

Year 1 Autumn Term Curriculum Overview: Claws, Paws, Wings and Fins



The Big Idea...

What is your favourite animal? Why do you like it? Does it slither, fly, run or swim?

From pets we may have at home to animals in the zoo, children will find out what different animals need to survive, where they live and how they behave. Children will learn how animals are grouped by identifying and classifying them using first-hand observation and by formulating their own questions about animals to be answered. They will explore and learn about fish, amphibians, reptiles, birds and mammals, by comparison and direct experience, looking at their bodies and finding out about what they eat.

Questions around the treatment of animals will be investigated, including how attitudes have changed through history, and children will express their own opinions around subjects such as zoos, circuses and visitor attractions that use animals for entertainment. Habitats will be investigated and compared, including micro-habitats, and their protection and development.

Termly Global Goals for Sustainable Development focus:



Key Questions:

When have you come across animals in your life? Which is your favourite animal? What are its characteristics? Why do you like it?
 How can we identify and classify animals? What are their habitats like? Do some animals and habitats need protection? How can you protect them?
 Do you know the characteristics of fish, amphibians, reptiles, birds and mammals?
 What do animals eat? Which animals are eaten? Does everyone eat animals? Why/why not?
 Are all animals treated fairly?

Global Goals for Sustainable Development previously studied:

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Elmer – David McKee	How to Wash a Woolly Mammoth - Robinson and Hindley
Beegu - Alexis Deacon	Penguins - Emily Bone
Dino Dinners - Manning and Granstrom	Reptiles - Angela Royston
The Tiger Who Came to Tea - Judith Kerr	What do you do with a tail like this? - Steve Jenkins
Peace at Last - Jill Murphy	A Dog's Day by Rebecca Rissman
Sally and the Limpet - Simon James	Augustus and his Smile by Catherine Rayner
The Elephant and the Bad Baby - Elfrida Vipont and Raymond Briggs	
Where the Wild Things Are - Maurice Sendak	Boa's Bad Birthday by Jeanne Willis and Tony Ross
Could a Penguin Ride a Bike? - Bitskoff and Beydoyere	How to Hide a Lion at School by Helen Stephens
Knock, Knock Open the Door by Michaela Morgan	Wanted: The Perfect Pet by Fiona Robertson
Greatest Animal Stories Chosen by Michael Morpurgo	Wolves – Emily Gravett

Key Experiences:

- Visit to or from a zoo.
- Caring for a living creature.
- Handling animals.
- Creating a habitat for an animal.

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S1.1 Observe closely while manipulating simple equipment, to generate and explore answers to questions.</p> <p>S1.2 Record simple data to answer questions. (Use all of the following over the course of the year: drawings, displays, photographs, given tables and simple measurements)</p> <p>S1.3 Use key scientific vocabulary to give simple explanations, using recorded voices, phonetic based writing and labelled photographs</p> <p>S1.4 Ask simple questions which lead to exploring a range of simple investigations.</p> <p>S1.5 Record data over an extended period of time.</p>	<p>S1.6 Identify and group animals according to their food source i.e. carnivores, herbivores and omnivores</p> <p>S1.7 Identify, compare and describe the features of a variety of common animals including fish, birds, amphibians, reptiles, mammals and invertebrates.</p> <p>S1.8 Understand how some features of common animals can be adaptations to their environment.</p> <p>S1.9 Identify, name, draw and label the basic parts of the human body</p> <p>S1.10 Understand how humans and animals use their bodies to perceive the world through their senses</p> <p>T1.1 Investigate and use a range of existing products, tools and materials to identify key features</p> <p>T1.2 Use a plan to show what they are going to make through drawings, jottings and key vocabulary</p> <p>T1.3 Cut, fold and join with control and accuracy a range of materials (e.g. to make an animal puppet)</p> <p>T1.4 Describe how their own and others' products work and suggest improvements</p>	<p><u>E-safety</u></p> <p>1.1.1 Know what to do when faced with inappropriate / upsetting content online</p> <p>1.1.2 <u>Understand some risks of being online</u></p> <p>Digital creativity</p> <p>1.5 <u>Be able to take a photograph on a digital camera or mobile device i.e. on school trips or during topic work.</u></p> <p>1.6 Know how to draw shapes in different colours to make a picture</p> <p>1.7 Know how to change the brush colour, style or size for effect</p>
<p>Faith and Belief (F) Assessment objectives underlined and in bold.</p> <p>F1.1 <u>Be able to retell a story from a religious text</u></p> <p>F1.2 Be able to explain how religious beliefs can influence attitudes to nature and the environment</p> <p>F1.4 Be able to describe some aspects of the Christian Faith</p>	<p>Communications and Oracy: (Objectives ongoing throughout the year)</p> <p>O1.1 Listen with sustained concentration to all speakers</p> <p>O1.2 Listen and follow instructions accurately, asking for help and clarification if needed</p> <p>O1.3 Introduce the 'Talk for Maths' principles.</p> <p>O1.4 Using an audible voice, retell stories and describe incidents from their own experience</p> <p>O1.5 Be able to ask and answer questions and make relevant contributions in a range of contexts</p> <p>O1.6 Take turns to speak, listening to the suggestions of others and talk about what they are going to do</p> <p>O1.7 Be able to express a view on a given topic. In groups, decide how to report the group's view to the class</p> <p>O1.8 Be able to participate in adult-led conflict resolution</p> <p>O1.9 Compose sentences orally (warm up a</p>	<p>Creative Arts (A) Assessment objectives underlined and in bold.</p> <p>A1.1 Present imaginative ideas for a range of audiences and purposes and suggest ways to improve or extend my work with reference to artists (e.g. painters, illustrators, designers and craftspeople) and specific art vocabulary.</p> <p>A1.2 Describe and comment on the work of a range of artists from different times and cultures, describing what I think, how I feel and ask and answer relevant questions.</p> <p>A1.3 Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p>A1.4 <u>Record from first hand observation</u> (Techniques: line, shape and space. Processes: sketching/drawing)</p>

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	sentence) so children can use auditory skills to support understanding of complete sentences.	
<p>Physical health and Well being (PS) Assessment objectives underlined and in bold. For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Being Me in My World <u>PS1.1</u> <u>Understand the rights and responsibilities of being a member of my class</u> PS1.2 Recognise the choices I make and understand the consequences</p> <p>Healthy Me <u>PS1.7</u> <u>Explain why I think my body is amazing and can identify some ways to keep it safe and healthy</u> PS1.8 Know how to keep safe when crossing the road, and about people who can help me to stay safe</p>	<p>Humanities (G or H) Assessment objectives underlined and in bold.</p> <p><u>G1.1</u> <u>Be able to use secondary sources to obtain simple geographical information e.g. atlases, globes and world maps, aerial photographs and plans</u> <u>G1.2</u> <u>Know about the main physical and human features of particular localities and use the related vocabulary</u> <u>G1.3</u> <u>Be able to follow directions e.g. route to school</u> G1.4 Know their own address G1.5 Be able to make maps and plans of real and imaginary places, using pictures and symbols G1.6 Know about and value both the similarities and differences about different localities G1.7 Know about how land and buildings are used in particular localities e.g. that different cultures in different localities have different housing and social rules <u>G1.8</u> <u>To understand that the UK is made up of four countries, identifying capital cities and their own location</u> G1.9 Understand and use the vocabulary for key physical features related to topic area e.g. beach</p>	<p>Global Learning (GL) Assessment objectives underlined and in bold.</p> <p><u>GL1.1</u> <u>To have knowledge of different places outside their immediate and local environment</u> <u>GL1.2</u> <u>To understand their own identity and have a sense of self worth</u> <u>GL1.4</u> <u>To understand what is fair/unfair and right/wrong on a personal level</u> <u>GL1.5</u> <u>To be able to identify unfairness and suggest appropriate action</u></p>
<p>Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate. Assessment objectives underlined and in bold.</p> <p><u>PL1.1</u> <u>Be able to locate the UK on a world map and countries where Spanish is spoken</u> PL1.2 Be able to count to 10 in Spanish <u>PL1.3</u> <u>Be able to greet each other in Spanish</u> PL1.4 Be able to answer the register with a greeting of their choice. PL1.5 Know that other countries speak different languages <u>PL1.6</u> <u>Know the languages that are native to the UK</u> PL1.7 Know and join in with songs and finger rhymes in Spanish PL1.8 Understand that letter sounds are different for different languages PL1.9 Understand how the school life of a child in Spain may be similar or different to their own</p>		
<p>P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate. Assessment objectives underlined and in bold.</p>		

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Indoor PE

PE1.1 Be able to explore movement ideas and respond imaginatively to a range of stimuli

PE1.2 Be able to perform movement phrases using a range of body actions and body parts

PE1.3 Be able to talk about dance, linking movement to moods, ideas and feelings

PE1.4 Understand how to carry and place appropriate apparatus safely, with guidance

Both Indoor and Outdoor PE

PE1.5 Be able to move confidently and safely in their own and general space, using changes of speed, level and direction

PE1.6 Be able to copy, watch, and describe what they and others are doing

PE1.7 Understand why the heart beats faster when exercising, and how their body feels when still and when exercising

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M1.1 Sing with a sense of awareness of pulse and control of rhythm

M1.2 Accompany a chant or song by clapping or playing the pulse or rhythm

M1.3 Play instruments in different ways and create sound effects

M1.4 Perform together and follow instructions that combine the musical elements

M1.5 Recall and remember short songs and sequences and patterns of sounds

M1.6 Identify different sound sources

M1.7 Identify the pulse in different pieces of music

M1.8 Begin to recognise simple notation and response by talking about the rhythm using simple terms

Year 1 Spring Term Curriculum Overview: We Are What We Eat



The Big Idea...

Tuck in and enjoy a yummy journey of discovery, tasting fantastic fruits, venerable vegetables and tantalising treats!

In this topic, children will explore the local geography and traditions of North Devon, which has allowed farming, fishing and food production to play a major role in the local economy over time. They will look at fishing communities such as Appledore, Ilfracombe and Clovelly, as well as learn about food production such as market gardening in places like Combe Martin. An important part of this topic is the history of Fremington Quay as a bustling port and industrial place, importing and exporting goods all around the world, including the export of ball clay and the import of coal from South Wales and seed potatoes from Ireland.

In Science, children will build on previous learning about what plants need to grow locally, as well as looking at plants that grow in different environments around the world. Learning about how environments need to be protected and maintained and the impact that human life can have on them will lead children to think about ways in which they can protect different environments, and allow them to grow their own food to eat and enjoy!

Termly Global Goals for Sustainable Development focus:



Key Questions:

What is your favourite food? What ingredients are in it? Where was it grown or made? How many 'food miles' is it worth?

What is the most 'local' food you could eat? What foods can you buy that are grown or made in North Devon? Why do some people prefer to eat locally grown or produced foods?

How do you grow food?

What is the history of food production in North Devon?

Global Goals for Sustainable Development previously studied:



Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Outdoor Wonderland – Jeffery and Lickens
 The Disgusting Sandwich – Gareth Edwards
 The Day Louis Got Eaten – John Fardell
 Stuck – Oliver Jeffers
 It's My Birthday – Helen Oxenbury
 Fatou, Fetch the Water – Neil Griffiths
 Don't Spill the Milk – Stephen Davies and Christopher Corr
 Avacado Baby – John Burningham
 Six Dinner Sid – Inga Moore
 Handa's Surprise – Eileen Browne

Pumpkin Soup - Helen Cooper
 Farmer Duck Martin Waddell

Key Experiences:

- Growing food to eat
- Cooking
- Visiting a farm/market garden/allotment
- Shopping for food
- Visit Fremington Quay
- Going fishing

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T)	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S1.1 Observe closely while manipulating simple equipment, to generate and explore answers to questions.</p> <p>S1.2 Record simple data to answer questions. (Use all of the following over the course of the year: drawings, displays, photographs, given tables and simple measurements)</p> <p>S1.3 Use key scientific vocabulary to give simple explanations, using recorded voices, phonetic based writing and labelled photographs</p> <p>S1.4 Ask simple questions which lead to exploring a range of simple investigations.</p> <p>S1.5 Record data over an extended period of time.</p>	<p>S1.17 Identify and name a variety of common plants including garden, wild flowers and trees</p> <p>S1.18 Know the basic condition for survival and growth of healthy plants</p> <p>S1.19 Begin simple classification of plants, recognising similarities and differences, including deciduous and evergreen</p> <p>S1.20 Understand the basic structure of a variety of plants including trees: leaf, flower, stem/trunk, root and how they change as plant seeds and bulbs germinate and mature.</p> <p>S1.21 Observe changes across the four seasons</p> <p>T1.1 Investigate and use a range of existing products, tools and materials to identify key features</p> <p>T1.2 Use a plan to show what they are going to make through drawings, jottings and key vocabulary.</p> <p>T1.5 Cultivate and harvest plants which can be grown for consumption.</p> <p>T1.6 <u>Prepare a range of fruit/vegetables for a healthy snack (e.g. http://www.food4kids.org.uk/Real-App/Video/12464600-47464600-12) using techniques such as spreading, cutting, peeling and grating</u></p>	<p><u>Text & Graphics</u></p> <p><u>1.1</u> Be able to type letters quickly</p> <p><u>1.2</u> Know how to use BACKSPACE to make corrections</p> <p><u>1.3</u> Know how to change font: size, colour and style of text</p> <p><u>1.4</u> Know how to insert and resize words and images to illustrate a document</p> <p><u>Research & Communication</u></p> <p><u>1.10</u> Know and use what the internet offers</p>
<p style="text-align: center;">Faith and Belief (F) Assessment objectives underlined and in bold.</p> <p><u>F1.1</u> Be able to retell a story from a religious text</p> <p><u>F1.3</u> Be able to talk about religious festivals and their importance</p> <p>F 1.5 Be able to describe some aspects of the Jewish Faith</p> <p><u>F 1.6</u> Be able to reflect on the importance of religious practice to a sense of belonging</p>	<p style="text-align: center;">Communications and Oracy: (Objectives ongoing throughout the year)</p> <p>O1.1 Listen with sustained concentration to all speakers</p> <p>O1.2 Listen and follow instructions accurately, asking for help and clarification if needed</p> <p>O1.3 Introduce the 'Talk for Maths' principles.</p> <p>O1.4 Using an audible voice, retell stories and describe incidents from their own experience</p> <p>O1.5 Be able to ask and answer questions and make relevant contributions in a range of contexts</p> <p>O1.6 Take turns to speak, listening to the suggestions of others and talk about what they are going to do</p> <p>O1.7 Be able to express a view on a given topic. In groups, decide how to report the group's view to the class</p>	<p style="text-align: center;">Creative Arts (A) Assessment objectives underlined and in bold.</p> <p><u>A1.1</u> Present imaginative ideas for a range of audiences and purposes and suggest ways to improve or extend my work with reference to artists (e.g. painters, illustrators, designers and craftspeople) and specific art vocabulary.</p> <p><u>A1.2</u> Describe and comment on the work of a range of artists from different times and cultures, describing what I think, how I feel and ask and answer relevant questions.</p> <p><u>A1.3</u> Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p><u>A1.5</u> Communicate ideas through designing and making products in 2D and 3D (Techniques: texture and pattern. Processes: textiles)</p>

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	<p>O1.8 Be able to participate in adult-led conflict resolution</p> <p>O1.9 Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.</p>	
<p>Physical health and Well being (PS) Assessment objectives underlined and in bold.</p>	<p>Humanities (G or H) Assessment objectives underlined and in bold.</p>	<p>Global Learning (GL) Assessment objectives underlined and in bold.</p>
<p>For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Celebrating Difference PS1.3 Identify similarities and differences between people in my class PS1.4 <u>Know how to make new friends</u></p> <p>Dreams and Goals PS1.5 <u>Understand how to work well with a partner</u> PS1.6 Identify obstacles which may make it more difficult to achieve a new challenge and can work out how to overcome them</p>	<p>H1.1 Be able to ask and answer questions about the past H1.2 <u>Be able to ask questions based on pictures, photographs and artefacts</u> H1.3 Be able to identify differences between their own lives and those of people who have lived in the past H1.4 <u>Be able to order events and objects into a sequence or timeline</u> H1.5 Be able to interpret evidence in their own and family lives H1.6 Be able to make comparisons between past and present G1.1 <u>Be able to use secondary sources to obtain simple geographical information e.g. atlases, globes and world maps, aerial photographs and plans</u> G1.2 <u>Know about the main physical and human features of particular localities and use the related vocabulary</u></p>	<p>GL1.1 To have knowledge of different places outside their immediate and local environment GL1.6 <u>To understand the concept of the future with regards to sustainability</u></p>
<p>Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate. Assessment objectives underlined and in bold.</p>		
<p>PL1.1 <u>Be able to locate the UK on a world map and countries where Spanish is spoken</u> PL1.2 Be able to count to 10 in Spanish PL1.3 <u>Be able to greet each other in Spanish</u> PL1.4 Be able to answer the register with a greeting of their choice. PL1.5 Know that other countries speak different languages PL1.6 <u>Know the languages that are native to the UK</u> PL1.7 Know and join in with songs and finger rhymes in Spanish PL1.8 Understand that letter sounds are different for different languages PL1.9 Understand how the school life of a child in Spain may be similar or different to their own</p>		
<p>P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate. Assessment objectives underlined and in bold.</p>		

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Indoor PE

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PE1.3 Be able to talk about dance, linking movement to moods, ideas and feelings

PE1.4 Understand how to carry and place appropriate apparatus safely, with guidance

Both Indoor and Outdoor PE

PE1.5 Be able to move confidently and safely in their own and general space, using changes of speed, level and direction

PE1.6 Be able to copy, watch, and describe what they and others are doing

PE1.7 Understand why the heart beats faster when exercising, and how their body feels when still and when exercising

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M1.1 Sing with a sense of awareness of pulse and control of rhythm

M1.2 Accompany a chant or song by clapping or playing the pulse or rhythm

M1.3 Play instruments in different ways and create sound effects

M1.4 Perform together and follow instructions that combine the musical elements

M1.5 Recall and remember short songs and sequences and patterns of sounds

M1.6 Identify different sound sources

M1.7 Identify the pulse in different pieces of music

M1.8 Begin to recognise simple notation and response by talking about the rhythm using simple terms

Year 1 Summer Term Curriculum Overview: Plunder, Parrots and Planks



The Big Idea...

Get your sea-legs on; it's time to set sail across the salty seas!

Who were Anne Bonny, Mary Read, Richard Grenville, Sir Francis Drake, Sir Walter Raleigh, Sir John Hawkins, Sir Humphrey Gilbert and Sir Richard Grenville? Privateers or pirates? What are the facts on these characters? What is a letter of marque? Were there any female pirates? Did all pirates have parrots on their shoulders? Are there pirates in the world today?

In this topic, children will be able to investigate the different aspects of the life of a sailor or pirate, including building sloops or galleons, finding out about the food, map making, learning how to make rope and finding out how the size and shape of sails affects the movement of ships.

Finding out about how sailors, privateers and pirates affected life in North Devon by bringing the world to the local area will give children the opportunity to learn more about their local history, as well as that of the wider world.

Termly Global Goals for Sustainable Development focus:



Key Questions:

Who were Anne Bonny, Mary Read, Richard Grenville, Sir Francis Drake, Sir Walter Raleigh, Sir John Hawkins, Sir Humphrey Gilbert and Sir Richard Grenville? Privateers or pirates? What are the facts on these characters? What is a letter of marque?

Global Goals for Sustainable Development previously studied:



Were there any female pirates?
Are there pirates in the world today?
How can you make metal float?
How can I make rope?

What is the difference between a privateer and a pirate?

Suggested texts (This list is not exhaustive and you need to be selective depending on the needs and interests of your cohort/group):

Daisy Doodles – Michelle Robinson and Irene Dickson
Naughty Bus – Jan and Jerry Oke
Mrs Armitage and the Big Wave – Quentin Blake
Meerkat Mail – Emily Gravett
Where the Wild Things Are – Maurice Sendak
Lost and Found – Oliver Jeffers
Mr Gumpy's Outing – John Burningham
Charlie Cook's Favourite Book – Julia Donaldson
Tiddler, The Storytelling Fish - Julia Donaldson
See Inside Pirate Ships – Usborne Flap Books
Hello, Sailor – Ingrid Godon
The Lighthouse Keeper Stories – Ronda and David Armitage
Flotsam – Davd Wiesner

Journey – Aaron Becker
Dougal's Deep-Sea Diary – Simon Bartram

Key Experiences:

- Visit Barnstaple Museum or the North Devon Maritime Museum (Appledore)
- Make a boat that floats
- Make rope
- Go sailing or on a boat trip

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Working Scientifically (S) (Objectives ongoing throughout the year)	Science and Technology (S/T) Assessment objectives underlined and in bold. Science assessment to be entered onto SPTO	IT and Computing (I) Assessment objectives underlined and in bold.
<p>S1.1 Observe closely while manipulating simple equipment, to generate and explore answers to questions.</p> <p>S1.2 Record simple data to answer questions. (Use all of the following over the course of the year: drawings, displays, photographs, given tables and simple measurements)</p> <p>S1.3 Use key scientific vocabulary to give simple explanations, using recorded voices, phonetic based writing and labelled photographs</p> <p>S1.4 Ask simple questions which lead to exploring a range of simple investigations.</p> <p>S1.5 Record data over an extended period of time.</p>	<p>S1.11 Distinguish between an object and the material from which it is made</p> <p>S1.12 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>S1.13 Sort a variety of everyday materials on the basis of their simple physical properties.</p> <p>S1.14 Use their senses to explore and recognise the similarities and differences between materials</p> <p>S1.15 Know that objects made from some materials can be changed in shape by processes including squashing, bending, twisting and stretching</p> <p>S1.16 Understand that the uses to which materials are put depend on their properties</p> <p>T1.1 Investigate and use a range of existing products, tools and materials to identify key features</p> <p>T1.2 <u>Use a plan to show what they are going to make through drawings, jottings and key vocabulary.</u></p> <p>T1.3 <u>Cut, fold and join with control and accuracy a range of materials</u> (e.g. to make a boat that floats)</p> <p>T1.4 <u>Describe how their own and others' products work and suggest improvements</u></p>	<p>Computing</p> <p>1.9 <u>Know how to combine commands to move a programmable toy in different directions</u></p> <p>Multimedia Authoring</p> <p>1.8 <u>Be able to create a scene with an animated object</u></p>
<p>Faith and Belief (F) Assessment objectives underlined and in bold.</p> <p>F1.1 <u>Be able to retell a story from a religious text</u></p> <p>F 1.7 Be able to explain why Jesus is special to Christians</p> <p>F 1.8 <u>Be able to explain how religious beliefs can influence our relationships with others</u></p>	<p>Communications and Oracy: (Objectives ongoing throughout the year)</p> <p>O1.1 Listen with sustained concentration to all speakers</p> <p>O1.2 Listen and follow instructions accurately, asking for help and clarification if needed</p> <p>O1.3 Introduce the 'Talk for Maths' principles.</p> <p>O1.4 Using an audible voice, retell stories and describe incidents from their own experience</p> <p>O1.5 Be able to ask and answer questions and make relevant contributions in a range of contexts</p> <p>O1.6 Take turns to speak, listening to the suggestions of others and talk about what they are going to do</p> <p>O1.7 Be able to express a view on a given topic. In</p>	<p>Creative Arts (A) Assessment objectives underlined and in bold.</p> <p>A1.1 Present imaginative ideas for a range of audiences and purposes and suggest ways to improve or extend my work with reference to artists (e.g. painters, illustrators, designers and craftspeople) and specific art vocabulary.</p> <p>A1.2 Describe and comment on the work of a range of artists from different times and cultures, describing what I think, how I feel and ask and answer relevant questions.</p> <p>A1.3 Visit a local art gallery or exhibition and work with artists in and beyond the classroom</p> <p>A1.6 <u>Communicate ideas through designing and</u></p>

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	<p>groups, decide how to report the group's view to the class</p> <p>O1.8 Be able to participate in adult-led conflict resolution</p> <p>O1.9 Compose sentences orally (warm up a sentence) so children can use auditory skills to support understanding of complete sentences.</p>	<p><u>making products in 2D (Techniques: colour and pattern. Processes: printing)</u></p>
<p>Physical health and Well being (PS) <u>Assessment objectives underlined and in bold.</u> For further support with vocabulary and resources, please see 'Jigsaw PSHE'.</p> <p>Relationships <u>PS1.9 Identify the members of my family and understand that there are lots of different types of families (including adoption, same-sex parents and one-parent families)</u> <u>PS1.10</u> Know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>Changing Me <u>PS1.11</u> Explain some things about me that have changed and some things about me that have stayed the same <u>PS1.12</u> Identify the parts of the body that make boys different to girls, can use the correct names for these: penis, testicles, vagina, and know that these parts are private</p> <p>Finance Education <u>PS1.13</u> Know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving <u>PS1.14</u> Choose different places to keep money safe and explain why</p>	<p>Humanities (G or H) <u>Assessment objectives underlined and in bold.</u></p> <p><u>H1.7</u> Know stories about a range of people who have lived in a variety of cultures in the past <u>H1.8</u> Know about a range of events that have happened in the past <u>H1.9</u> Know how some celebrations in pupils' home countries mark past events <u>H1.10</u> Understand that events and people's actions have causes and effects <u>H1.11</u> Understand that individuals can change society <u>G1.1</u> Be able to use secondary sources to obtain simple geographical information e.g. atlases, globes and world maps, aerial photographs and plans</p>	<p>Global Learning (GL) <u>Assessment objectives underlined and in bold.</u></p> <p><u>GL1.1</u> To have knowledge of different places outside their immediate and local environment <u>GL1.3</u> To be able to demonstrate a positive attitude towards difference and diversity</p>
<p>Primary Languages (PL) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate. <u>Assessment objectives underlined and in bold.</u></p>		
<p><u>PL1.1</u> Be able to locate the UK on a world map and countries where Spanish is spoken <u>PL1.2</u> Be able to count to 10 in Spanish <u>PL1.3</u> Be able to greet each other in Spanish <u>PL1.4</u> Be able to answer the register with a greeting of their choice.</p>		

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PL1.5 Know that other countries speak different languages

PL1.6 Know the languages that are native to the UK

PL1.7 Know and join in with songs and finger rhymes in Spanish

PL1.8 Understand that letter sounds are different for different languages

PL1.9 Understand how the school life of a child in Spain may be similar or different to their own

P.E (PE) – These objectives may be taught across the year at the discretion of the teacher(s), blocking as appropriate.

Assessment objectives underlined and in bold.

Indoor PE

PE1.1 Be able to explore movement ideas and respond imaginatively to a range of stimuli

PE1.2 Be able to perform movement phrases using a range of body actions and body parts

PE1.3 Be able to talk about dance, linking movement to moods, ideas and feelings

PE1.4 Understand how to carry and place appropriate apparatus safely, with guidance

Both Indoor and Outdoor PE

PE1.5 Be able to move confidently and safely in their own and general space, using changes of speed, level and direction

PE1.6 Be able to copy, watch, and describe what they and others are doing

PE1.7 Understand why the heart beats faster when exercising, and how their body feels when still and when exercising

Music (M) – These objectives may be taught across the year at the discretion of the teacher, blocking as appropriate.

Assessment objectives underlined and in bold.

M1.1 Sing with a sense of awareness of pulse and control of rhythm

M1.2 Accompany a chant or song by clapping or playing the pulse or rhythm

M1.3 Play instruments in different ways and create sound effects

M1.4 Perform together and follow instructions that combine the musical elements

M1.5 Recall and remember short songs and sequences and patterns of sounds

M1.6 Identify different sound sources

M1.7 Identify the pulse in different pieces of music

M1.8 Begin to recognise simple notation and response by talking about the rhythm using simple terms