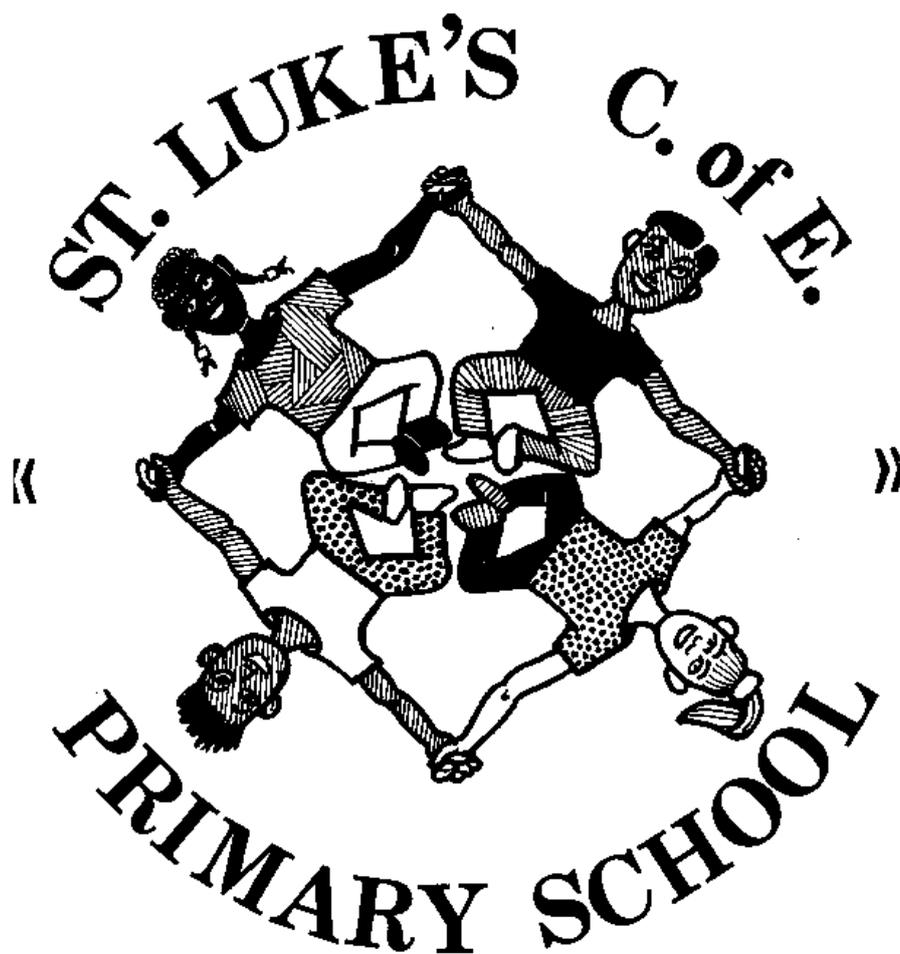


# St Luke's CE Primary School



Year 1 Curriculum  
2023/2024

## **Aims of the school**

- To provide a secure, happy and stimulating environment in which children will be well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced skill-based curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfil their potential.
- To create confident readers and embed a love of reading throughout both the curriculum and for pleasure
- To demonstrate and foster a positive attitude towards work and to recognise and respect of their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of their own and other cultures. To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents/carers forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- Ensuring their child attends school regularly and punctually.
- Avoiding term-time holidays wherever possible.
- Having due regard for the school's code of behaviour ensuring a supportive attitude.
- Supporting school policies.
- Contacting the school at the earliest opportunity to share information which may affect their child's learning or wellbeing.
- Participating in discussions concerning their child's progress and achievements.
- Understanding and being realistic about their child's abilities, offering encouragement and praise.
- Allowing and encouraging their child to become more self reliant as he/she progresses through school.
- Attending parents' information and consultation meetings.
- Encouraging and supporting children with out of school learning, especially reading and projects.

### **WHOLE SCHOOL FOCI**

Across the school, the key foci will be:

- Communication and language – Development of vocabulary
- Communication and language – Speaking and listening (class assemblies, debate and performances)
- Reading Skills
- Reading for pleasure
- Phonics (EYFS, KS1 and Y3 catch-up groups, INA pupils)
- Handwriting
- Consolidation of the use of 'Big Questions' and lesson questions to structure all units of work

In Year 1, during the Autumn term, we will be running Continuous Provision alongside Year 1 direct teaching to ensure that all pupils are given the opportunity to develop the key skills missed from the Early Years Foundation Stage, designed to provide children with a firm base for learning.

## **MENTAL HEALTH AND WELLBEING**

The theme of Wellbeing runs through all aspects of our curriculum and is linked to our Policy. Alongside our 'PSHE' and 'Global Citizenship and Wellbeing' curriculum, we will be ensuring that pupils receive daily opportunities to participate in Mental Health and Wellbeing activities. Across the school, the key foci will be:

- Developing resilience
- Growth Mindset
- Mindfulness
- Recognising emotions
- Strategies for self-care and how to stay healthy
- Enrichment opportunities
- Positive body image
- The impact of social media and how it can impact our mental health and well being

In addition to this, we have internal referral route, where children can be referred for 1 to 1 additional support with a trained specialist. Where further support is required, external advice can be sought through a multi-agency approach using School Health, CAMS and other third-party agencies.

## **STATUTORY ASSESSMENTS**

At the end of Year 1, pupils will be assessed on their phonic knowledge and their ability to use and apply their segmenting and blending skills.

During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they've read before

Although this is a statutory assessment, the actual check will not be conducted as a formal test and Pupils will sit 1-1 with a teacher they are familiar with.

The data is used to identify whether your child needs additional support at this stage so that they do not fall behind in this vital early reading skill.

## **EXTRA-CURRICULAR ACTIVITIES**

There is a rich programme of extension activities provided by school, including visitors, events, celebrations and trips. Every child will go on regular enrichment trips. Children can also participate in a variety of after school clubs throughout the year e.g. sports – multi skills, art club, football club, reading club, project club etc (a timetable will be available at the school office).

## **HOMEWORK**

Homework is given to enable children to consolidate, extend and enrich their learning in school, and parents' support in encouraging positive attitudes towards work is greatly valued. The school seeks to maintain a balance between the amount of homework given, and the need for rest and leisure time when the amount of homework given, and the need for rest and leisure time when children can pursue other interests. In addition, homework provides children with opportunities for independent research. Your child will have a reading book, phonics practise, a spelling list each week and there will also be regular mathematics homework to support learning in class.

## **REGULAR READING**

At St Luke's, we believe that reading is the foundation of all learning and therefore must be held at the highest of importance. With that said, we ask you to ensure that your child reads at home with an adult on a daily basis and practise phonics as regularly as possible. Hearing your child read and discussing the book with them will help to improve vocabulary and understanding. Your child will often have at 2 different kinds of books: one is a phonics book, which your child should read every day to practise their decoding skills, and the other is a book for you to read and discuss together. This book may contain words that your child is not yet familiar with and therefore will require an adult to read it with or to them.

Children may also borrow other books of their choice from the school or local libraries as we encourage children to read as widely as possible and we hope that you will discuss the books with your child and encourage him/her to sample a wide range of literature.

Reading books will be changed once a child is able to read the text with fluency as well as talk about/answer questions about what happens in the book.

## **PROJECTS**

All children throughout the school will be set projects to work on at home in order to extend their learning and help to develop independent learning skills. This is a fantastic opportunity for you and your child to work together to learn about a topic, expand the children's knowledge about the world, and use the skills they have learned in a purposeful way. The children will be able to develop their skills in English, Maths, Geography, Science, Art, ICT and across the wider curriculum. The main aims of our projects are:

- To develop research skills
- To become an independent learner
- To help prepare for High School with organising their time, focus and stamina
- To expand knowledge and understanding of the world in a flexible, fluid and creative way
- To encourage interests to widen and talents to shine

## FEEDBACK

Children will be offered feedback for their learning in many ways including written, verbal, stickers, stamps and as a group. Research suggests that verbal feedback is a powerful tool to open dialogue and help to reinforce main class teaching / address misconceptions. As a school we are recently updated our Feedback policy and this is available to see via the school website.

## HOME LEARNING

Work will not usually be sent home for children who are ill. Children do not achieve well under stressful conditions and when the child regains full health and returns to school, a co-operative attitude between home and school can rectify matters more quickly than work sent home to a sick child. However, should you like to access any online learning, this can be done so via Class Dojo. If illness is prolonged, work can be sent home, and parents in these circumstances are requested to contact school in order to make the necessary arrangements.

## Year 1 Curriculum

### Yearly Overview of English and Maths Learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Numeracy</b>	<p><b>Place value to 10</b> In what ways can we sort objects in to groups?</p> <p><b>Addition &amp; Subtraction (to 10)</b> Can the numbers be partitioned in to two or more parts?</p>	<p><b>2d and 3D Shapes</b> Are all shapes the same and their properties?</p> <p><b>Place value</b> How can we tell which number is larger?</p> <p><b>Addition &amp; Subtraction</b> How important are symbols in a number sentence?</p>	<p><b>Time</b> Why do we have 2 hands on a clock?</p> <p><b>Addition &amp; Subtraction (to 20)</b> What strategies can we use within addition and subtraction?</p> <p><b>Place value to 50</b> Can I recognise the value of each digit to 50?</p>	<p><b>Length &amp; Height</b> Can we measure length and height in different ways?</p> <p><b>Weight &amp; Volume</b> Can I investigate the differences between objects?</p> <p><b>Fractions</b> Can we find fractions of shapes and numbers?</p>	<p><b>Place Value to 100</b> Do all numbers stay in the same position?</p> <p><b>Addition &amp; Subtraction</b> What strategies can I use to work out problems?</p>	<p><b>Money Consolidation</b> Are there different ways to make the same amount?</p> <p><b>Multiplication &amp; Division</b> How can I group and share equally?</p>
<b>Literacy</b>	<p><b>Labels, lists and captions</b> Do we write in sentences all the time?</p>	<p><b>Poetry</b> Are all poems funny?</p> <p><b>Familiar settings</b></p>	<p><b>Repeated patterns/traditional tales</b> Do all traditional tales have a good and bad character?</p>	<p><b>Letters</b> Why aren't letters written like a story?</p> <p><b>Information text</b></p>	<p><b>Fairy tales/Fantasy</b> Is everything we read in a story true?</p>	<p><b>Information texts</b> How can we tell the difference between fact and fiction?</p>

	<b>Instructions</b> Why do instructions need to be order?  <b>Character description</b> How are all characters different?	Are all story settings the same?  <b>Information texts</b> How can we record information?	<b>Poetry</b> Do all poems need to rhyme?	How can you find facts from books?		
<b>Homework</b>	<b>Throughout the year, homework will be given by the class teacher and will be linked to weekly work to consolidate learning and encourage/build independence. Please see 'Homework' section for expectations and guidance.</b>					
<b>Projects</b>	<b>Reading Project</b>			<b>Summer project</b>		

## READING

At our school, we believe reading is the bedrock of all learning. Reading threads through every area of the curriculum and we are passionate about ensuring each child leaves our school as a confident, competent and capable reader, who is not only ready for the future ahead, but finds enjoyment and pleasure from reading, too.

Each Year group has three main priorities within reading that are always at the forefront of the schools' curriculum: comprehension, vocabulary and reading for pleasure. In EYFS and KS1, there is a fourth strand: phonics. In the table below, you will see objectives taught and strategies used to embed reading further for our children as well as information about Guided Reading.

Teaching, Objectives and Examples of Activities	
- Comprehension	<b>Throughout the year, foci will include:</b> -Weekly guided reading -Daily shared reading of a wide range of books -improving evidence-based retrieval (not trying to remember what they have read to find information directly) -Benchmarking and 1 to 1 reading with staff -inference and deduction skills using pictures and words in the text -specific strategies to decode and understand parts of a text -exploring common story themes and repeating patterns -compare texts within the same genre and/or by the same author -Use of puppets, dolls, objects etc. to help retell and understand texts
- Vocabulary	<b>Throughout the year, foci will include:</b> -developing understanding and use of vocabulary -half-termly concept words designed to cross over each subject -improving word implementation

	<ul style="list-style-type: none"> <li>-understanding meanings</li> <li>-editing work to improve choices</li> <li>-spelling rules and function of word classes</li> </ul>
- Reading for pleasure	<p><b>Throughout the year, foci will include:</b></p> <ul style="list-style-type: none"> <li>Library visits</li> <li>Book Challenges</li> <li>Guests Authors / workshops</li> <li>Class Text- Read daily</li> <li>Project Work (Reading being the theme for the first project of the year)</li> <li>Book Clubs</li> <li>Sharing Books</li> <li>Reviews</li> <li>Performances</li> </ul>
- Phonics	<p><b>Throughout the year, children will be taught using a systematic, highly structured and DFE accredited synthetic phonics scheme (Bug Club):</b></p> <ul style="list-style-type: none"> <li>-Children will have access to fully decodable books which match their individual stage of phonetic development – hard copy books and e-books</li> <li>-Daily phonics sessions take place in groups according to stage of phonic development</li> <li>-Children will learn the GPCs, segmenting and blending skills needed to become a fluent reader</li> <li>-Alongside phonics, children will also be taught to recognise on sight the tricky words (common exception words) appropriate to their phonic phase</li> </ul>
- Guided Reading	<p>Regular Guided Reading sessions provide children with the opportunity to be taught and practise key reading skills, as well as gaining experience of a range of text genres.</p> <p>In all sessions, the ‘St Luke’s Rainbow Reading Skills’ will be taught:</p> <ul style="list-style-type: none"> <li>-Word reading (phonics and sight words)</li> <li>-Fluency</li> <li>-Text talk (genre analysis)</li> <li>- Reading for pleasure</li> </ul> <p>Each session will also focus on at least one of the following reading skills:</p> <ul style="list-style-type: none"> <li>- Vocabulary</li> <li>- Retrieval</li> <li>- Sequencing</li> <li>- inference</li> <li>- Prediction</li> </ul>

Autumn 1	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Link Question	What mosaic pattern would William Morris use for a self-portrait?		Would I rather live in Manchester or by the sea?	When was the best time to be a child?						
Big Question	What does my face look like?	What are playgrounds like around the world?	What is the geography of our local area?		How do we stay safe online?	<del>Old school</del> <del>Hop Hop</del> What did 80s and 90s Hip-Hop sound like?	Fundamentals: Why do we need fundamentals skills?	What's the correct way to handle a ball?	What is a Christian and what do they believe?	Do all animals enjoy winter?
Lesson Questions	<p><b>Lesson 1</b> - Are all faces the same?</p> <p><b>Lesson 2</b> - What are the features of a face?</p> <p><b>Lesson 3</b> - How do I re-create different skin tones?</p>	<p><b>Lesson 1</b> - What is a playground?</p> <p><b>Lesson 2</b> - How do playgrounds differ around the world?</p> <p><b>Lesson 3</b> - What materials are playgrounds made out of?</p>	<p><b>Lesson 1</b> - What is Geography?</p> <p><b>Lesson 2</b> - What does Google Earth show us about our planet?</p> <p><b>Lesson 3</b> - Whereabouts do we live in the UK?</p>		<p><b>Lesson 1</b> - What is a digital avatar?</p> <p><b>Lesson 2</b> - What is a password and why do we keep them safe?</p> <p><b>Lesson 3</b> - How do we login safely?</p> <p><b>Lesson 4</b> - Why is it important to log out correctly?</p> <p><b>Lesson 5</b> - Where do you store work on Purple Mash?</p> <p><b>Lesson 6</b> - How do we keep work safely saved and stored correctly?</p>	<p>Hey You! - J. Mangona</p> <p>Me, Myself and I - De La Soul</p> <p>Fresh Prince of Bel Air - Will Smith</p>	<p><b>Lesson 1</b> - How do I balance safely?</p> <p><b>Lesson 2</b> - How does the body move when my speed changes?</p> <p><b>Lesson 3</b> - Am I able to explore and change direction when dodging?</p> <p><b>Lesson 4</b> - What different movements are there other than running?</p> <p><b>Lesson 5</b> - Am I able to create a group of combinations jumps?</p> <p><b>Lesson 6</b> - How can an object enhance my jumps?</p>	<p><b>Lesson 1</b> - Am I able to develop control and co-ordination when dribbling a ball with my hands?</p> <p><b>Lesson 2</b> - How accurately can I roll a ball?</p> <p><b>Lesson 3</b> - How does a target enhance accuracy?</p> <p><b>Lesson 4</b> - Am I able to catch with two hands?</p> <p><b>Lesson 5</b> - How do I control a ball when dribbling?</p> <p><b>Lesson 6</b> - How can I track a ball?</p>	<p><b>Lesson 1</b> - Why do Christians believe in God?</p> <p><b>Lesson 2</b> - What do Christians believe about God and Jesus?</p> <p><b>Lesson 3</b> - Where do Christians believe God is?</p> <p><b>Lesson 4</b> - How do Christians follow Jesus' example in their lives?</p> <p><b>Lesson 5</b> - What is a parable?</p> <p><b>Lesson 6</b> - How does the Bible show the importance of Jesus to Christians?</p>	<p><b>Lesson 1</b> - What are the four seasons?</p> <p><b>Lesson 2</b> - Why do we have different seasons?</p> <p><b>Lesson 3</b> - Why is night time longer in winter?</p> <p><b>Lesson 4</b> - What do different animals do to survive winter weather?</p> <p><b>Lesson 5</b> - Do all animals around the world adapt to winter in the same way?</p> <p><b>Lesson 6</b> - How is climate change affecting how animals live?</p>

Autumn 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What does my face look like?	What are playgrounds like around the world?	What is the geography of our local area?		Why is it important to sort objects into groups?	<del>Old school Hop-Hop</del> What did 80s and 90s Hip-Hop sound like?	Dance: Why does music encourage people to dance?	Why do we have invasion games?	How and why do we celebrate special and sacred times?	What do animals and humans have in common?
Lesson Questions	<p>Lesson 4 - How is symmetry important when sketching my face?</p> <p>Lesson 5 - Why do artists not sketch portraits the same?</p> <p>Lesson 6 - How will my self-portrait sketch differ to my friends'?</p>	<p>Lesson 4 - How can we make a playground out of classroom materials?</p> <p>Lesson 5 - What recyclable materials can we use to make a playground?</p> <p>Lesson 6 - How can we make our playgrounds sturdy?</p>	<p>Lesson 4 - What does Google Earth show me about our local area?</p> <p>Lesson 5 - What are the main use of land in Manchester?</p> <p>Lesson 6 - What human and physical geography features are there around us?</p>		<p>Lesson 1 - In what ways can we sort objects?</p> <p>Lesson 2 - How can we collate data?</p> <p>Lesson 3 - How do you present data collated?</p> <p>Lesson 4 - Why do we need to sort objects into different groups?</p> <p>Lesson 5 - What does data show you about different groups?</p> <p>Lesson 6 - Does sorting groups help you compare key data?</p>	<p>Rapper's Delight - The Sugarhill Gang</p> <p>U can't touch this - MC Hammer</p> <p>It's like that - Run DMC</p>	<p>Lesson 1 - Why is the count of 8 important in dance?</p> <p>Lesson 2 - How do we create a safe pathway when dancing?</p> <p>Lesson 3 - What movements can be encouraged to match a theme?</p> <p>Lesson 4 - Do all movements match the tempo of the music?</p> <p>Lesson 5 - Why do we repeat actions in dance?</p> <p>Lesson 6 - Why is it important to perform and respond to dances effectively?</p>	<p>Lesson 1 - What is the role of a defender and attacker in a game?</p> <p>Lesson 2 - How do you know who to pass to and why?</p> <p>Lesson 3 - What strategies do I need to move towards a goal?</p> <p>Lesson 4 - How do I support a teammate when playing in attack?</p> <p>Lesson 5 - How do I move into space to show awareness of defenders?</p> <p>Lesson 6 - What is the most effective way to show defence?</p>	<p>Lesson 1 - What is a special time to celebrate for you? Why?</p> <p>Lesson 2 - What are the meanings behind the festivals you celebrate?</p> <p>Lesson 3 - How do Christians celebrate Christmas?</p> <p>Lesson 4 - Why is the Christmas story important?</p> <p>Lesson 5 - What symbols represent Christmas around the world?</p> <p>Lesson 6 - What else is celebrated around this time of year?</p>	<p>Lesson 1 - What are the senses?</p> <p>Lesson 2 - Why do animals and humans have senses?</p> <p>Lesson 3 - Which animals have four legs?</p> <p>Lesson 4 - What do different animals eat?</p> <p>Lesson 5 - What do birds and mammals have in common?</p> <p>Lesson 6 - Are humans animals?</p>

Spring 1	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What is a mosaic?	What fruit and vegetables should we take on a teddy bear's picnic?		What was life like for children in Roman times?	How does a computer use an algorithm?	<u>Blues, Latin, Folk, Baroque, Bhangra</u> Why do some songs make us want to dance?	Gymnastics: What shapes can I use to produce a gymnastics sequence?	In which games do we send a receive a ball?	What is a Muslim and what do they believe?	Are all skeletons the same?
Lesson Questions	<p><b>Lesson 1</b> - What is a mosaic?</p> <p><b>Lesson 2</b> - What shapes and colours can you see and use in mosaics?</p> <p><b>Lesson 3</b> - Are all mosaic designs the same?</p>	<p><b>Lesson 1</b> - What are healthy fruits and vegetables?</p> <p><b>Lesson 2</b> - Why do we need a healthy diet?</p> <p><b>Lesson 3</b> - What impact do the seasons have on a healthy diet?</p>		<p><b>Lesson 1</b> - Who was Sappho?</p> <p><b>Lesson 2</b> - Where did Sappho live?</p> <p><b>Lesson 3</b> - What did Sappho wear? Would she wear it today?</p>	<p><b>Lesson 1</b> - What is the function of the direction keys?</p> <p><b>Lesson 2</b> - How do I create and debug a set of instructions?</p> <p><b>Lesson 3</b> - What directional algorithm can be made with the keypad arrows?</p> <p><b>Lesson 4</b> - How do you extend and change the algorithm list?</p> <p><b>Lesson 5</b> - What problems can be found in an algorithm?</p> <p><b>Lesson 6</b> - What algorithms can my peers create?</p>	<p>In the groove - J. Mangona</p> <p>How blue can you get - B.B. King</p> <p>Livin la vida loca - Ricky Martin</p>	<p><b>Lesson 1</b> - What different movements can I use to travel?</p> <p><b>Lesson 2</b> - How do I link shapes effectively when performing?</p> <p><b>Lesson 3</b> - How do you remain stable when balancing?</p> <p><b>Lesson 4</b> - What techniques do you need when jumping?</p> <p><b>Lesson 5</b> - How do I improve technique in the different rolls?</p> <p><b>Lesson 6</b> - What sequence can I create with different gymnastic actions?</p>	<p><b>Lesson 1</b> - Am I able to throw and roll a ball to a target?</p> <p><b>Lesson 2</b> - How do I receive a ball affectively when thrown to?</p> <p><b>Lesson 3</b> - How do you stop a ball when it is kicked to you?</p> <p><b>Lesson 4</b> - What skills do I need to throw a ball a short distance?</p> <p><b>Lesson 5</b> - How do I improve my skills to throw further?</p> <p><b>Lesson 6</b> - What games can I apply my throwing skills to?</p>	<p><b>Lesson 1</b> - What is important to you and why?</p> <p><b>Lesson 2</b> - What objects are important to Muslims? Why are these important?</p> <p><b>Lesson 3</b> - Who was the Prophet Muhammad, and why is he important to Muslims?</p> <p><b>Lesson 4</b> - What stories of the Prophet do Muslims love to tell?</p> <p><b>Lesson 5</b> - What festivals celebrate the Prophet Muhammad?</p>	<p><b>Lesson 1</b> - What is an animal?</p> <p><b>Lesson 2</b> - What is a skeleton's job?</p> <p><b>Lesson 3</b> - Why is my skeleton important?</p> <p><b>Lesson 4</b> - How does a doctor see bones?</p> <p><b>Lesson 5</b> - What body part links to your senses?</p>

Spring 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	What is a mosaic?	What fruit and vegetables should we take on a teddy bear's picnic?		What was life like for children in Roman times?	Do animated stories entice a reader more than a physical book?	<u>Blues, Latin, Folk, Baroque, Bhangra</u> Why do some songs make us want to dance?	Dance: Why do different songs have different tempos?	How does a racket make a sports game more intense?	What does it mean to belong to a faith community?	How are plants and trees different?
Lesson Questions	<p><b>Lesson 4</b> - Are the materials from mosaics durable?</p> <p><b>Lesson 5</b> - Where are most mosaic patterns found?</p> <p><b>Lesson 6</b> - What artists create mosaic patterns?</p>	<p><b>Lesson 4</b> - Does everybody have the same diet?</p> <p><b>Lesson 5</b> - What foods cause tooth decay?</p> <p><b>Lesson 6</b> - Do all foods in a picnic need to be healthy?</p>		<p><b>Lesson 4</b> - How was Roman children's clothing different to what children wear today?</p> <p><b>Lesson 5</b> - How did children play in Romans times?</p> <p><b>Lesson 6</b> - What was life like for poor Roman children?</p>	<p><b>Lesson 1</b> - How are e-books different to a physical story book?</p> <p><b>Lesson 2</b> - What is an animation story?</p> <p><b>Lesson 3</b> - What effect does sound add to an animation story?</p> <p><b>Lesson 4</b> - What other changes can you make to an animation story?</p> <p><b>Lesson 5</b> - What is similar about e-books and a physical book?</p> <p><b>Lesson 6</b> - How are e-books and physical books different?</p>	<p>Jai Ho - J.R. Rahman</p> <p>Lord of the Dance - Ronan Hardiman</p> <p>Diggin on James Brown - Tower of Power</p>	<p><b>Lesson 1</b> - What actions does the speed of the song make you create?</p> <p><b>Lesson 2</b> - What different expressions can you create to the music?</p> <p><b>Lesson 3</b> - How do you travel to find space when dancing?</p> <p><b>Lesson 4</b> - Am I able to copy actions effectively when dancing?</p> <p><b>Lesson 5</b> - What actions can I create linking to a theme?</p> <p><b>Lesson 6</b> - How does a partner enhance my dance?</p>	<p><b>Lesson 1</b> - What is the ready position?</p> <p><b>Lesson 2</b> - Why is it important to keep score?</p> <p><b>Lesson 3</b> - How do you use a racket correctly?</p> <p><b>Lesson 4</b> - Am I able to develop my racket and ball skills?</p> <p><b>Lesson 5</b> - How do I send a ball using a racket?</p> <p><b>Lesson 6</b> - How do I send a ball over a net using a racket?</p>	<p><b>Lesson 1</b> - What groups do you belong to and how do they make you feel?</p> <p><b>Lesson 2</b> - How do Christians show they belong?</p> <p><b>Lesson 3</b> - How do Muslims know that they belong?</p> <p><b>Lesson 4</b> - How do Jewish people show they belong together as a community?</p> <p><b>Lesson 5</b> - How do Christians and Muslims welcome a new baby?</p> <p><b>Lesson 6</b> - How do some people show they belong to one another?</p>	<p><b>Lesson 1</b> - What are the parts of a plant?</p> <p><b>Lesson 2</b> - What is a plant's job?</p> <p><b>Lesson 3</b> - What plants can we see in local gardens?</p> <p><b>Lesson 4</b> - What is different about trees and plants?</p>

Summer 1	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
<b>Big Question</b>	Who was William Morris and what kind of art work was he famous for?	What can I use to make a picture move?	Why do we like being beside the seaside so much?	How do modern day toys and games compare with those from the past?	What does code look like to me?	<u>Pop/Musicals</u> How can music inspire our imaginations?	Gymnastics: Does gymnastics apparatus improve a performance?	Which throw is best for fielding: overarm or underarm?	What makes some places sacred?	Why isn't slime suitable for building houses?
<b>Lesson Questions</b>	<p><b>Lesson 1</b> - Who was William Morris and why is he important?</p> <p><b>Lesson 2</b> - What are some of William Morris; most famous patterns?</p> <p><b>Lesson 3</b> - Where can we see Morris' patterns today?</p>	<p><b>Lesson 1</b> - What is a mechanism?</p> <p><b>Lesson 2</b> - What makes things push or pull?</p> <p><b>Lesson 3</b> - Why do pictures use a mechanism?</p>	<p><b>Lesson 1</b> - How is the seaside different from Manchester City Centre?</p> <p><b>Lesson 2</b> - How do people enjoy themselves at the seaside?</p> <p><b>Lesson 3</b> - What are rockpools and why are they found at the seaside?</p>	<p><b>Lesson 1</b> - What did our parents play with? (Move to Lesson 1!)</p> <p><b>Lesson 2</b> - How do toys and games from the 1960s compare with those of today?</p> <p><b>Lesson 3</b> - Why were there no smart toys and games in the 1960s?</p>	<p><b>Lesson 1</b> - Which is coding?</p> <p><b>Lesson 2</b> - What items can be coded around me?</p> <p><b>Lesson 3</b> - What is an object or action?</p> <p><b>Lesson 4</b> - How does an event control an object?</p> <p><b>Lesson 5</b> - How does coding look for me in?</p> <p><b>Lesson 6</b> - What does a computer programmed designed by me, look like?</p>	<p>Your Imagination - J. Mangona and P. Readman</p> <p>Supercalifrag... - from Mary Poppins</p> <p>Pure imagination - from Willy Wonka and the Chocolate factory soundtrack</p>	<p><b>Lesson 1</b> - How can I travel around a gymnastics floor?</p> <p><b>Lesson 2</b> - What apparatus can I use to help build different shapes?</p> <p><b>Lesson 3</b> - How do you balance using apparatus?</p> <p><b>Lesson 4</b> - What jumps can you do use apparatus?</p> <p><b>Lesson 5</b> - How do rolls enhance a gymnastic performance?</p> <p><b>Lesson 6</b> - What three-part sequence can I do whilst including a piece of equipment?</p>	<p><b>Lesson 1</b> - What games do we use underarm throwing for?</p> <p><b>Lesson 2</b> - Why do we throw overarm?</p> <p><b>Lesson 3</b> - How do you strike a ball with your hand and equipment correctly?</p> <p><b>Lesson 4</b> - Am I able to field effectively?</p> <p><b>Lesson 5</b> - What is the correct way to get a batter out of a game?</p> <p><b>Lesson 6</b> - How do I gain points in a game?</p>	<p><b>Lesson 1</b> - Which places are special to you?</p> <p><b>Lesson 2</b> - Which special places do you go with your families that are sacred?</p> <p><b>Lesson 3</b> - Which place of worship is sacred for Christians?</p> <p><b>Lesson 4</b> - Which place of worship is sacred for Jewish people?</p> <p><b>Lesson 5</b> - Which place of worship is sacred for Muslim people?</p> <p><b>Continued below</b></p>	<p><b>Lesson 1</b> - What materials do I already know of?</p> <p><b>Lesson 2</b> - What materials are common in school?</p> <p><b>Lesson 3</b> - What physical properties can we see in our classroom?</p> <p><b>Lesson 4</b> - What groups of materials can we find in the Year 1 area?</p> <p><b>Lesson 5</b> - How do materials differ?</p>

Summer 2	Art	DT	Geography	History	ICT	Music	PE (Indoor)	PE (Outdoor)	RE	Science
Big Question	Who was William Morris and what kind of art work was he famous for?	What can I use to make a picture move?	Why do we like being beside the seaside so much?	How do modern day toys and games compare with those from the past?	Why are spreadsheets useful?	<u>Pop/Musicals</u> How can music inspire our imaginations?	Team Building: Why is it important to work collaboratively?	What skills do I need to be a good athlete?	What makes some places sacred? (continued)	Why are seasons important?
Lesson Questions	<p>Lesson 4 - How can we create modern-day versions of Morris' patterns?</p> <p>Lesson 5 - Which wild flowers can we sketch to create a William Morris pattern?</p> <p>Lesson 6 - How do our patterns resemble William Morris' style?</p>	<p>Lesson 4 - What materials would you need for a moving picture?</p> <p>Lesson 5 - Do all moving pictures need the same materials?</p> <p>Lesson 6 - Do all moving pictures move in the same direction?</p>	<p>Lesson 4 - How can people positively and negatively affect a beach?</p> <p>Lesson 5 - What makes some of the UK's beaches so popular?</p> <p>Lesson 6 - How have seaside breaks changed over time?</p>	<p>Lesson 4 - What sources can we use to find out about past toys?</p> <p>Lesson 5 - Do Victorian toys get the same reaction as the most popular toys of today?</p> <p>GC/SMSC link - How can we make sure we play with smart toys and games safely and securely?</p>	<p>Lesson 1 - What is a spreadsheet?</p> <p>Lesson 2 - What does a spreadsheet program look like with worship?</p> <p>Lesson 3 - How does a spreadsheet help control tools.</p> <p>Lesson 4 - What data can be put into a spreadsheet?</p> <p>Lesson 5 - Are all spreadsheets the same?</p> <p>Lesson 6 - Do spreadsheets store data correctly?</p>	<p>Daydream Believer - The Monkees</p> <p>Rainbow Connection - from The Muppet Movie</p> <p>A Whole New World - from Aladdin</p>	<p>Lesson 1 - What challenges can you complete with a partner?</p> <p>Lesson 2 - Why is it important to work as part of a team?</p> <p>Lesson 3 - How do you communicate effectively?</p> <p>Lesson 4 - Am I able to lead a partner through communication?</p> <p>Lesson 5 - What problems can I solve as part of a team?</p> <p>Lesson 6 - How does teamwork help to solve challenges?</p>	<p>Lesson 1 - Why do you run different speeds for different distances?</p> <p>Lesson 2 - Why is balance important to athletes?</p> <p>Lesson 3 - How is co-ordination and agility key to a good performance?</p> <p>Lesson 4 - Am I able to hop, jump and leap effectively?</p> <p>Lesson 5 - How far can I throw an object?</p> <p>Lesson 6 - How accurate can I throw an object?</p>	<p>Lesson 6 - What are the similarities and differences between places of worship?</p> <p>Lesson 7 - Why are places of worship important to our community?</p> <p>Lesson 8 - How does music help with worship?</p> <p>Lesson 9 - Do all places of worship have special objects to help with worship?</p>	<p>Lesson 1 - How has the season changed this year?</p> <p>Lesson 2 - Which clothes do we wear in different seasons?</p> <p>Lesson 3 - Why wouldn't winter clothes be suitable for summer?</p> <p>Lesson 4 - How long is a day in Finland compared to England?</p> <p>Lesson 5 - Why do some countries get more rainfall than others?</p>