’.	‘printing’,’ printmaking’, ‘woodcut’, ‘relief printing’, ‘objects’.	‘gaps’, ‘mosaic’, ‘features’, ‘cut’, ‘place’, ‘arrange’.	‘alternate’, ‘over’, ‘under’, ‘decoration’, ‘decorative’, ‘batik dye’, ‘dye’, ‘wax’, ‘resist’, ‘crayons’, ‘ink’, ‘apply’, ‘set’.	Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, Van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild.

STAGE 1							
SUBJECT AREA		TERM 1		TERM 2		TERM 3	
Food technology	1	**Introduction to Healthy Eating** Students will learn that food and water are essential for survival, growth, activity, and health. They will understand the need for a balanced diet, including at least 5 portions of fruit and vegetables daily. Students will discuss their food preferences and recognise how food choices vary based on time of day, occasion, and lifestyle.	**Introduction to Cooking Equipment and Basic Skills** Students will learn to identify and use basic cooking equipment and develop foundational cooking skills. Students will name and describe the purpose of essential cooking tools such as bowls, spoons, forks, knives, rolling pins, cutters, weighing scales, chopping boards, graters, saucepans, and cake tins.	Basic Hygiene and Safety Students will learn and practice basic hygiene and safety measures in the kitchen. Introduction to essential steps for kitchen hygiene, including tying back hair, rolling up sleeves, removing jewellery, and washing hands.	**Cooking Skills in Practice** Students will develop basic cooking skills and apply them in practical sessions. **Basic Cooking Skills:** Students will learn to, mix, spread, measure (nonstandard), snip, grate, shape, crush, juice, cut out with cutters etc.	**Farm to Fork** Students will learn about the basic origins of food, including identifying whether foods come from plants or animals. Understanding that all food comes from plants or animals. Identifying and categorising foods into plant or animal sources.	**Local Foods** Naming foods from the local area. Understanding how food changes to become safe to eat. Practical activities to develop skills such as washing and peeling carrots.
	2	**Eatwell Guide Introduction** Students will learn the basics of the Eatwell Guide, understanding the need for a balanced variety of foods and drinks to stay healthy. They be able to sort foods into its five food groups. Students will practice creating simple, balanced meals, including drinks, using the Eatwell Guide. They will also learn that people eat or avoid certain foods due to allergies, intolerances, and religious beliefs.	**Healthy Eating and Simple Recipes** Students will understand basic principles of healthy eating and apply these in cooking simple, balanced recipes. **Healthy Eating:** Continuation to the concept of balanced meals and the importance of including different types of food.	**Applying Hygiene and Safety in Cooking** Students will practice and apply previously taught hygiene and safety measures independently in the kitchen; including wearing an apron and ensuring hands are clean before cooking.	**Cooking Techniques and Meal Preparation** Students will refine their cooking techniques and apply them to prepare more complex dishes. **Cooking Techniques:** Review and practice advanced skills such as using different knife grips (fork secure, claw grip, bridge hold) and handling a range of cooking equipment.	**Food Origins** Students will explore where different foods grow and learn about foods produced by animals. Recognise which foods grow above ground (e.g., strawberries, asparagus) and which grow below ground (e.g., carrots, parsnips). Learn about foods produced by animals (e.g. eggs, milk).	**My Cultural Foods** Naming foods from their own culture/life. Understand different people’s food preference based on lifestyle and culture. Understand food dishes in the UK are influenced by different cultures. Identify food dishes that are common in the UK.

STAGE 1								
SUBJECT AREA		TERM 1		TERM 2		TERM 3		
PSHE/ BRITISH VALUES	1	**Health and Wellbeing – It's My Body** Students will develop essential skills and knowledge to make informed choices about their health and well-being. They will understand the importance of sleep, exercise, diet, cleanliness, and the impact of substances on the body. Students will learn to recognise personal autonomy, make healthy decisions about sleep, exercise and diet, maintain personal cleanliness, and evaluate the safety of substances.	**Relationships – Teamwork** Students will develop an understanding of the core value of belonging, focusing on the importance of rules in our class, school, and community. Students will develop skills to understand team dynamics, recognise and articulate the groups they belong to, and practice good listening. They will learn the importance of kindness, identify unkind behaviours like teasing and bullying, and understand their impact. Additionally, students will differentiate between good and not-so-good choices, developing strategies to be positive learners.	**Living in the Wider World – Aiming High** Students will explore high aspirations, celebrate their strengths, and understand how a positive learning attitude leads to achievement. They will identify current strengths and qualities to develop, recognize the role of a positive attitude in success, and discuss various jobs and their own career aspirations. Students will learn that interests and skills determine job suitability, reflect on future goals, consider potential life changes, and understand the importance of equal opportunities while challenging stereotypes.	**Health and Wellbeing –** Safey First Students will learn essential skills and knowledge to ensure their safety in various contexts. They will understand how to stay safe at home, outdoors, online, and around strangers, including learning 'The Underwear Rule' for recognising inappropriate touching and understanding privacy boundaries. Students will also develop the ability to identify who can help them when feeling unsafe and learn to make informed decisions about sharing personal information.	**Relationships – Be Yourself** Students will focus on promoting positive mental health and well-being by fostering self-confidence and self-awareness. Students will explore their unique qualities and individuality, recognising what makes them special. They will develop the ability to identify and articulate different emotions, understand their impact, and learn strategies for managing uncomfortable feelings effectively. Through discussions on sources of happiness and methods for coping with unhappiness or frustration, students will gain insights into emotional resilience. They will also explore how change and loss can affect their emotions.	**Living in the Wider World – One World** Students will explore global diversity and fostering environmental stewardship. Students will compare family life, homes, and school experiences across different countries, identifying both similarities and differences. They will also examine how people around the world utilise natural resources and the environmental challenges this can pose. Through these explorations, students will develop cultural awareness, empathy for diverse ways of life, and an understanding of the importance of caring for the Earth. They will learn to identify personal actions they can take to protect the environment, preparing them to contribute positively to global understanding and sustainability efforts.
	2	**Health and Wellbeing – Growing Up** Students will develop a comprehensive understanding of physical, emotional, and social growth. They will learn to identify and name the main parts of boys' and girls' bodies, understand personal boundaries, the	**Relationships – VIP's** Students will develop the skills and knowledge needed to nurture positive and healthy relationships with important people in their lives. They will identify and discuss the special people in their lives, understand the role and importance of	**Living in the Wider World –Money Matters** Students will explore the concept of money, its various forms, and the importance of financial literacy. They will learn about coins, notes, debit cards, smart technology payments, contactless payments, and online	**Health and Wellbeing – Think Positive** Students will adopt a positive outlook and understand its benefits. They will explore thoughts and feelings, ways to express and cope with emotions, gratitude, and mindfulness. Students will learn how happy thoughts	**Relationships – Digital Wellbeing** Students will learn to use the internet safely and responsibly. They will explore the benefits of the internet, understand the importance of balancing online and offline activities, and recognise and manage online risks. Students will	**Living in the Wider World – Diverse Britain** Students will foster positive contributions to groups and communities, emphasising respect, kindness, and diversity awareness. Students will explore concepts such as communities, being good neighbours, and

		importance of consent, and demonstrate respectful behaviour towards their own and others' bodies. Students will recognise individual differences, appreciate family diversity, and communicate effectively about various family structures. They will also describe physical and emotional changes as they grow older, identify potential emotional responses to life changes, and develop coping strategies. Students will gain essential skills to navigate their growth journey with respect and empathy.	families, and recognise the qualities that make a good friend. Students will learn strategies for resolving conflicts kindly, cooperate with others to achieve common goals, and find ways to show care and appreciation for their special people.	money transfers. Students will discuss the difference between wants and needs and consider factors influencing spending decisions, promoting kindness and respect towards others' choices. They will understand how to keep money safe, explain where money comes from, and describe the shopping process. Students will practice making informed spending decisions, tracking expenses, and safeguarding money.	improve well-being, recognise the importance of good decision-making, and practice setting and achieving goals. They will develop skills to express feelings and cope with difficult emotions, focus on gratitude, and enhance present-moment awareness. Students will develop the skills to maintain a positive outlook, make informed decisions, set and achieve goals, and express and cope with emotions healthily and mindfully.	learn to keep personal information private, communicate online with kindness and respect, and critically evaluate online information. Students will develop strategies for balanced screen time, practice online safety, and learn to assess the credibility of online content. Students will be equipped with the knowledge and skills to use the internet safely, protect personal information, and communicate respectfully online.	environmental stewardship. They will learn practical ways to help their school community and be good neighbours, identify factors that impact their local environment positively or negatively, and understand the diversity within the British Isles. Students will develop skills in community engagement, cultural understanding, and environmental responsibility, promoting a sense of belonging and active participation in their communities.

STAGE 1

SUBJECT AREA		TERM 1		TERM 2		TERM 3	
MUSIC Charanga	1	**Musical Heartbeat** Students will: Identify and maintain the pulse or steady beat in music through coordinated movements like marching, clapping, or swaying. Understand the fundamental concepts of rhythm and its role as the heartbeat ('pulse' or 'beat') of music. Develop listening skills to discern and synchronize with the beat while listening to and singing songs. Explore how singing together promotes social interaction and fosters friendships.	**Dance, Sing and Play!** Students will: Explore rhythm, understanding both long and short sounds, and discover pitch, distinguishing between high and low sounds. Investigate how these elements of sound combine to create music. Reflect on how music communicates stories about the past through the exploration of various musical pieces.	**Exploring Sounds** Students will: Learn about the components of music such as high and low sounds, long and short sounds, and loud and quiet sounds. Experiment with these elements to create basic melodies of their own. Consider how music contributes to making the world a better place through exploration and discussion.	**Learning to Listen** Students will: Explore the significance of active listening in music appreciation. Discover different ways of listening, including using their eyes, ears, and feeling sound in their bodies. Reflect on how music enhances understanding and empathy towards others in their community.	**Having Fun with Improvisation** Students will: Learn the basics of improvisation and engage in activities where they can collectively create new musical ideas. Practice creating melodies or rhythms individually and collaboratively. Reflect on the role of songs in providing comfort and motivation throughout their day.	**Let's Perform Together!** Students will: Collaborate to plan and prepare a concert showcasing the songs they have learned throughout the year. Discover that singing, dancing, and playing together constitute 'performing' and experience the joy it brings. Reflect on how music can inspire awareness and action towards environmental stewardship.

	2	**Pulse, Rhythm and Pitch** Students will learn that: Music has a pulse, a steady beat that forms its foundation. Music consists of elements like rhythm (long and short sounds) and pitch (high and low sounds). Throughout this unit, students will explore how these musical elements combine as they listen to, sing, play, and dance to music.	**Playing in an Orchestra** Students will explore the orchestra. They will learn that playing together is crucial in music education, with various ensembles, bands, and groups available to join. Among these is the orchestra. Students will delve into the components of an orchestra and how musicians collaborate within it.	**Inventing a Musical Story** Students will: Discover that music serves various purposes and can effectively convey stories and emotions. They will explore how music can vary in dynamics (loud or soft), tempo (fast or slow), and articulation (smooth or detached). Using instruments with different timbres, students will learn how to communicate narratives and evoke different emotions through music. They will engage with the music in this unit to connect their feelings with what they hear. Instruments with different sounds can be used, to help communicate a story and different emotions. Students will explore the music in this unit and try to connect feelings with what they hear.	**Recognising Different Sounds** Students will: Explore the voices and instruments used within the music. They will identify how and when harmony takes place. Students will understand that when voices or instruments work together to play different pitches that sound at the same time, they can hear harmony in music. They will also start to recognise different instruments within songs.	**Exploring Improvisation** Students will: Explore various voices and instruments featured in music. Identify instances and characteristics of harmony in music, understanding it occurs when voices or instruments play different pitches simultaneously. Begin to distinguish and recognise different instruments used in songs.	**Our Big Concert** Students will: Plan and organise a large-scale concert, selecting songs for their performance. They will have the opportunity to introduce songs and share interesting facts about them, such as the instruments played or number of singers involved. Reflect on how music can raise awareness and promote environmental stewardship.