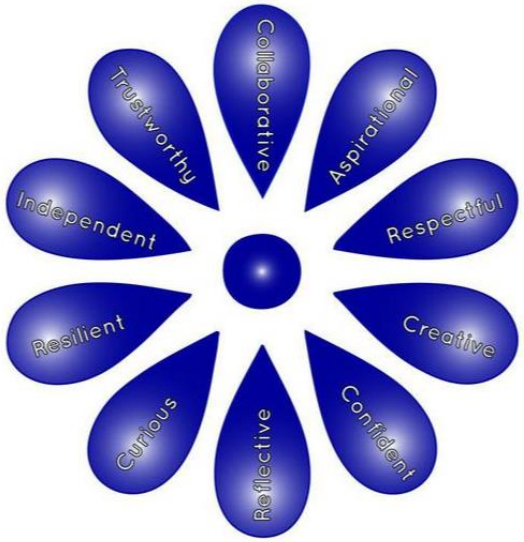
Hallfield Primary School

Growing, Learning, Achieving Together

Hallfield Curriculum Framework Year 1

Our vision for Hallfield is to build a community that:

- Places our children firmly at the heart of everything we do.
- Instils a love of learning, which lasts a life time.
- Personalises the learning journey for all children, enabling individuals to be:



These values underpin the essential and overarching skills Hallfield provides for our children. These essentials are skills we believe our children need to be happy, respectful and life-long positive members of the local and global community. The Hallfield Curriculum embeds the principle understanding that learning is driven by the children and builds subject specific and general skills as well as deepens understanding. Children work towards the nationally stipulated milestones at a pace appropriate to each child with clear guidance from the curriculum framework.

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Hallfield Essentials

Spiritual and moral well-being

As a balance to the material values of the school community, Hallfield believes in the importance of giving children opportunity to express their feelings and have them acknowledged. Opportunity to explore issues and the concepts of right and wrong alongside our British Values are given both explicitly and through the contexts of delivering curriculum objectives.

Communication

In our school more than 60 languages are spoken. Therefore, it is important that children learn to accurately, skilfully and sensitively express themselves and actively listen to others respectfully.

Creativity

We celebrate diversity across all subjects by exploring and promoting talent and providing a wide range of opportunities to use different skills with independence, ingenuity and flair. Our curriculum is designed to allow wider curriculum opportunities and a balance of learning across all subjects.

Enquiry

Learning to ask questions and analyse data or information is key to lifelong learning if we want children to be individual learners and to build on strengths as well as tackle challenges. Children should learn to evaluate and understand the world, including the social world to make informed choices in life.

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Sport, sportsmanship and health

In Westminster and Central London, 40% of children are overweight or obese by Year 6. 70% of obese children grow to be obese as adults. Teaching children to be active and eat well gives them better chances at a full and healthy life. Competition and sportsmanship develop confidence and allow children to learn the valueof team work.

Geographical understanding

Much of our Hallfield community has dual heritage or have moved from other areas of the world. It is important to celebrate the similarities and differences of our heritage by understanding the geographical location of the community and where it has come from.

Environmental awareness

Living in a large city with one of the most famous parks close by, it is important for children to respect their immediate environment. We believe that all children should learn to care about creating a sustainable future for themselves, in their immediate and global environments.

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We promise that by the time you leave Hallfield Primary School you will have had the opportunity to:

- Sing in a concert
- Learn and play an instrument in a concert
- Learn a new language
- Visit central London Museums and galleries
- Go to a museum or place of interest outside of London and explore the wider community
- Sleep at least one night away from school with your class
- Visit a farm
- Have a speaking part in a play
- Represent your school in a Westminster Sports Event
- Hold a position of responsibility within school
- Take part in a celebration for another faith/culture different to your own
- Grow – cook – and eat a vegetable in school
- Be an active member of a School Club
- Go to the theatre with your school
- Perform in a concert/production outside of school
- Enter a school-based competition
- Enter a national competition
- Have a piece of your artwork displayed for all to see
- Be an ambassador for your school
- Work alongside an expert
- Spend a night at school
- Regularly invite your family into school to share your learning
- Meet an author
- Watch a chick hatch
- Visit the seaside

Speaking and Listening Skills: These should be taught through the other subjects

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Communicating the Curriculum guidance statements

Year 1

1. Able to concentrate on the person talking and to ignore background noise and movement which is not relevant to the situation
2. Understand 2-3 part instructions that may include time concepts, e.g. using 'first', 'before', 'after' or 'when'
3. Ask questions to find out things using 'how' and 'why' when prompted. Be aware when they haven't understood something and is able to say, for example, 'I don't understand' (with no further elaboration).
4. Able to group and name members of categories and to suggest possible category names. Able to guess the word from clues, or give others clues using shape, size, function, etc. with support
5. Use language consistently to express likes and dislikes
6. Able to use early 'story language'. Use language to talk through a series of steps for example for simple problem solving. Able to join sentences using 'and'
7. Maintain attention and participate in conversation and small groups providing there are minimal external distractions. Attention and participation in larger groups is sustained for most of the .activity
8. Use language to talk self through steps required in simple problem solving
9. Produce speech that is clear and easy to understand, with only a few immaturities. Able to say words accurately with 3 syllables or less. Able to blend 3 or 4 phonemes to make a word, and segment words into individual sounds

Able to use appropriate tenses and word order.

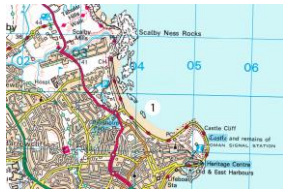
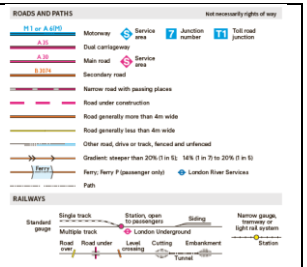
9. Remember their words and speak clearly in presentations, performances and role play
10. Able to initiate a conversation with a class visitor by using prepared question
11. Respond to points of interest when listening to contributions of others
12. Imitate popular language

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	Autumn Term 1	Autumn Term 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic title	**Toys** What do toys tell us about the past?	**Our local area** Is my local area a good place to visit?	**The Animal World** What do we need to create our own zoo?		**At the seaside** Why do people visit the seaside?	**Travel and transport** How has transport changed things?
Outcome	Children can discuss toys from their own early childhood and those of the Victorian period. They describe materials and functions and increase their fluency in the language of the past with comparisons of toys now and then as well as considering the continuity of dolls, cars and building blocks. They make simple connections to the invention of plastic.	Children can describe the location of the school and its location in the UK. They refer to physical and human features of the local area building this knowledge through fieldwork and simple map reading and making. They give details of how this area has changed over time by looking at Whitely's and Hyde Park in the past and now. .	Building on the EYFS stepping stones in 'Observe and explore the world around us' children learn more about the physical world, its inhabitants and how we have learned through exploration, by making links to geographical features and locations and finding patterns. Children recall the continents, the oceans and seas. They describe some of the simple physical features and inhabitants of these places, looking in depth at a hot climate and a cold climate to compare the environment, its location and its relationship to its inhabitants. They build		Children are able to name the countries and seas of the UK and identify the physical and human features of a coastal area, comparing it to their own local area and building their geographical vocabulary. They make simple comparisons between the seaside now and in the past, asking questions to find out more. They link the increasing popularity of holidays at the seaside with the introduction of the railway.	Y1: Children recount the life of a significant individual like Grace Darling to deepen their understanding of chronology and then apply this to ordering and describing significant developments in transport over time, such as looking at cars over time, or flight. This provides a simple knowledge of the past and a chronological framework to build on. https://www.bbc.co.uk/teach/class-clips-video/history-geography-ks1-travel-transport-index/zxjsydm

			on the related image work from early years to include matching pictures to maps.		
Suggested texts	Traction man, Dogger, The Wooden Camel, Pinocchio	In Every House on Every Street,	Lost and Found, The one and only Ivan	The lighthouse keeper's lunch	Last Stop on Market Street, Mr Gumpy's Motor Car, Emma Jane's Aeroplane, Amelia Earhart (little people, big dreams)
Geography prior learning	Children can talk about the what they like about their own immediate environment and how environments might vary from one another. (I like where I live because....) Children can recognise and name two or more local features Children can describe themselves, other objects and landmarks using relative positions Children will talk about what they see, using a wide vocabulary Children know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos Children recognise that different plants and animals grow in different parts of the world Children can recognise and name some common Polar and African animals: polar bear, penguin, artic fox, giraffe, zebra monkey, etc Children understand and talk about parts of the world being hotter or colder				
Geography		Children locate London on a map of the UK. They start by looking at the address of the school, thinking about what each line of the address tells us, working from England up to the street name. They compare this to their own addresses.	(Year 1 liaise with ZSL to coordinate their learning with 2-3 trips to the zoo with emphasis on habitats and climate zones) Children identify, name and spell the continents and seas. They recall some of their learning	Children can name and describe the shape of the 4 countries of the UK. They can spell them correctly. They can locate and name the related seas. They look at where on the map of the UK the coast is. Continuing their	Children continue to build their knowledge of the UK, mapping and language by looking at how symbols are used to represent different types of travel on an OS map (ferry, tube, rail).

		They learn the names of key features of the local physical and human environment, following on from Reception. They use fieldwork to match language and features they have learned to their local environment (e.g. shops, roads, supermarket, flats, houses, terrace house, park, landmark). Using Ordnance Survey maps (1:1250. 1:2500) chn begin to recognise how these features are represented with support. Children look at a simple map of Hyde Park.  Building on their learning from Reception, they identify water, wooded areas, roads and open spaces as well as buildings and other	about animals and the countries / continents they live in, learned in Reception to then look in more detail at geographical features of 2 places (Arctic and Madagascar). They use pictures from those places as well as locating them in the continent and on a globe to recognise their position (northern / southern hemisphere and poles, equator). Specifically, they compare two areas for their location on a map of the world and their physical features to represent differences in climate and environment. Building on from their previous term's learning, the children look at maps of ZSL; linking the location of the different animals to the continents. [Map of ZSL London Zoo | Zoological Society of London (ZSL)]	learning from Autumn 2, chn look at coasts using Ordnance Survey maps (1:1250. 1:2500), considering the representation of the landscape and comparing with photographs and aerial images.  They use the vocabulary of physical and human features to describe the coast and compare it to their own local area (from their work in autumn term) finding simple geographical similarities and differences. (This will prepare them for learning in summer Y2 Mary Seacole's world)	 They compare the Tube map to the aerial view maps and discuss the differences and the purposes of each map.

		human features. They understand the term aerial view by looking at satellite image of the same area, and what a map is. They build their language around position and direction (next to, near, left, right, up, down) and visit the park with the map to compare the size of the features on the map to the actual feature (e.g. the pond, Kensington Palace). Using this understanding, they make a map of their own classroom (see National Geographic Society lesson resources). 3D junk mapping can be used to create their own maps.	They practice and deepen their understanding of position and directional language and are introduced to the 4 compass points. They create their own aerial map of a home for 1 or 2 animals in the zoo, with simple labels, employing their knowledge of the climate and habitat (from science) to make a suitable map.  KS1 Maps | Making and Drawing a Plan (educationquizzes.com)		
Year 1	Investigate places • name and locate the world's seven continents and five oceans • Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas • use world maps to identify the places studied at this key stage • use images and simple pictorial 3D maps to recognise landmarks and basic human and physical features;				

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<tr><td></td><td colspan="5">

- use simple observational skills with adult support to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

<u>Investigate patterns</u>

- Discuss weather patterns (hot and cold places) in other areas studied in this key stage (Poles, desert, rainforest)
- Compare local places and place within the

<u>To communicate geographically</u>

- use basic geographical vocabulary to refer to:
  key physical features, including: forest, hill, mountain, sea, ocean, river, soil, coast, coastline,
  key human features, including: city, terrace, flat, house and shop, landmark, castle, flat, pier, resort
- Use locational and directional language in practical contexts
</td></tr>
<tr><td>Geography vocabulary</td><td></td><td>Flat, block, detached house, semi-detached house, terrace, cross road, map, aerial view, key, symbol, local, survey, tourist, landmark, park, water feature, fence, traffic, busy, quiet, observation, location, north, south</td><td>Continent, ocean, sea, country, city, climate, equator, north pole, south pole, northern hemisphere, southern hemisphere, map, aerial view, atlas, globe, physical features, habitat

Key, symbol, aerial view,</td><td>Coast, cliff, sea, bay, port, seafront, beach, pier, tourist, tourism, lighthouse, hill, town, resort,</td><td>North, south, east, west, compass point, grid reference, location, position, direction, symbol, key, tube map, tourism</td></tr>
<tr><td>History Prior learning</td><td colspan="5">Children can talk about how they have changed from being a baby
Children can talk about special times, celebrations/ birthdays they remember in their life.
Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
Sorting past and present around topics studied
Begin to recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago
Comment on images of familiar situations in the past</td></tr>
<tr><td>History</td><td>Building on their learning about how they changed from a baby, Y1 children</td><td>Children look at the school in the past and today. They use photos of the school to</td><td>Children look at the history of ZSL (this will be part of the work with the</td><td>Children begin to understand how the introduction of the</td><td>Building on their understanding of how technology / invention</td></tr>
</table>

Consequence Change and continuity Similarity and difference Historical significance Investigating and interpreting the past Chronology	build an idea of the past outside their own lived experiences by looking at toys in their own past (as a baby, as a toddler / in nursery and reception). They use phrases such as 'when I was a baby, I played with….. This toy I played with in the past, now I play with …… They look at the materials their toys are made of and the properties particularly focusing on plastic (once this has been covered in Science). They investigate toys their parents and grandparents played with and use it to develop their concept of the past outside of their own life time, adapting phrases to 'when my grandparents were children…' Before I was born… They compare these toys to now. Where possible they use photos to support their investigation of toys from their parents past. They consider some toys from the more distant past too (Victorian toys) to extend their language of the	compare, finding similarities and differences such as the use of technologies now and what was available in the 50's when it was first built. They learn the reasons for the difference (no computers). This builds on their chronological understanding of past and present learned through the toys topic but looks in more depth through increased detail at different aspects of life at that time in school (uniform, playground games, how children got to school, classroom resources).	zoo), considering the people and its historical significance. In particular they look at why the zoo was established to preserve species and for zoological purposes. They consider reasons why not everyone agrees that zoos are the right thing to do (keeping animals from the wild). They sequence important events in its history, and can explain what makes them important and to who by looking in detail at the story of Guy the Gorilla. They ask questions about him based on simple sources and ensure that they explore: - Why was he famous? - When did he arrive? Where did he come from?	railways helped people visit the seaside more easily. They study the painting by William Powell Frith:  Children ask questions based on the picture of Paddington Station (comparing to now). They learn that it was designed and built by the engineer Isambard Kingdom Brunel and that the introduction of trains and railway lines meant people rich and poor could visit the seaside and that it was difficult before that.	led to national changes (toys being made of plastic, railways leading to holidays at the seaside and growth of sea side resort), children look at changes in modes of transport over time starting with air travel. They sequence key events: (hot air balloon, Wright brothers, Ameilia Earhart, modern planes). They improve their language around sequencing and the past (first, next then, later, after that, before KS1: Travel and transport. 4: Fantastic flying machines - BBC Teach And enhance their understanding by learning about significant individuals and how their achievements coincide with these significant events including: Amelia Earhart and The wright brothers. They also look at Rosa Parks.

	past 'a long time ago, before my grandparents were born… They compare the toys by their materials and appearance. They look in depth at dolls and building blocks, tracking the continuity and change of from the Victorian period across 3 points of time (Victorian era, 1950s when plastic was introduced and now). They find similarities and differences and sequence them using the language they have practiced. They use this to see the significance of the introduction of plastic to toys and consider which toys are more modern and which are from the distant past.		- What would his experience have been like? - Was it a good thing to bring him to zsl? - How is he remembered? The sources should include photos, the statue at the zoo and can be read newspaper articles to answer the questions. How Guy the gorilla became the star of London Zoo - BBC News  	 Children continue identifying past and present through looking at images of the seaside, reinforcing their vocabulary (before, later, after, Victorian period, past, present, a long time ago). They practise asking appropriate simple questions (what did children play at the beach? Who visited the seaside?) They use different sources to find the answers from the following websites: A Day at the Seaside - The National Archives The Beach - Magic Grandad - YouTube	https://www.bbc.co.uk/bitesize/topics/zjkj382/articles/zkhknrd

			They compare this to the story 'The one and only Ivan'		

Year 1

<u>To investigate and interpret the past</u>

- understand some of the ways in which we find out about the past.
- Identify simple chronological framework, such as own personal experiences, 'When I was in Nursery…' before……, a long time ago
- identify features of different historic periods
- beginning to use vocabulary of everyday historical terms
- ask and answer simple but appropriate questions about the past with support
- choose and using parts of stories and other sources to show that they know and understand key features of events

<u>To build an overview of world history</u>

- identify similarities and differences between ways of life in different periods within their own lives and living memory.
- With support, describe the lives of people in the past

<u>To understand chronology</u>

- Recount changes that have occurred in their own lives and begin to place events outside of their own life times

<u>To communicate historically</u>

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, to describe the passing of time

<u>To investigate and interpret the past</u>

- Observe or handle evidence to ask questions and find answers to questions about the past.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past.

History Vocabulary	Past, present, when I was …..modern, old, new, order, before, after, year, lifetime,	Chronological order, significant event, recent history, earlier, later, century, decade,	Zoological society, first, memory, photograph, remember, famous, founded,	Victorian period, 50 years ago, sources, railway, popular, before, after, during,	Progress, development, recent, sequence, chronological order,

	artefact, history, national, international, manufacturing, machinery, baby, toddler, child, sequence, parent, grandparent, living memory, invention, similar, different	earlier, later, recently, living memory, memorial, historian, evidence, investigate, eye witness, source	achievements, Charles Darwin, Scientist, research,	entertainment, richer, poorer, sources, beyond living memory, before, after, modern, promenade, holiday,	past present, modern, old, significant event, before, after, later,

Science	Children learn and practise a broad range of enquiry and investigation skills, inspired by the work of scientists in the specific field of study the children are learning about. Children will learn how curiosity, questioning and enquiry led to their discoveries. They will be able to recall the expected knowledge of the curriculum but this should be enhanced through study of scientists and engagement with museums and other education partners. The science framework should be consulted to understand what language children should know and be learning and the prior knowledge they have in each area they study.
Science prior learning	Children used all their senses in hands on exploration of natural materials. Children explored collections of materials with similar and/or different properties. Children can talk about the differences between materials and changes they notice Children will know that certain materials can be hard/ solid/ soft. Children explored how and begin to understand why certain materials are better to use for different things. (Children explored how things work. Children discussed that certain animals live in woodland/forests Children can recognise and name some common woodland animals: hedgehog, squirrel, rabbit, fox, badger etc. Children will explore and talk about different forces they can feel. Children can identify and sort animals according to where they live. Children understand how certain animals grow and correctly sequence the growth patterns Children understand the effect of changing seasons on the natural world around them. Children begin to understand that when water gets cold enough it freezes and becomes ice. Children begin to understand that when ice warms up it melts and changes back to water. Children can label the key parts of an animal.

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	Children will know that a plant is a living thing. Children can recognise and name parts of a plant. Children begin to understand how to look after plants. Children understand how certain plants grow and correctly sequence the growth patterns. Children notice and talk about the changes that happen to plants as they grow. Children begin to understand what they can do to help the environment. Children begin to understand what impact humans have had on animals and their environments. Children can identify and sort different materials to be recycled.

Science Year 1	**Materials** Identify and name a variety of every day materials Distinguish between an object and the material its made from Describe the properties of every day materials Identify objects that are natural and those that are man made Predict and identify if an object will float or sink (recap from EYFS) Explore which materials are best for different objects	**Animals including humans** Discover the basic parts of the human body Learn about sight and your eyes Learn about your ears and hearing Explore the tongue and taste Explore your sense of touch Discover how your nose smells	**Animals including humans** Discover animal families Learn about the differences between mammals and birds Learn the differences between amphibians, reptiles and fish Discover the type of food living things eat Explore the difference between animals that are wild and pets Explain the characteristics of an animal **Seasonal Changes**	**Plants** Understand that seeds grown into plants Identify the basic parts of a tree and plant Understand that different plants can grow in the same environment Know the difference between deciduous and evergreen trees Know that fruit trees and vegetables are varieties of plants Record the growth of a plant	**Materials** Build a structure strong enough to withstand wind Build a waterproof structure Understand the properties of glass and its uses Understand that materials are used to create a variety of furniture Explore a variety of fabrics and understand their different properties Explain the uses of materials and why they are suitable

			Understand there are 4 seasons Understand the changes that take place in Autumn Understand the changes that take place in Winter Understand the changes that take place in Spring Understand the changes that take place in Summer Investigate how you can measure rainfall		

Skills	• being able to start asking simple questions with support • observing closely • using simple equipment, with adult support (e.g. rulers, magnifying lenses) • performing simple tests, with adult support • identifying and classifying within broad groups • using their observations and ideas to suggest some answers to questions • communicating data and findings to help in answering questions. • Use appropriate descriptive language and scientific terms to communicate • gathering and recording data, using modelled templates, to help in answering questions. • Notice patterns and relationships

Art	**Drawing: Spirals** Children become familiar with creating drawings using their whole body, whilst experiencing a range of drawing materials. They	**Painting: Exploring Watercolour** Children are introduced to watercolour and what watercolour can do. They use both primary colours and	**Collage: Flora and Fauna** Children become familiar with the work of artists who are inspired by flora and fauna. Children study the	**Sculpture: Making Birds** Children develop their understanding of sculpture and build upon their making skills. Children make careful observational drawings		

	explore different qualities of line, scale, colour blending, and mark making using chalk and oil pastels. **Artist: Molly Haslund**	secondary colours in their exploration, experimenting with accidental and purposeful colour mixing. Children are introduced to the following techniques: wash, wet on dry, wet on wet, and mark making. **Artists: Paul Klee, Emma Burleigh**	artwork closely and build upon their observation and drawing skills. Children then practice their cutting and collage skills to explore shape, colour and composition to build upon their images and invent their own minibeast**.** **Artists: Eric Carle, Joseph Redoute, Jan Van Kessel, Hannah Borger, Henri Rousseau Joseph Redoute, Jan Van Kessel**	of birds and then explore how they can manipulate their drawings in an intuitive way to make 3d forms. Paper is twisted, folded, crumpled to become 3d and added to a simple structure. Children explore balance to finally created an individual bird. **Artist: Andrea Butler, John James Audubon, Hoang Tien Quyet**		

Art Skills and knowledge Year 1	**Spirals** • Understand drawing is a physical activity. • Explore lines made by a drawing tool, made by moving fingers, wrist, elbow, shoulder and body. Work at a scale to accommodate exploration. • Use colour (pastels, chalks) intuitively to develop spiral drawings. • Understand what a sketchbook is and that it is owned by the pupil for experimentation and exploration. **Exploring watercolour** • Understand watercolour is a media which uses water and pigment. • Understand we can use a variety of brushes, holding them in a variety of ways to make watercolour marks. • Explore watercolour in an intuitive way to build understanding of the properties of the medium. • Paint without a fixed image of what you are painting in mind. • Respond to a painting, and try to “imagine” an image within. • Work back into your painting with paint, pen or coloured pencil to develop the imaginative imagery. **Flora and Fauna** • Understand collage is the art of using elements of paper to make images. • Understand we can create our own papers with which to collage. • Collage with painted papers exploring colour, shape and composition.

	• Develop experience of primary and secondary colours Practice observational drawing • Explore mark making **Making birds:** • Understand that sculpture is the name sometimes given for artwork which exists in three dimensions. • Understand the meaning of "Design through Making" • Use a combination of two or more materials to make sculpture. • Use construction methods to build. • Work in a playful, exploratory way, responding to a simple brief. • To understand that the shape of materials can be changed to improve the strength and stiffness of structures • To begin to understand that different structures are used for different purposes • To know that a structure is something that has been made and put together					
D&T					**Food and Nutrition: Fruit and Vegetables** Children handle and explore fruits and vegetables and learn how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they	**Textiles: Puppets** Children explore different ways of joining fabrics before creating their own hand puppets based upon characters from a well-known fairy-tale. Throughout, they work to develop their technical skills of cutting, gluing, stapling and pinning.

					make and design packaging for.	**Structures: constructing a windmill** Children explore various types of windmill, how they work and their key features. They then go onto to design and construct a windmill for a mouse to live in.
D&T skills and knowledge Year 1	**Fruit and Vegetables** **Skills:** Chopping fruit and vegetables safely to make a smoothie. Tasting and evaluating different food combinations. • Describing appearance, smell and taste. • Suggesting information to be included on packaging **Knowledge:** • Understanding the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) **Textiles:** **Skills:** Using a template to create a design for a puppet. • Cutting fabric neatly with scissors. • Using joining methods to decorate a puppet. • Sequencing steps for construction. • Reflecting on a finished product, explaining likes and dislikes. **Knowledge:** • To know that 'joining technique' means connecting two pieces of material together. • To know that there are various temporary methods of joining fabric by using staples. glue or pins. • To understand that different techniques for joining materials can be used for different purposes. • To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. • To know that drawing a design idea is useful to see how an idea will look. **Constructing a windmill:** **Skills:** Learning the importance of a clear design criteria. • Including individual preferences and requirements in a design. • Making stable structures from card, tape and glue. • Learning how to turn 2D nets into 3D structures. • Following instructions to cut and assemble the supporting structure of a windmill. • Making functioning turbines and axles which are assembled into a main supporting structure. • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't. • Suggest points for improvements. **Knowledge:** To understand that the shape of materials can be changed to improve the strength and stiffness of structures. • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses). • To understand that axles are used in structures and mechanisms to make parts turn in a circle. • To begin to understand that different structures are used for different purposes. • To know that a structure is something that has been made and put together.						
Music	There should be access to both **rhythmic and melodic instruments** in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.					

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Growing, Learning, Achieving Together

	The curriculum sets out sequences of learning in the following key areas which, when taken together, all contribute towards the steadily increasing development of musicianship: SINGING, LISTENING, COMPOSING, PERFORMING / INSTRUMENTAL PERFORMANCE Teachers can draw from the Kapow units and the Recorder's Sticks and Songs in order to cover and exceed the stipulated curriculum.
Year 1	**Singing** • Take part in singing, following the melody. • Sing at the same pitch collectively and match pitch with accuracy (from a narrow range) • Respond with simple visual directions and counting • Children sing a wide range of songs including call and response • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Use given symbols that represent a composition and use them to help with a performance. **To compose** • Create a sequence of long and short sounds. • Create their own vocal chants (particularly in call and response) • Understand the difference between creating a rhythm pattern and a pitch pattern • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Create short, musical patterns. • Use music technology where possible **Listening** • Identify the beat of a tune. • Recognise changes in pitch. **Performing / Musicianship** • Clap shot 'copy cat' rhythms. • Clap short rhythms keeping to the beat • Clap a steady beat changing with the tempo • Use body percussion and other percussion to play repeated rhythm patterns • Respond to a pulse through movement and dance • Use the school environment and other prompts to compare high and low sounds

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	• Sing familiar songs in high and low sounds to compare • Follow pictures and symbols to guide singing / playing					
P.E. **(Rising Stars)**	Multi-Skills & Boot Camp	Mighty movers & Storytime dance	Skip to the beat & Groovy gymnastics	Brilliant ball skills & Gym fit circuits	Throwing and catching & Cool core	Active athletics & Fitness frenzy
Year 1	<u>In dance</u> Perform basic body actions Perform a basic sequence with a beginning, middle and end Use different parts of the body singly and in combination Show some sense of dynamic, rhythmic qualities in their dance Choose appropriate movements for different dance ideas Remember and repeat short dance phrases and simple dances Move with control Work well with a partner Vary the way they use space Describe how their lungs and heart work when dancing Describe basic body actions and simple expressive and dynamic qualities of movement	<u>In gymnastics</u> Link at least 2 or more elements with a start and a finish shape Show basic control and co-ordination when travelling and remaining still Choose and link 'like' actions Remember and repeat actions accurately and consistently Find and use space safely with awareness of others Identify and copy the basic actions of gymnasts	<u>In games</u> Use basic underarm, rolling and hitting skills Sometimes use overarm skills Intercept, retrieve and stop a beanbag and a medium sized ball with some consistency Sometimes catch a beanbag or medium sized ball Track balls and other equipment sent to them, moving in line with the ball Throw hit and kick a ball in a variety of ways depending on the game and sometimes choose which way is best Decide where to stand to make it difficult for the opponent Describe what they or others are doing and what their bodies feel like		