

The crest of Malmesbury Church of England Primary School is a circular emblem. It features a central shield with a blue background, depicting a church with a tall spire. The shield is surrounded by a gold border with a scalloped edge. Above the shield is a red banner with a white cross. The text 'Malmesbury Church of England Primary School' is written in red, and 'Curriculum Handbook' is in black, both centered over the crest. Below this, 'Milepost 1 – Year 1' is written in black.

Malmesbury Church of England Primary School

Curriculum Handbook

Milepost 1 – Year 1

Term 4 Year 1 and 2 combine: Year A Pirates Year B Circus

Term 6 Year 2 and 3 combine: Year A Vikings Year B Brilliant Brunel

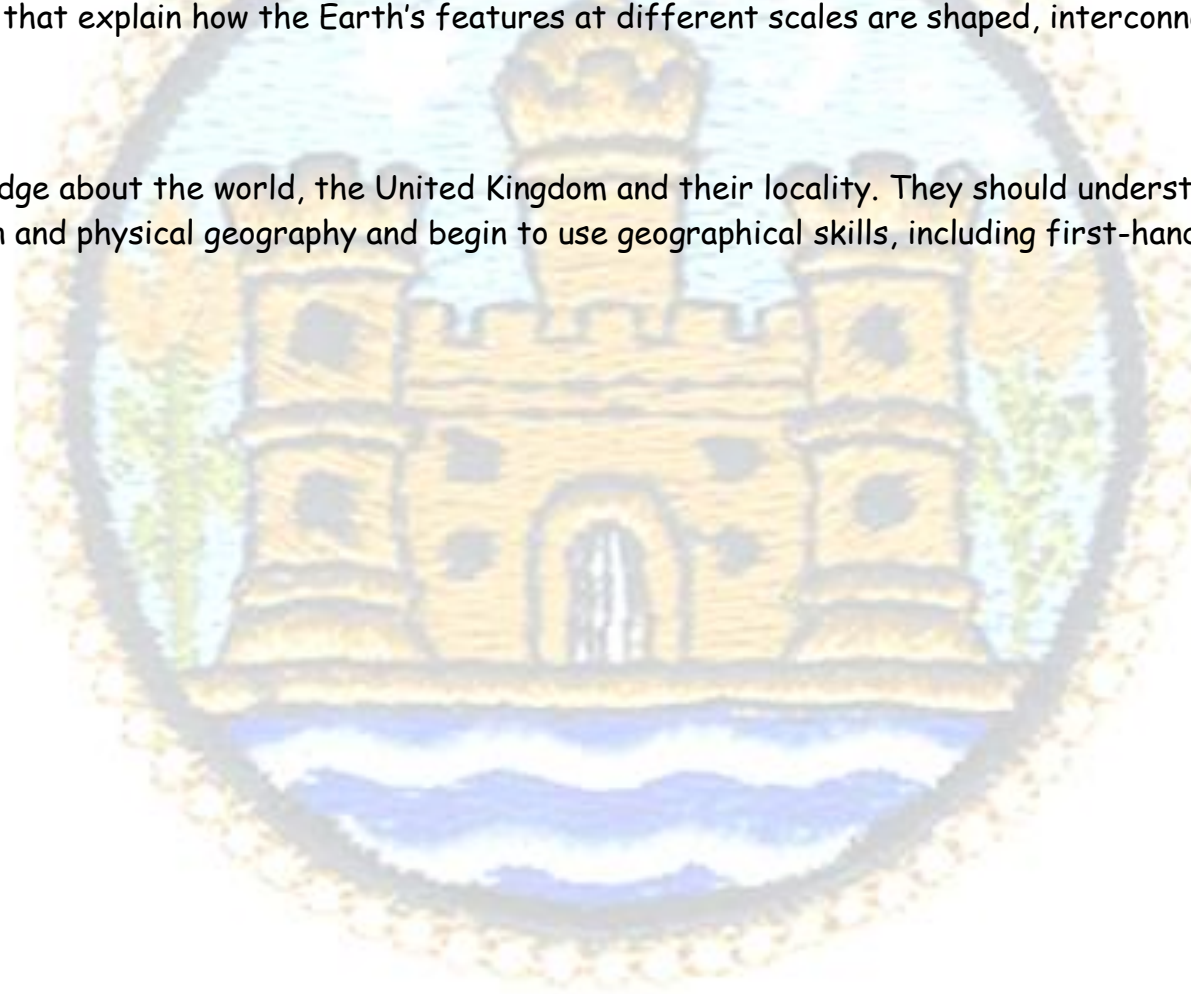
Teachers should pay particular attention to the fact that last year children were not exposed to all learning objectives due to the catch-up curriculum focusing on the key objectives. Key objectives are highlighted in purple. When teaching non-critical content teachers must be aware that there may be gaps in knowledge and these will need to be addressed.

Geography – Milepost 1: Key Skills

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Mile Post 1, Geography Key Skills

Y1 Skills	Themes / topic Year & term taught	Malmesbury Learning Goals
Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the United Kingdom countries and describe features studied.	Pirates Year A, Term 4	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country. 1.12 Be able to use secondary sources to obtain simple geographical information
	We are what we eat Term 1	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the home country. 1.12 Be able to use secondary sources to obtain simple geographical information
	Journeys Term 6	1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country. 1.12 Be able to use secondary sources to obtain simple geographical information
Use fieldwork to observe, measure and record the human and physical features within the school grounds using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Pirates Year A, Term 4 Circus Year B Term 4	1.07 Be able to use geographical terms 1.08 Be able to follow directions
	Pirates Year A, Term 4 Circus Year B Term 4	1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols 1.12 Be able to use secondary sources to obtain simple geographical information
	Castles T5	1.01 Know about the main physical and human features of particular localities 1.03 Know about how land and buildings are used in particular localities
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.12 Be able to use secondary sources to obtain simple geographical information
	Journeys T6	

Geography – Milepost 1: Key Knowledge

National Curriculum	Themes / topic Year & term taught	Milepost 1 Years EYFS, 1 & 2 Geography Key Knowledge Malmesbury Learning Goals
Location Knowledge Name, locate and identify Characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Castles Term 5	1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
	Journeys Term 6	1.01 Know about the main physical and human features of particular localities
		1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host/home country.
Human and Physical Geography To recognise similarities and differences in their immediate environment. Talk about people and places beyond their local environment.	Journeys Term 6	1.01 Know about the main physical and human features of particular localities
		1.02 Know about similarities and differences between different localities
		1.05 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
Weather- where in the world, where in the world is cold. Discussing in relation to the equator. Seasons- how they change. Comparing and Contrasting a farm with the seaside	Fantastic Fairy Tales Term 3	1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.
	Journeys Term 6	1.04 Know about the weather and climatic conditions in particular localities and how they affect the environment and the lives of people living there.
	We Are What We Eat Term 1	1.01 Know about the main physical and human features of particular localities
	Fantastic Fairytales	
Geographical vocabulary - Refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.	All terms	1.03 Know about how land and buildings are used in particular localities
		1.07 Be able to use geographical terms
		1.09 Be able to describe the geographical features of the school site and other familiar places

Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		1.13 Be able to express views on the attractive and unattractive features of an environment
		1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways
		1.01 Know about the main physical and human features of particular localities
	Castles Term 5	1.03 Know about how land and buildings are used in particular localities
		1.07 Be able to use geographical terms
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.13 Be able to express views on the attractive and unattractive features of an environment
		1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways
		1.01 Know about the main physical and human features of particular localities
	Journeys Term 6	1.03 Know about how land and buildings are used in particular localities
		1.07 Be able to use geographical terms
		1.09 Be able to describe the geographical features of the school site and other familiar places
		1.13 Be able to express views on the attractive and unattractive features of an environment
		1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways

History – Milepost 1: Key Knowledge and Skills

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

MILEPOST 1 HISTORY SKILLS		
Skills	Topic Covered in Year and Term Taught	
Chronology	Amazing Toys Term 2	Sequence events or objects in chronological order.
		Understand the difference between things that happened in the past and present.
		Use a timeline to place important events.
	Castles Term 5	Sequence events or objects in chronological order.
		Understand the difference between things that happened in the past and present.
		Use a timeline to place important events.
Range and Depth of Historical Knowledge	Amazing Toys Term 2	Begin to describe similarities and differences in artefacts.
		Drama – why people did things in the past.
		Use a range of sources to find out characteristic features of the past
	Castles Term 5	Begin to describe similarities and differences in artefacts.
		Drama – why people did things in the past.
		Use a range of sources to find out characteristic features of the past

Interpretation of History	Amazing Toys Term 2	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). (photos, BBC website)
	Castles Term 5	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past). (photos, BBC website)
Historical Enquiry	Amazing Toys Term 2	Sort artefacts “then” and “now”
		Use as wide a range of sources where possible.
		To ask and answer questions related to different sources and objects.
		Understand some ways of finding out about the past.
	Castles Term 5	Sort artefacts “then” and “now”
		Use as wide a range of sources where possible.
		To ask and answer questions related to different sources and objects.
		Understand some ways of finding out about the past.
Organisation and Communication	Amazing Toys Term 2	Time lines (3D with objects/ sequential pictures)
		Drawing
		Drama/role play
		Writing (reports, labelling, simple recount)
		ICT
	Castles Term 5	Time lines (3D with objects/ sequential pictures)
		Drawing
		Drama/role play
		Writing (reports, labelling, simple recount)
		ICT

Art – Program of Study: EYFS & MILEPOST 1

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Media	EYFS	Year 1	Year 2	Media	EYFS	Year 1	Year 2
	Term Taught theme & topic	Term Taught theme & topic	Term Taught theme & topic		Term Taught theme & topic	Term taught, theme & topic	Term taught, theme & topic
Watercolours	All Year	We are what we eat, Term 1		Pencil sketching	All about me, Term 1 Spring and Growth, Term 4	We are what we eat Term 1	Bugs feast, Term 5
Paints	All Year	Amazing Toys, Term 2 Pirates/Circus, Term 4	Celebrations, Term 2 Pirates/Circus Term 4 (B)	Clay		Amazing Toys, Term 2 Journeys, Term 6	Celebrations, Term 3
Oil pastels			Bugs feast, Term 5	Sculpture		Castles, Term 5 Pirates, Term 4	Pirates, Term 4
Chalk pastels	All Year		Celebration, Term 2 Vikings, Term 6 (A)	Digital Art	All Year		Bugs Feast, term 5
Printing and Inks			Celebrations Term 2	Collage	All Year		

Artists studied Year EYFS142.

Henri Matisse- EYFS AD	Van Gough – Year 1 PP	Chagall – Year 2 - MC
Piet Mondrian- EYFS SH	Monet – Year 1 SA	Dali- Year 2 MM

Art – Milepost 1, Year 1: Key Skills

Art Milepost 1 Years EYFS, 142 Key Skills		
National Curriculum	Themes / topic Year 4 term taught	Malmesbury Learning Goals
Use a range of materials creatively to design and make products	Pirates Term 4	1.02 Be able to use a variety of materials and processes
	Pirates Term 4 Year a	1.02 Be able to use a variety of materials and processes
	Journeys Term 6	1.02 Be able to use a variety of materials and processes
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Amazing Toys Term 2	1.02 Be able to use a variety of materials and processes
		1.03 Be able to suggest ways of improving their own work
	Pirates Term 4 Year a	1.02 Be able to use a variety of materials and processes
		1.03 Be able to suggest ways of improving their own work
	Journeys Term 6	1.02 Be able to use a variety of materials and processes
		1.03 Be able to suggest ways of improving their own work
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Amazing Toys Term 2	1.01 Know about some of the forms used by artists in their work
		1.02 Be able to use a variety of materials and processes
	Pirates Term 4 Year a	1.01 Know about some of the forms used by artists in their work
		1.02 Be able to use a variety of materials and processes
	Journeys Term 6	1.01 Know about some of the forms used by artists in their work
		1.02 Be able to use a variety of materials and processes
Learn about 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.	Pirates Term 4 Year a	1.01 Know about some of the forms used by artists in their work
		1.04 Be able to comment on works of art
		1.05 Understand that the work of artists can be seen in a wide variety of places and situations

Design and Technology – Program of Study: Milepost 1

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Key stage 1

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].

Areas of Design and Technology	Year 1	Year 2	Areas of Design and Technology	Year 1	Year 2
	Year & Term Taught theme & topic	Year & Term Taught theme & topic		Year & Term Taught theme & topic	Year & Term Taught theme & topic
Junk modeling	Term 4 Pirates Year A Term 5 Castles	Victorians Term 4 Pirates Year A	Food technology	Term 1 We are what we eat	Terms 1,2 Victorians, Celebrations
Resistant materials		Term 6 Year B Brilliant Brunel	Textiles	Term 2 Toys	Victorians
Digital design			Lego	Year 1 and 2 - Pirates year A	

Design and Technology – Milepost 1, Year 2: Key Skills

Design and Technology Mile Post 1 Years EYF5, 142 Key Skills		
National Curriculum	Themes / topic Year & term taught	Malmesbury Learning Goals
Design purposeful, functional, appealing products for themselves and other users based on design criteria	Fantastic Fairy Tales Term 3	1.2 Be able to plan what they are going to make
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	Fantastic Fairy Tales Term 3	1.3 Be able to describe their plans in pictures and words
Select from and use a range of tools and equipment to perform practical tasks	We Are What We Eat Term 1	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Fantastic Fairy Tales Term 3	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Castles Term 5	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics	We Are What We Eat Term 1	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Fantastic Fairy Tales Term 3	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks
	Castles Term 5	1.4 Be able to use simple tools and materials to make products
		1.5 Be able to choose appropriate tools and materials for their tasks

Explore and evaluate a range of existing products	Fantastic Fairy Tales Term 3	1.07 Be able to communicate on the usefulness of products in everyday use
	Castles Term 5	1.07 Be able to communicate on the usefulness of products in everyday use
Evaluate their ideas and products against design criteria	Fantastic Fairy Tales Term 3	1.06 Be able to comment on their own plans and products and suggest areas of improvement
	Castles Term 5	1.06 Be able to comment on their own plans and products and suggest areas of improvement
Build structures, exploring how they can be made stronger, stiffer and more stable	Castles Term 5	1.08 Build structures, exploring how they can be made stronger, stiffer and more stable
Explore and use mechanisms, in their products	Castles Term 5	1.09 Explore and use mechanisms, in their products
Use the basic principles of a healthy and varied diet to prepare dishes	We Are What We Eat Term 1	1.10 Use the basic principles of a healthy and varied diet to prepare dishes
Understand where food comes from	We Are What We Eat Term 1	1.11 Understand where food comes from

Science Key Stage 1

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

There are places where content crosses over into other subjects e.g., in biology body parts are taught in biology and PSHE and when this happens we adjust our yearly plans so that it is not taught twice in the same year.

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and human-made world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

'Working scientifically' is described separately in the programme of study, but must **always** be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Science – Program of Study

Areas of Study					
Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic	Area of study	Year 1 Year & Term Taught theme & topic	Year 2 Year & Term Taught theme & topic
Plants	Term 5, Castles	Term 5, Bug Feast	Everyday materials	Term 1, We are what we eat	Term 1: Victorians Term 4: Pirates/Circus Term 6: Vikings/Brilliant Brunel
Animals including humans	Term 1, We are what we eat Term 3, Fantastic Fairy Tales Term 4: Pirates/Circus Term 6, Journeys	Term 4: Pirates/Circus Year 1 and 2	Seasonal changes	Term 3, Fantastic Fairy Tales Term 5, Castles Term 6, Journeys	
Living things and their habitats		Term 5, Bug Feast			

Science – Year 1: Knowledge

National Curriculum (Referenced in rising stars scheme of work)	Themes/Topic	Malmesbury Learning Goals
Plants: <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 	Term 5: Castles	1.11 Be able to recognise living things in the school environment
Plants: <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees 	Term 5: Castles	1.20 Know the names of the parts of plants
Animals including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	Term 1: We Are What We Eat	1.14 Know the names and characteristics of a range of animals
	Term 6: Journeys	1.14 Know the names and characteristics of a range of animals
Animals including Humans identify and name a variety of common animals that are carnivores, herbivores and omnivores	Term 3: Fantastic Fairytales	1.14 Know the names and characteristics of a range of animals
	Term 4: Pirates/Circus	1.14 Know the names and characteristics of a range of animals
	Term 6: Journeys	1.14 Know the names and characteristics of a range of animals
Animals including Humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Term 1: We Are What We Eat	1.13 Know the names of the main external body parts of humans and animals
		1.17 Know about the senses
Everyday Materials distinguish between an object and the material from which it is made	Term 2: Amazing Toys	1.29 Understand that the uses to which materials are put depend on their properties
	Term 3: Fantastic Fairytales	1.29 Understand that the uses to which materials are put depend on their properties

Everyday Materials <ul style="list-style-type: none"> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock 	Term 2: Amazing Toys	1.27 Be able to describe similarities and differences between materials
Everyday Materials <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials 	Term 2: Amazing Toys	1.28 Be able to sort materials into groups according to their properties
Seasonal Changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.		

Science – Milepost 1, Year 1: Skills

National Curriculum	Themes	Malmesbury Learning Goals
Asking simple questions and recognizing that they can be answered in different ways	Term 1: We Are What We Eat	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 2: Amazing Toys	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 3: Fantastic Fairytales	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 4: Pirates/Circus	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions
	Term 5: Castles	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
		1.2 Be able to pose simple scientific questions

	Term 6: Journeys	1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement 1.2 Be able to pose simple scientific questions
Observing closely, using simple equipment	Term 3: Fantastic Fairytales	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair
Performing simple tests	Term 4: Pirates/Circus	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Thinking about what will happen Using, with help, simple scientific equipment Recognizing when a test or comparison with one variable is fair
Using their observations and ideas to suggest answers to questions	Term 3: Fantastic Fairytales	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Observing what happens Comparing what happens with what they thought would happen Offering explanations for what happened, and why it happened Making simple comparisons, identifying similarities, differences and simple patterns
	Term 4: Pirates/Circus	Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Observing what happens Comparing what happens with what they thought would happen Offering explanations for what happened, and why it happened Making simple comparisons, identifying similarities, differences and simple patterns
Gathering and recording data to help in answering questions	Term 3: Fantastic Fairytales	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Recording and communicating their observations- orally, in writing and through ICT
		1.3 Be able to identify ways of finding out about scientific issues
Identifying and classifying	Term 5: Castles	1.4 Be able, with help, to conduct simple investigations <ul style="list-style-type: none"> Making simple comparisons, identifying similarities, differences and simple patterns

Music:

linked to topic and supported by Charanga – Milepost 1

Music is a universal language that embodies one of the highest forms of creativity. A high- quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. We use the [Charanga](#) scheme of work to support the teaching of music.

National Curriculum Objective	
use their voices expressively and creatively by singing songs and speaking chants and rhymes	Year 1: Nativity Term 2 Nativity
	Charanga: Hey you! Term 1
play tuned and untuned instruments musically	Drumming workshop Term 6
	Charanga: In the Grove Term 5
listen with concentration and understanding to a range of high-quality live and recorded music	Womad Assembly Term 6
	Drumming Workshop Term 6
experiment with, create, select and combine sounds using the inter-related dimensions of music.	Charanga: Rhythm in the way we walk Term 3

RE – Milepost 1, Year 1

As a Church of England Primary school, we regard an understanding of religions and spirituality as essential for children to achieve our vision statement "Growing together in wisdom and love; discovering life in all its fullness." Religions permeate history and modern society across the globe, they underpin cultures and for billions of people they form the heart of life's purpose and meaning. No child can comprehend the world without an understanding of religions. We teach a balance of religions, with Christianity forming 50% of the curriculum.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1	GOD Unit 1.1 What do Christians believe God is like?	INCARNATION 1.3 Why does Christmas matter to Christians? Nativity	CREATION Unit 1.2 Christianity Who made the world?	CREATION – Other Faiths Easter Story	JUDAISM Introduction Early history Moses 10 commandments	Multi-faith Symbols Why and how do special places and symbols help people show what they believe?

Christianity is taught using the Church of England resource '[Understanding Christianity](#)'.

Computing – Milepost 1

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

	Skills	Year 1
Computer science Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	Fantastic Fairy Tales Term 3	I Can explain what an algorithm is.
		I Can identify everyday tasks that are algorithms – such as making a Sandwich.
		I Can give a sequence of instructions to my friend to undertake a task and identify that this is an algorithm.
		I Can use directional language to Create an algorithm.
	Pirates (Beebots) Term 4	I Can explain what an algorithm is.
		I Can identify everyday tasks that are algorithms – such as making a Sandwich.
		I Can give a sequence of instructions to my friend to undertake a task and identify that this is an algorithm.
		I Can use directional language to Create an algorithm.
Computer science Use logical reasoning to predict the behaviour of simple programs.	Pirates- Beebot app Term 4	I Can Complete simple programs on the computer.
Information Technology Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Amazing Toys Term 2	I Can use a digital camera. X
		I Can Create a photo story with audio.
		I Can record.
		Add text and images to a template document using an image & word bank
		Use index fingers (left and right hand) on a keyboard to build words & sentences.
		Know when & how to use the SPACE BAR (thumbs) to make spaces between words
	Going on Holiday Term 6	I Can use a digital camera.
		I Can Create a photo story with audio.
		I Can record.
		Add text and images to a template document using an image & word bank
		Use index fingers (left and right hand) on a keyboard to build words & sentences.
		Know when & how to use the SPACE BAR (thumbs) to make spaces between words
Digital Literacy 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.	Healthy Eating Term 1	I Can explain what personal information is.
		I Can identify people I can trust and discuss any concerns I may have about using the internet.

P.E – Milepost 1

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will engage in competitive (both against self and against others) and co-operative physical activities. The teaching and Assessment of PE is done through our scheme of work - [Get Set 4 PE](#).

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Tennis is coached from Yr 2 upwards by coaches at the local tennis courts

Swimming is taught from Yr 3 up. These may mean that the timetable changes to show this.

Residential will take place in Years 4 and 6 and will include adventurous and outdoor activities

It is our ambition for all children to take part in in school sport competition and as many children as possible to experience competition against other schools before they leave in Year 6.

	YR 1	YR 2
TERM 1	GYM FUNDAMENTAL SKILLS	GYM FUNDAMENTAL SKILLS
TERM 2	DANCE BALL SKILLS	DANCE BALL SKILLS
TERM 3	YOGA/AEROBICS INVASION GAMES	YOGA/ AEROBICS INVASION GAMES FOOTBALL
TERM 4	CIRCUS SKILLS ABC SKILLS	CIRCUS SKILLS PARASHUTE GAMES
TERM 5	GYM TEAM GAMES	GYM TEAM GAMES
TERM 6	ATHLETICS STRIKING AND FIELDING SKILLS	ATHLETICS TENNIS

PSHRE- Milepost 1

Personal Social, Health, Relationships and Sex Education is very important within our curriculum. It is where children discover vital information about the world around them. It allows them to explore their feelings and understand why they feel that way. It also supports the building of successful relationships, which are vital in life. We have chosen to follow the [KAPOW](#) scheme of work as we feel it supports our school values very well. Parents and carers are referred to the school's separate policy published on this subject area. Six sets of lessons are taught in Year 1, one each term:

National Curriculum (Kapow!)	Themes (substrand)	Kapow! Learning Goals
Families and Relationships	Families	<ul style="list-style-type: none"> Exploring how families are different to each other. To understand that families look after us. To know some words to describe how people are related (eg. aunty, cousin). To know that some information about me and my family is personal.
	Friendships	<ul style="list-style-type: none"> Exploring how friendship problems can be overcome. Exploring friendly behaviours. To understand some characteristics of a positive friendship. To understand that friendships can have problems but that these can be overcome.
	Respectful Relationships	<ul style="list-style-type: none"> Recognising how other people show their feelings. Identifying ways we can care for others when they are sad. Exploring the ability to successfully work with different people. To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.
Health and Well-Being	Physical health and wellbeing	<ul style="list-style-type: none"> Learning how to wash my hands properly. Learning how to deal with an allergic reaction. To understand we can limit the spread of germs by having good hand hygiene. To know the five S's for sun safety: slip, slop, slap, shade, sunglasses. To know that certain foods and other things can cause allergic reactions in some people.
	Physical health and wellbeing	<ul style="list-style-type: none"> Exploring positive sleep habits. Exploring two different methods of relaxation: progressive muscle relaxation and laughter. Exploring health-related jobs and people who help look after our health.

		<ul style="list-style-type: none"> To know that sleep helps my body to repair itself, to grow and restores my energy.
	Mental wellbeing	<ul style="list-style-type: none"> Identifying personal strengths and qualities. Identifying different ways to manage feelings. To know that strengths are things we are good at. To know that qualities describe what we are like. To know the words to describe some positive and negative emotions.
Safety and the Changing Body	Being safe (including online)	<ul style="list-style-type: none"> Practising what to do if I get lost. Identifying hazards that may be found at home. Understanding people's roles within the local community that help keep us safe. To know that some types of physical contact are never appropriate. To know what to do if I get lost. To know that a hazard is something which could cause an accident or injury.
	Drugs, alcohol and tobacco	<ul style="list-style-type: none"> Learning what is and is not safe to put in or on our bodies. To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.
	Basic first aid	<ul style="list-style-type: none"> Practising making an emergency phone call. To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened. To know that the emergency services are the police, fire service and the ambulance service.
Citizenship		<ul style="list-style-type: none"> Recognising why rules are necessary. Discussing how to meet the needs of different pets. Exploring the differences between people. Recognising the groups that we belong to. To know the rules in school. To know that different pets have different needs. To understand the needs of younger children and that these change over time. To know that voting is a fair way to make a decision. To understand that people are all different.
Economic Well-being		<ul style="list-style-type: none"> Discussing how to keep money safe. Discussing what to do if we find money. Exploring choices people make about money. Developing an understanding of how banks work. To know that coins and notes have different values.

		<ul style="list-style-type: none"> To know some of the ways children may receive money. To know that it is wrong to steal money. To know that banks are places where we can store our money. To know some jobs in school. To know that different jobs need different skills.
Identity (short extra unit)		<p>Recognising our own strengths.</p> <p>To understand that changes can be both positive and negative.</p>

	Year 1	Year 2
Family and relationships	<ul style="list-style-type: none"> Introduction to RSE What is family? What are friendships? Family and friends help and support each other Making friends Friendship problems Healthy Friendships 	<ul style="list-style-type: none"> Introduction to RSE Families offer stability and love Families are all different Managing friendships Unhappy friendships Valuing me Manners & courtesy Loss and change
Safety and the changing body	<ul style="list-style-type: none"> Getting lost Making a call to the emergency services Asking for help Appropriate contact Medication Safety at home People who help to keep us safe 	<ul style="list-style-type: none"> The Internet Communicating online Secrets and surprises Appropriate contact Road safety Drug education
Health and wellbeing	<ul style="list-style-type: none"> Wonderful me What am I like? Ready for bed Relaxation Hand washing & personal hygiene Sun safety Allergies People who help us stay healthy 	<ul style="list-style-type: none"> Experiencing different emotions Being active Relaxation Steps to success Growth mindset Healthy diet Dental health

	Year 1	Year 2
Citizenship	<p>Responsibility</p> <ul style="list-style-type: none"> Rules Caring for others: Animals The needs of others <p>Community</p> <ul style="list-style-type: none"> Similar, yet different Belonging <p>Democracy</p> <ul style="list-style-type: none"> Democratic decisions 	<p>Responsibility</p> <ul style="list-style-type: none"> Rules beyond school Our school environment Our local environment <p>Community</p> <ul style="list-style-type: none"> Job roles in our local community Similar yet different: My local community <p>Democracy</p> <ul style="list-style-type: none"> School Council Giving my opinion
Economic wellbeing	<p>Money</p> <ul style="list-style-type: none"> Introduction to money Looking after money Banks and building societies Saving and spending <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs in school 	<p>Money</p> <ul style="list-style-type: none"> Where money comes from Needs and wants Wants and needs Looking after money <p>Career and aspirations</p> <ul style="list-style-type: none"> Jobs
Transition	1 lesson	1 lesson
Identity		