

PROGRESSION OF SKILLS

		Year Group ____ 1 ____					
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Theme		Into the Woods		Fire and Ice		Land of the Dinosaurs	
Values		Honesty - The Boy Who Cried Wolf Kindness - Create a kindness tree (linked to trees in the woods) Wisdom – Linked to Beatrix Potter and her conservation work.		Happiness – What do natives who live in the Arctic and Australia do to make themselves happy.		Bravery & Self Belief – linked to discovering dinosaurs. How would you feel if you discovered a dinosaur? Believing in yourself if people doubt what you are saying.	
Languages	Context	NA	NA	NA	NA	NA	NA
	Skills	NA	NA	NA	NA	NA	NA
Physical Education	Context	Multi skills: Hockey – passing short distances. Tennis – Use a bean bag. Throwing and catching – large balls. Spatial awareness. Warm up checks – hand on heart to feel heartbeat, breathing fast, temperature of body. (Repeated each lesson).	Gymnastics: Rolls – pencil, egg, log and teddy bear. Jumps – pencil, star, tuck and half turn. Balances – point, patch, partner. Linking basic moves together.	Dance – linked to theme dinosaurs: Class based dance - teacher led. Tall and small movements, thinking about body position.	Racket and catching skills (net and wall): Pass bean bag between partners. Practise forehand shot, towards partner with tennis ball, with only one bounce.	Striking and fielding skills: Striking a ball off a cricket tee, towards a partner to retrieve. Catching/retrieving the ball in the barrier position. Underarm throw with one bounce towards wickets.	Athletics and sports day practise: Throwing – from static position using foam javelins. Standing long jump. Sprint – sprint using correct technique, head still and forwards, running arms and running on balls of feet. Relay practise – handover baton from static starting position.
	Skills	Master basic movements including running, jumping, throwing and catching, as well as agility and co-ordination, and to begin to apply these in a range of activities.	Master basic movements including running, jumping, as well as developing balance, agility and co-ordination. Perform simple movement patterns.	Perform dances using simple movement patterns.	Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including 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.	Master basic movements including running, jumping throwing 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.
Music	Context	Perform - Follow instructions on how and when to sing and/or play an instrument.	Activities linked to topic – Into the Woods Perform - Imitate changes in pitch	Compose - Clap rhythms and compose short rhythmic and melodic patterns.			Activities linked to topic – Dinosaurs

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		Make and control long and short sounds using the voice and instruments.					Describe – identify the beat of a tune. Recognise changes in dynamics and pitch. Describe how the music makes you feel.
	Skills	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music	Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music			Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music
Religious Education	Context	Children identify signs of belonging to the Christian faith and Islam.	Why is Diwali celebrated? Story of Rama and Sita (Hindu) - Diwali Who is Jesus? Nativity story (Christian) How is Christmas celebrated? Make a Christingle.	Why help others? Investigate the questions: Who can you help? Why reach out to help others? Should we just look out for ourselves? Children to explore the story of Jesus and Zaccheus – what is the meaning of the story? Jesus' Golden Rule.	How is Easter celebrated? Children to understand how Christians celebrate Easter.	Compare naming ceremonies in Christianity, Islam and Sikhism.	Who is God and what is he like? Investigate the Christian story of the Prodigal Son.
	Skills	Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should explore how and when such artefacts may be used and why they are of religious importance to Christians. Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.	Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan. The other principal religions represented in Great Britain which, for the purposes of this agreed syllabus are defined as being Hinduism. Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should be taught about the Christian festivals of Christmas They should be taught the outline of the Christmas story and explore what these stories suggest, mean or give expression to.	Pupils should learn about Christian stories that are in the Bible, for example, stories like: the Pharisee and the tax-collector. Pupils should learn about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to. They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.	Pupils should be taught to recognise Christian artefacts, for example, the cross, the Bible, images of Jesus and artefacts associated with Christmas and Easter, for example, a manger scene, an Easter egg. Pupils should be taught about the Christian festivals of Christmas and Easter. They should be taught the outline of the Christmas and the Easter story and explore what these stories suggest, mean or give expression to. They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.	Pupils should learn about the church as a place used for Christian worship. They should be encouraged to explore the atmosphere in a church, how and why Christians worship together and how and why special events like baptism are celebrated in a church.	Pupils should learn about Christian stories that are in the Bible, for example, stories like: the lost sheep, the prodigal son, the Pharisee and the tax-collector and the Good Samaritan. Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer. Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.

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		They should be encouraged to explain or support their views making use of simple reasons.	<p>They should learn about some of the traditions, symbols, special food and beliefs associated with these two festivals.</p> <p>Pupils should also explore at least one festival which is celebrated by at least one other religious tradition.</p> <p>Pupils should learn about some important Christian beliefs, for example, God, Jesus, the resurrection, forgiveness, kindness, concern for the rejected and prayer.</p> <p>Pupils should enquire into how religious faith may influence the lives of people, who may live in the local community, and who may act in ways which show forgiveness or kindness to others.</p> <p>Pupils should be encouraged to attempt to share their thoughts and views in response to any beliefs or values a festival they have explored may suggest. They should be encouraged to explain or support their view making use of simple reasons.</p>				
History	Context		Beatrix Potter – life and legacy (conservation).	Captain Cook	Melting of ice caps – links to polar region – ice caps.	Mary Anning Dinosaurs	
	Skills		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>		<p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
Geography	Context	Into the Woods - Naming the 4 countries and flag on a map. Make the Union Jack flag, highlighting the four different countries that it's made up of. Create a map of their journey to school and use aerial		Australia – give directions to Emily to reach the kangaroo on a grid.	Australia vs Arctic – comparing the climates and human/physical features and compare to the UK.		

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		photographs to look at the changes to the human and physical features of the school grounds.					
	Skills	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		Use simple compass directions (North, South, East and West). to describe the location of features and routes on a map	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		
Design and Technology	Context	Design, make and evaluate Reindeer	Design, make and evaluate a bug hotel Link to Science – materials – which material would be the best to make the bird house waterproof?				Plan, design, make and evaluate a ‘Sockosaurus’ puppet.
	Skills	Design purposeful, functional, appealing products for themselves and other users based on design criteria	Design purposeful, functional, appealing products for themselves and other users based on design criteria				Design purposeful, functional, appealing products for themselves and other users based on design criteria

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		<p>Generate, develop, model and communicate their ideas through talking, drawing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Generate, develop, model and communicate their ideas through talking, drawing,</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate their ideas and products against design criteria.</p>				<p>Generate, develop, model and communicate their ideas through talking, drawing,</p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>
Computing	Context				Create an advert for a tv program – linked to The Bear Who Went Boo!	Coding – J2E – Jit Create pictogram showing how children travel to school, using J2E, Jit.	Coding – Purple Mash – Fun with Fish.
	Skills				Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Use technology purposefully to create, organise.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p>
Art and Design	Context	Sketch animals in the style of Beatrix Potter – focus on creating texture.	Natural art – leaf printing	Dot art picture using paint for Aboriginal Art to create own pattern and colours.	<p>Oil pastel art work of Northern Lights- Sketch and paint Oil pastel art work of polar bear – Sketch - in the style of an illustrator.</p> <p>Collage of pants (PSHE)</p>	Painting of a dinosaur inspired by book used in English (Gigantosaurus). Sketch and paint.	

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					Create an Arctic scene using ICT media.(Revelation Art) Plant pots – decorate (mosaics)		
	Skills	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. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	
Science	Context	Label parts of a plant. Identify and compare British woodland animals and common pets.	Link to DT – create a bird house – children to investigate the best material to make the bird house waterproof. Identify and name a range of different plants and trees.	Identify a range of British and Australian mammals. Identify and compare birds and reptiles. Identify and compare fish and amphibians. Life cycle of frogs and fish. Compare weather during each of the seasons in Australia. Compare climates in UK to the Arctic.	Blubber experiment – animal adaptations to their environment.	Poo experiment – can children identify whether the dinosaur is an herbivore, carnivore or omnivore?	
	Skills	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Identify and describe the basic structure of a variety of common flowering plants, including trees Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	Pupils should be taught to: Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees	Pupils should be taught to: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Pupils should be taught to: Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.		Identify and name a variety of common animals that are carnivores, herbivores and omnivores	

