

West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: One	Term: Autumn	Whole Class Text (s): Fairy Stories and Traditional Tales <ul style="list-style-type: none"> • Goldilocks and the Three Bears Non Chronological Writing(ourselves and fictional animals)	
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English: See English Long Term Plan	Maths: Power Maths
<p>RE</p> <p>Autumn 1 -</p> <p>1.7 What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience. • Recognize symbols of belonging for Christians. • Recognize symbols of belonging for Jews or Muslims. • Think about why symbols of belonging matter to believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people. 	<p>Autumn 2 -</p> <p>1.6 How and why do we celebrate special and sacred times?</p> <ul style="list-style-type: none"> • Describe how a festival is celebrated. • Identify some ways Christians celebrate Easter. • Describe what happens and what is being celebrated at Eid-ul-Fitr. • Describe what happens during Ramadan. • Retell stories connected with Easter and say why these are important to Christians. • Consider questions such as how might these foods help people remember this festival? • Think of reasons why some people choose to fast during Ramadan. • Give reasons why some people like to celebrate important events. • Give reasons why some people use music in celebrations. • Describe the link between a selection of Easter artefacts and the story and celebration of Easter events. • Describe the link between a selection of Pesach symbols and the story of Pesach

	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	<p>Toys and Remembrance</p> <p>How have toys changed since grandma was a girl/in the last 100 years?</p>	<ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • The lives of significant individuals in the past. 	<ul style="list-style-type: none"> • Ask and answer questions about old and new objects. • Recognise the continuity and changes in toys within living memory. • Recognise that some objects belong in the past. • Identify the purpose of each toy and who would have used it. <ul style="list-style-type: none"> • Who played with it? • Identify the materials used to make the toys and how this has changed. <ul style="list-style-type: none"> • How was it made? • Recognise the increased use of technology and computers 	<ul style="list-style-type: none"> • Museum exhibition displaying old and new toys (real artefacts, sketches, photographs) with a 'museum' style description. • Compare adults' recounts of toys they played with when they were young.

			<p>(you may want to look at the development of 'Mario' through time).</p> <ul style="list-style-type: none"> • Begin to use sources to identify some details and answer simple questions. • To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'. • Use subject related vocabulary relating to the passing of time as well as recent, young, days, months. • Understand why we wear poppies. <ul style="list-style-type: none"> • Who is Moira Michael? 	<ul style="list-style-type: none"> • Sequence toys from distinctly different periods of time in chronological order. • Information piece about Remembrance/ why we wear poppies.
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Art	Painting - using Mondrian and Kandinsky as inspiration	<p>Know how to recognise some simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of tools, techniques and formal elements (colour, shape, tone etc) that they have been using.</p> <p>Show interest in and describe what they think about the work of others.</p>	<p>Record and explore ideas from first hand observations of artists' work: Kandinsky, Mondrian.</p> <p>Identify primary and secondary colours by name.</p> <p>Mix secondary colours.</p> <p>Use a variety of tools and techniques including different brush sizes and types, correctly using paints, palettes and brushes.</p> <p>Mix primary shades and tones, based on Kandinsky's and Mondrian's work.</p>	<p>Paint primary colours based on Mondrian.</p> <p>Mix secondary colours making colour wheels.</p> <p>Mix graded tones by adding black and white.</p> <p>Paint coloured images based on Kandinsky's work. Use musical inspiration.</p>
DT	Christmas cookies	<ul style="list-style-type: none"> • To use my own knowledge and ideas to make a product • To describe how something is made • Discuss how I want to make a product and why. • To be able to cut food safely. • To use good food handling and food hygiene 	<ul style="list-style-type: none"> • To select from and use a wide range of materials and components, including knives, baking sheet, oven, grater, textiles (oven gloves and tea towel, cleaning products) and ingredients. 	<ul style="list-style-type: none"> • Design, create and evaluate Christmas cookies

		<ul style="list-style-type: none"> To understand the food wheel and why foods should be eaten in greater/smaller quantities. 		
Computing	<p>Everyone can code – Get Started with Code 1 (continues each term)</p> <p>Online safety</p> <p>Everyone can create – music</p>	<ul style="list-style-type: none"> Introduction to sequencing Creating sequences Flexible sequencing Creating loops Debugging Creating events and actions Using IF statements writing algorithms <p>Rhythm and Bea</p> <ul style="list-style-type: none"> Explore and play a variety of digital percussion instruments. 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Compose and record simple rhythmic patterns while maintaining a steady beat. 	<ul style="list-style-type: none"> Write and debug a simple programme Talk confidently about keeping safe online Evaluate the quality of their tracks, then save and name them. Chooses instruments and style to compose and record a beat that communicate an identified feeling, mood or idea.
Science	(A2) Seasonal changes (this is touched on briefly in each term across the year / seasons)	<p>Seasons</p> <ul style="list-style-type: none"> To observe changes across the 4 seasons (summer) (continued throughout the year). To observe and describe weather associated with the seasons and how day length varies (continued throughout the year). <p>Question / prediction / results / conclusion</p>	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	<p>AFL will be used to gather a range of evidence from practical work and reporting including: Seasons</p> <ul style="list-style-type: none"> Consider what they already know about weather and generate questions

	<p>(A1) Develop enquiry activities</p> <p>(A2) Animals Including Humans</p>	<p>At this stage help children to begin to frame questions and provide structure for activities.</p> <p>Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense. 	<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> Go outside and look at the weather, observe the temperature, wind, etc. Apply their understanding by the dressing up of each other appropriately for weather conditions Learn about the weather for the season and consider if the weather they are expecting is typical Name the seasons and identify when they occur in the year <p>Animals</p> <ul style="list-style-type: none"> Name a range of animals from each of the vertebrate group Can classify animals using similarities and differences Describe and label the key features of the named animals Describe what a range of animals eats using the
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				<p>correct scientific terminology</p> <ul style="list-style-type: none"> Name and label parts of the human body Name and describe the human senses
Music	Listening/singing and playing instruments musically.	<p>Name and play familiar classroom instruments. Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music from the Y1 MMC list.</p>	<p>Enjoy making, playing, and combining sounds with voice, musical instruments and body sounds (clapping, tapping, clicking, stamping etc.)</p> <p>Respond to musical cues from the teacher such as start, stop.</p>	<ul style="list-style-type: none"> Recognise the sound of musical instruments - sing 'The Music Man' Use music and sound effects to enhance storytelling – Three Bears and Billy Goats Gruff Sing a range of call and response songs, such as 'Boom Chicka Boom' and 'Kye Kye Kule'.
PE	<p>Autumn 1 Invasion Games</p> <p>Autumn 2 Gymnastics Dance</p>	<p><i>Autumn 1</i></p> <ul style="list-style-type: none"> 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 Participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> Explore different ways of using a ball. Explore ways to send a ball or other equipment. Retrieve and stop a ball using different parts of the body. Play a variety of running and avoiding games. Practise skills to make them warmer. Explain why they enjoy playing games and physical activities. Talk about what our bodies do during exercise e.g. breathing Participate in team games. 	<ul style="list-style-type: none"> To move around with energy and pace. To be able to control a ball and catch a range of different sized balls. To improve co-ordination and control when using a ball.

		<p><i>Autumn 2</i> <i>Gymnastics</i></p> <ul style="list-style-type: none"> • 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 <p><i>Dance</i></p> <ul style="list-style-type: none"> • Perform dances using simple movement patterns 	<ul style="list-style-type: none"> • Develop simple attacking and defending techniques. • Pass and receive a ball in different ways with increased control. • Respond to instructions and commands. • Move between mats and small apparatus and change the speed of movement. • Learn a variety of basic gym actions. • Be still in different body shapes and balances and combine different ways of travelling. • Handle apparatus safely. • Recognise how it feels when the body is tense • Discuss how the body changes during exercise. • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape • Show that they have a clear starting and finishing position. • Learn basic movements relating to feelings. • Show that they have a clear starting and finishing position. • Respond to different music showing a range of emotions. • Perform dance movements and simple routines using simple movement patterns 	<ul style="list-style-type: none"> • To think about ways to jump and land. • To explore a variety of ways to move around and travel in a given space. • To perform basic gymnastic actions, including travelling, rolling, jumping, and staying still when required. • To make up and perform simple movement phrases in response to simple tasks. • Observe, copy and describe the movements of others. • To perform basic body actions and choose appropriate movements for different dance ideas with increasing control. • To remember and repeat short sequences and phrases.
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				<ul style="list-style-type: none">• To move with control and vary how they use the space.
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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: One	Term: Spring	Whole Class Text (s): Spring 1 - Lost and Found Spring 2 – Stuck and Poetry	
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
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RE Spring Term (1 and 2) 1.1 - Who is a Christian and what do they believe?	<ul style="list-style-type: none"> • Describe simply some Christian beliefs about God. • Describe simply some Christian beliefs about Jesus. • Retell a story that shows what Christians believe about God. • Share what a story about God might mean. • Share what the stories about Jesus say about good, bad, right and wrong. • Talk about issues of good and bad, right and wrong related to the stories. • Ask some questions about believing in God. • Explain some ideas of my own about God.
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	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Homes How have homes changed in the last 100 years?	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<ul style="list-style-type: none"> • Ask and answer questions about old and new houses. • Recognise the continuity and changes in houses within living memory. • Recognise that some objects belong in the past. • Identify the purpose of homes and who would have lived in them. • Identify the materials used to build the houses. • Look at the layout of houses and their contents. <ul style="list-style-type: none"> • How have they changed? How are they the same? • Begin to use sources to find answers to simple questions about the past. • Make links—find similar changes in ‘toys’ topic. • To use everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'. • Use subject related vocabulary relating to the passing of time as well as recent, young, days, months. 	<ul style="list-style-type: none"> • Describe similarities and differences between different houses and record using drawings and simple descriptions. • Museum exhibition displaying old and new objects that you would find in homes (real artefacts, sketches, photographs) with a ‘museum’ style description. • Compare adults’ recounts of the homes they lived in when they were young. • Sequence objects from distinctly different periods of time in chronological

Geography	Where I Live (Town, Country, UK)	<p>Where I Live</p> <ul style="list-style-type: none"> • To be able to explain where I live. • To tell someone my address. • To name the four countries in the United Kingdom and locate them on a map. • To name some of the main towns and cities in the United Kingdom. 	<p>Where I Live</p> <ul style="list-style-type: none"> • To name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas. • To use basic geographical vocabulary to refer to key physical features and key human features. • To use world maps, atlases and globes to identify the UK and its countries. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • To use locational and directional language to describe the location of features on a map. 	<p>order.</p> <p>Where I Live</p> <ul style="list-style-type: none"> • Create postcards from different areas (Town/Cities) • Create a map of our town. (Label where we live?) • Use basic map symbols in a key. • Make 'Where we live' cards (My home, my town, my country...) • Use simple fieldwork and observation skills to study the geography of their school and its grounds and the key human and physical features of its surroundings.
Art	<p>Drawing - Using the work of Oliver Jeffers as inspiration.</p>	<p>Know how to recognise some simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of tools, techniques and formal elements (colour, shape, tone etc) that they have been using - tools for drawing.</p> <p>Show interest in and describe what they think about the work of others.</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Develop their ideas – try things out, change their minds.</p> <p>Review what they have done and say what they think and feel about it. Give verbal feedback.</p>	<p>Record and explore ideas from first hand observations of artists' work: Oliver Jeffers</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips. Control the types of marks made with the range of media.</p> <p>Name, match and draw lines/marks from observations.</p> <p>Observe and draw shapes from observations and using the work of Oliver Jeffers as inspiration.</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p>Drawings in a range of media based on Oliver Jeffers cartoons. Copy images then draw own.</p> <p>Still life observational drawing in HB pencil, using lines.</p> <p>Introduce tone by drawing lightly/heavily and look at simple shading.</p> <p>Draw with felt pens.</p>

				Colour in with pastel, felt tips and crayons.
DT	Junk Modelling	<ul style="list-style-type: none"> To be able to use my own ideas to make something. To be able to describe how something works. To be able to make a product which moves. To explain to someone how else I want to make my product. 	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria. To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups. To select from and use a range of tools and equipment to perform practical tasks. (Cutting, shaping, joining) To explore and evaluate a range of existing products. To evaluate their ideas and products against design criteria. To build structures, exploring how they can be made stronger, stiffer and more stable. To explore and use mechanisms, such as levers, sliders, wheels and axels. 	<p>Workshop</p> <ul style="list-style-type: none"> Using materials from the construction and workshop areas to create a range of builds and discuss their choices. An animal A strong structure An object with moving parts
Computing	<p>Coding continued from Autumn</p> <p>Online safety</p> <p>Everyone can create - drawing</p>	<p>Word art – create a variety of block letters</p> <p>Change pressure to make lines thicker, thinner, darker or lighter</p> <p>Use various pen and brush styles and colours</p>	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. 	<p>Drawing</p> <p>Create a word that is meaningful to you and unique to you</p>
Science	Seasonal changes (revisited)		<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	Materials

	Material (S1)	<p>Materials</p> <ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. 		<ul style="list-style-type: none"> • Identify the material from which an object has been made • Identify both object and material • Compare the same object made from different materials in terms of its effectiveness • Identify and name a range of materials • Recognise, describe and compare the physical properties of different everyday materials • Classify a variety of materials into groups based on their physical properties
Music	Listening and appraising music	<p>Participate in discussions using musical language – pitch, tempo, volume.</p> <p>Correctly play classroom tuned and un-tuned instruments.</p>	<p>Listen with increasing concentration.</p> <p>Invent, retain and recall simple pitch patterns and perform these for others, taking turns.</p> <p>Sing in tune within a small pitch range, and a good sense of pulse and rhythm.</p>	<ul style="list-style-type: none"> • The children will listen to a variety of musical styles from different times, traditions and composers. Play classroom instruments responding to music. • Use Runaway train to explore Tempo.

				<ul style="list-style-type: none"> • Develop understanding of pitch – Flight of the Bumblebee
PE	<p>Spring 1 Gymnastics</p> <p>Spring 2 Striking and Fielding</p> <p>Dance (See Autumn term for objectives and outcomes) Dance is repeated for a half term due to carousel activities.</p>	<p><i>Spring 1 Gymnastics</i></p> <ul style="list-style-type: none"> • 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 <p><i>Spring 2 Striking and Fielding</i></p> <ul style="list-style-type: none"> • 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 • Participate in team games, developing simple tactics for attacking and defending. 	<ul style="list-style-type: none"> • Respond to instructions and commands. • Move between mats and small apparatus and change the speed of movement. • Learn a variety of basic gym actions. • Be still in different body shapes and balances and combine different ways of travelling. • Handle apparatus safely. • Recognise how it feels when the body is tense • Discuss how the body changes during exercise. • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape • Show that they have a clear starting and finishing position. <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Respond to instructions and commands. • Move between mats and small apparatus and change the speed of movement. • Learn a variety of basic gym actions. • Be still in different body shapes and balances and combine different ways of travelling. • Handle apparatus safely. • Recognise how it feels when the body is tense • Discuss how the body changes during exercise. • Develop balance, agility and co-ordination of travelling, stillness, jumping, timing, changing shape • Show that they have a clear starting and finishing position. 	<ul style="list-style-type: none"> • To perform basic gymnastic actions, including travelling, rolling, jumping, and staying still when required. • To make up and perform simple movement phrases in response to simple tasks. • Observe, copy and describe the movements of others. • To move around with energy and pace. • To be able to control a ball and catch a range of different sized balls. • To aim a ball at a target. • To improve co-ordination and control when using a ball. • To think about ways to jump and land. • To work successfully as a team.

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West Cliff Primary School Curriculum Overview – Outlining the substance of Education

Year: One	Term: Summer	Whole Class Text (s): Summer 1 Light House Keepers Lunch Summer 2 Handa's Surprise	
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English: See English Long Term Plan	Maths: Follow White Rose Maths Planning
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RE Summer Term (1 and 2) 1.5 - What makes some places sacred?	<ul style="list-style-type: none"> • Describe simply some Christian beliefs about God. • Describe simply some Christian beliefs about Jesus. • Retell a story that shows what Christians believe about God. • Share what a story about God might mean. • Share what the stories about Jesus say about good, bad, right and wrong. • Talk about issues of good and bad, right and wrong related to the stories. • Ask some questions about believing in God. • Explain some ideas of my own about God.
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	Context	Subject-specific knowledge	Subject- specific skill development	Key Expected Outcomes
History	Florence Nightingale and Mary Seacole Why should we remember Florence Nightingale and Mary Seacole?	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<ul style="list-style-type: none"> • Understand who these women were. <ul style="list-style-type: none"> • When were they born? • Where were they born? • Place historical figures, events and artefacts in order on a given time line, using dates where appropriate. • Find out what they did (use artefacts, pictures, stories, online sources and databases to find out about the past)/ what were the most important events in their lives? • Find out why Mary Seacole and Florence Nightingale are commemorated today and how they are remembered. • Look at the similarities and differences between the two women. <ul style="list-style-type: none"> • Is there anything that is comparable? • To use everyday time terms, such as 'now', 'then', 	<ul style="list-style-type: none"> • Place historical figures on a timeline. • Confidently ask and answer questions related to Mary Seacole and Florence Nightingale using a hot seat scenario. • Use drama to recount stories from the past. • Use stories to distinguish between fact and fiction.

			<p>'yesterday', 'week', 'month', 'year', 'nowadays', 'in the past', 'previously', 'a long time ago' 'old' and 'new'.</p> <ul style="list-style-type: none"> Use subject related vocabulary relating to the passing of time as well as recent, young, days, months. 	
Geography	<p>Weather</p> <p>Hot and Cold Places</p> <p>Seasons</p>	<p>Weather</p> <ul style="list-style-type: none"> To be able to complete a weather chart. To understand the weather chart and ask questions about it. <p>Hot and Cold Places</p> <ul style="list-style-type: none"> To explain some of the main things that are in hot and cold places. To explain the clothes that would be worn in hot and cold places. <p>Seasons</p> <ul style="list-style-type: none"> To be able to explain how the weather changes throughout the year and name the seasons. 	<p>Weather</p> <ul style="list-style-type: none"> To identify daily weather patterns in the UK. To use simple compass directions. <p>Seasons</p> <ul style="list-style-type: none"> To identify seasonal changes in the UK. <p>Hot and Cold Places</p> <ul style="list-style-type: none"> To identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. 	<p>Weather</p> <ul style="list-style-type: none"> Weekly weather charts. (Wind dial, rain cup, compass) <p>Hot and Cold Places</p> <ul style="list-style-type: none"> Design outfits for the Emperor. (if he lived in a hot place, if he lived in a cold place). <p>Seasons</p> <ul style="list-style-type: none"> Descriptions to accompany seasons including art work.
Art	<p>Printing, collage, textiles and 3D - inspired by Matisse's organic shapes and beach schools.</p>	<p>Know how to recognise some simple characteristics of different kinds of art, craft and design.</p> <p>Know the names of tools, techniques and formal elements (colour, shape, tone etc) that they have been using - collage, clay, printing and textiles.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures and state differences and similarities.</p> <p>Review what they have done and say what they think and feel about it. Give verbal feedback.</p>	<p>Collage/Textiles - Collect, sort, name match colours appropriate for an image. Arrange and glue materials to different backgrounds. Fold, crumple, tear and overlap papers. Create images from a variety of media e.g. photocopies material, fabric, crepe paper, magazines etc. Match and sort fabrics and threads for colour, texture, length, size and shape - to make into a collage. Cut and shape fabric using scissors/snips.</p> <p>Printing - Make rubbings to collect textures and patterns Roll printing ink over found objects to create patterns. Build repeating patterns and recognise pattern in the environment. Print with a range of hard and soft materials.</p> <p>3D Clay - Manipulate malleable materials in a variety of ways including rolling and kneading.</p>	<p>Collages of sea creatures based on Matisse's Snail in paper and then in fabric.</p> <p>Make texture rubbings with natural and man-made objects, noticing pattern in these. Use found objects from the beach to create printed patterns.</p> <p>Use clay to make sea creatures, using Matisse's Snail as inspiration.</p>

			<p>Manipulate malleable materials for a purpose, e.g. making a snail.</p> <p>Understand the safety and basic care of materials and tools.</p> <p>Textiles – linked to DT. Create 'fabrics' by weaving materials i.e. coloured strips of paper.</p>	
DT	Paper weaving – linked to Art	<ul style="list-style-type: none"> To use my own knowledge and ideas to make something. To describe how something works. Discuss how I want to make a product and why. 	<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and others based on design criteria. To generate, develop, model and communicate their ideas through talking drawing, templates and mock-ups To select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining) To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria To select from a wide range of materials and components, including construction materials, textiles and ingredients. 	<ul style="list-style-type: none"> Create different pieces of paper weaving
Computing	<p>Continue coding and e safety from Autumn and Spring</p> <p>Everyone can create – photos Everyday objects Link to beach</p>	<p>Take photos in a variety of lighting conditions Straighten, rotate and crop photos Adjust focus and exposure before you take a photo</p>	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> Create a personalised picture
Science	Plants	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> 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. 	<p>Plants</p> <p>AFL will be used to gather a range of evidence from practical work and reporting including:</p> <ul style="list-style-type: none"> Identify and name a range of local

	<p>Seasonal changes (revisited)</p>	<p>Seasons</p> <ul style="list-style-type: none"> • Observe changes across the 4 seasons. • Observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> • Gathering and recording data to help in answering questions. • 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. 	<p>plants noticing difference and similarities.</p> <ul style="list-style-type: none"> • Identify and describe the basic structure of a plant, noting similarities and differences <p>Seasons</p> <ul style="list-style-type: none"> • Consider what they already know about weather and generate questions • Go outside and look at the weather, observe the temperature, wind, etc. • Apply their understanding by the dressing up of each other appropriately for weather conditions • Learn about the weather for the season and consider if the weather they are expecting is typical • Name the seasons and identify when they occur in the year
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Music	Exploring pulse and pitch	<ul style="list-style-type: none"> • Follow and create simple symbols and images to represent sounds. • Correctly play classroom tuned and un-tuned instruments. • • 	<p>Demonstrate understanding of the differences between creating a pulse patterns a pitch pattern through physical movements, playing and singing.</p> <p>Begin to recognise rhythm patterns found in speech.</p> <p>Confidently demonstrate the pulse independently through movement, clapping, walking etc.</p> <p>Perform copycat rhythm patterns led by the teacher, and short repeating rhythm patterns with a steady beat.</p>	<p>Echo rhythms on range of instruments.</p> <p>Word rhythms - '1234, who's that knocking at my door' etc</p> <p>Graphic score rhythms.</p>
PE	<p>Summer 1 Net/Wall Games</p> <p>Dance (See Autumn term for objectives and outcomes)</p> <p>Summer 2</p>	<p>Summer 1 – Net and Wall Games</p> <p>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</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Summer 2 – Athletics</p>	<p>Net and Wall Games</p> <p>Apply and develop a broader range of skills, learning how to use them in different ways.</p> <p>Enjoy communicating, collaborating and competing with peers.</p> <p>Develop fundamental movement skills, become increasingly confident and confident and access a broad range of opportunities to extend agility, balance and co-ordination, individually and with others.</p> <p>To engage in competitive and co-operative physical activities.</p> <p>Athletics</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>	<p>To complete the things listed for on the beach and see evidence in Beach Books.</p> <ul style="list-style-type: none"> • To move around with energy and pace. • To be able to control a ball and catch a range of different sized balls. • To aim a ball at a target. • To improve co-ordination and control when using a ball. • To think about ways to jump and land. • To explore a variety of ways to move around and travel in a given space.

	<p>Athletics</p>	<p>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.</p> <p>Beach (Outdoor adventurous activities)</p>	<p>Develop an awareness of speed and distance. Develop control and fluency in movements. Describe and use different running and walking speeds for short and longer durations. Develop spatial awareness in negotiating obstacles. Use different techniques and speeds to tackle a variety of obstacles Throw with coordination and force. When jumping, take off and land in different ways.</p> <p>Children will be completing their 10 things to do as part of the '70 things to do at West Cliff'.</p> <ul style="list-style-type: none"> • Find living things on the beach • Throw and catch a beach ball • Toast • Marshmallows • Watch the tide (high tide and low tide) • Skim a stone • Go paddling in the sea • Create a sand sculpture • Record the sounds of the sea • Can you build a paddling pool? • Eat a bag of chips 	<ul style="list-style-type: none"> • To move around with energy and pace. • To be able to control a ball and catch a range of different sized balls. • To improve co-ordination and control when using a ball. • To think about ways to jump and land. • To explore a variety of ways to move around and travel in a given space.
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