

# Class Curriculum Map - Year 1

	AUTUMN TERM	SPRING TERM	SUMMER TERM
<b>Maths</b>	<p><b>Number and Place Value</b> - Sorting objects, counting objects to 10, counting and writing numbers to 10, counting backwards from 10 to 0, counting one more and one less, comparing and ordering groups of objects to 10, comparing and ordering numbers to 10, using ordinal numbers.</p> <p><b>Addition and subtraction</b> - Using a number line, using a part-whole model, number bonds and related number facts, finding parts and wholes, subtraction as breaking apart a whole, counting back, finding the difference, comparing additions and subtractions, solving word problems related to addition and subtraction.</p> <p><b>2D and 3D Shapes</b> - Naming 3D shapes, naming 2D shapes, making patterns with shapes.</p>	<p><b>Number and Place Value</b> - Counting and writing numbers to 20, understanding 10s and 1s, counting one less and one more, comparing numbers of objects to 20, comparing numbers to 20, ordering objects and numbers to 20. Counting to 50, representing numbers to 50, comparing objects and numbers to 50, comparing and ordering numbers to 50.</p> <p><b>Addition and Subtraction</b> - Add by counting on, adding 1s, finding number bonds, subtracting 1s, subtracting 10s, subtraction crossing 10, addition and subtraction facts to 20, comparing additions and subtractions, solving word and picture problems related to addition and subtraction.</p> <p><b>Measure</b> - Comparing lengths and heights, using non-standard units of measure, measuring length using a ruler, solving word problems related to length and height, comparing weight, measuring weight, using measuring to compare weight, comparing capacity, measuring capacity, comparing capacity using measure, solving word problems related to weight and capacity.</p>	<p><b>Multiplication</b> - Counting in 10s, 5s and 2s, multiplication as making and adding equal groups, using simple arrays, making doubles, solving word problems related to multiplication.</p> <p><b>Division</b> - Making equal groups, division as sharing equally, solving word problems related to division.</p> <p>Fractions - Finding halves, finding quarters, solving word problems related to halves and quarters.</p> <p><b>Position and direction</b> - Describing turns using appropriate mathematical vocabulary, describing position using appropriate mathematical vocabulary.</p> <p>Number and Place Value - Counting to 100, exploring number patterns, partitioning numbers to 100, comparing and ordering numbers to 100, number bonds to 100.</p> <p>Measure - Using a calendar, telling time to the hour and to the half hour, writing time, comparing time, solving word problems related to time.</p> <p>Recognising coins, recognising notes, counting with coins.</p>
<b>English</b>	<p><b>Phonics</b> - Recap of sounds: ph, ng, oo and oo, th and th. Doubling letters: ff, ll, zz, ck. Alternative spelling 'y' (saying 'ee').</p> <p><b>Grammar</b> - Writing capital letters. Understanding sentence structure. Full stops and question marks. Writing and recognise the capital and lower case forms of letters.</p>	<p><b>Phonics</b> - Split digraphs: a-e, i-e, o-e, u-e. Alternative spellings: wh, ay, ea, igh, y (saying 'ie'), ow saying 'oa') ew (saying 'ue').</p> <p><b>Grammar</b> - Initial blends and final blends. Verbs and conjugating verbs, nouns, adjectives and compound words. Past tense,</p>	<p><b>Phonics</b> - New sounds and alternative spellings: ou,, ow (saying 'ou'), oi, oy, or, al, nk, er, ir, ur, au, are (for air sound), ph.</p> <p><b>Grammar</b> - Alphabetical order. Verbs and adverbs. Plural adding -es. Antonyms and synonyms.</p>

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	<p>Proper nouns and common nouns and pronouns. Alphabetical order. Plurals.</p> <p><b>Autumn 1</b>  <b>Text:</b> Lost and Found by Oliver Jeffers</p> <p><b>Writing Outcome:</b>  (Fiction) Write an adventure story based on the structure of <i>Lost and Found</i>.</p> <p><b>Spoken Language</b> - Listen and respond, ask relevant questions, build vocabulary, participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Retell stories and consider their particular characteristics. Discuss word meanings, linking new meanings to those already known. Discuss the significance of the title and events. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read.</p> <p><b>Writing Composition</b> - Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>doubling letters before adding 'ed'. Future tense. Alphabetical order.</p> <p><b>Grammar</b> - Writing capital letters. Understanding sentence structure. Writing and recognise the capital and lower case forms of letters. Proper nouns, common nouns and pronouns. Alphabetical order. Plurals.</p> <p><b>Spring 1</b>  <b>Text:</b> The Lion Inside by Rachel Bright</p> <p><b>Writing Outcome:</b>  (Fiction) Write a story based on the structure of <i>The Lion Inside</i>.</p> <p><b>Spoken Language</b> - Build vocabulary. Give well-structured descriptions, explanations and narratives. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Link what is read or heard to own experiences. Retell stories and consider their particular characteristics. Discuss word meanings, linking new meanings to those already known. Draw on what they already know. Discuss the significance of the title and events. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them. Explain clearly understanding of what is read to them.</p>	<p><b>Summer 1</b>  <b>Text:</b> Toys in Space by Mini Grey</p> <p><b>Writing Outcome:</b> (Fiction) Write a story based on the structure of <i>Toys in Space</i>.</p> <p><b>Spoken Language</b> - Build vocabulary. Articulate and justify answers. Give well-structured descriptions, explanations and narratives. Participate in discussions, presentations, performances, role-play, improvisations and debates.</p> <p><b>Reading Comprehension</b> - Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Discuss word meanings, linking new meanings to those already known. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them. Explain clearly understanding of what is read to them.</p> <p><b>Writing Composition</b> - Say aloud what is going to be written about. Sequence sentences to form short narratives. Re-read what they have written and check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.</p>
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## Autumn 2

**Text:** Nibbles by Emma Yarlett

### **Writing Outcome -**

To write a diary entry in the first person (Nibbles) based on Nibbles' adventures in the story

**Spoken language** - Listen and respond. Ask relevant questions. Build vocabulary. Participate in discussions, presentations, performances, role-play, improvisations and debates.

**Reading comprehension** - Become familiar with key stories, fairy stories and traditional tales. Retell stories and consider their particular characteristics. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them.

**Writing Composition** - Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.

**Writing Composition** - Say aloud what is going to be written about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.

## Spring 2

**Text:** The Curious Case of the Missing Mammoth by Ellie Hattie

**Writing Outcome** - (Fiction) Write a story based on the structure of *The Curious Case of the Missing Mammoth*.

**Spoken Language** - Ask relevant questions. Build vocabulary. Articulate and justify answer. Use spoken language: speculating, hypothesising, imagining and exploring ideas.

**Reading Comprehension** - Retell stories and consider their particular characteristics. Learn to appreciate rhymes and poems. Recite some rhymes and poems by heart. Draw on what they already know. Check that the text makes sense. Make inferences on the basis on what is being said and done. Predict what might happen based on what has been read so far.

## Summer 2

**Text:** Goldilocks and Just the One Bear by Leigh Hodgkinson

**Writing Outcome:** (Fiction) Write a story based on the structure of *Goldilocks and Just the One Bear*.

**Spoken Language** - Listen and respond. Ask relevant questions. Build vocabulary. Participate in discussions, presentations, performances, role-play, improvisations and debates.

**Reading Comprehension** - Become familiar with key stories, fairy tales and traditional tales. Retell stories and consider their particular characteristics. Make inferences based on what is being said and done. Predict what might happen based on what has been read so far. Participate in discussion about what has been read to them.

**Writing Composition** - Re-read what has been written and check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.



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		<p><b>Writing Composition</b> - Say out loud what is going to be written about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what they have written to check that it makes sense. Discuss what has been written with the teacher or other pupils. Read writing aloud clearly enough to be heard by peers and the teacher. Spell words containing phonemes already taught. Spell common exception words.</p>	
<p>RE</p>	<p><b>Autumn 1 - Creation</b> (Understanding Christianity Unit 7) <b>Who do Christians say made the world?</b> - In this unit, pupils will learn about the Christian creation story. They will learn about the key events within the story and be able to retell it using key vocabulary. They will begin to understand that some Christians believe different things about creation. Pupils will begin to compare texts found within the creation story and start to think about how Christians might try to be stewards of the world. Pupils will also consider how Christians may act in response to creation and why they may choose to praise God for it.</p> <p><b>Autumn 2 - Incarnation</b> (Understanding Christianity Unit 8) <b>Why does Christmas matter to Christians?</b> - In this unit, pupils will start to think about the terms secular and religious. Drawing from their knowledge from Foundation Stage, they will talk about the key events from the Christmas story in more detail. Pupils will find</p>	<p><b>Spring 1 - Judaism</b> (Understanding Christianity Unit 9) <b>Who is Jewish and how do they live?</b> - In this unit, pupils will learn about Jewish worldviews and ways of life. They will learn about texts from the Torah and their importance for Jewish people today. They will find out about the mezuzah and the Shema prayer and what they mean for believers. Later in the unit, pupils will find out about Shabbat and Chanukah, discussing why Jewish people mark these times, what they learn from stories found in the Torah and why they are important today.</p> <p><b>Spring 2 - God</b> (Understanding Christianity Unit 10) <b>What do Christians believe God is like?</b> - In this unit, pupils find out what parables are, and that Christians believe these stories were told by Jesus to teach his followers about God. They learn about the parable of the Lost Son and what this story teaches many Christians about God, including God</p>	<p><b>Summer 1 - Thematic</b> (Understanding Christianity Unit 11) <b>What does it mean to belong to a faith community?</b> - In this unit, the pupils will focus on what it means to belong to a faith community. They will revisit knowledge from prior units about Muslims, Christians, and Jewish people, considering how members of these communities show that they belong. Throughout the unit, pupils will encounter artefacts, places of worship and symbols. Pupils will also consider where they belong and the communities to which they are a part of.</p> <p><b>Summer 2 - Thematic</b> (Understanding Christianity Unit 12) <b>How should we care for others and the world and why does it matter?</b> - Within this unit, pupils will encounter stories and texts that say something about different people being unique and valuable, making links to Christian and Jewish worldviews and the belief that God loves all people. Pupils will</p>

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	<p>out about how Christmas is celebrated today and begin to consider which traditions are secular and which are religious. They will focus on religious artwork, saying how and why it helps Christians today to celebrate the key events from the story.</p>	<p>being loving and forgiving. Pupils think carefully about what it means for Christians to ask for forgiveness from God and the promise that people will be welcomed back into God's family. They also learn the story of Jonah and the Big Fish and find out about how many Christians put their beliefs into practice through worship</p>	<p>revise their knowledge of Genesis 1 and what this account of creation tells Christians and Jews about caring for the world. Later in the unit, pupils will think carefully about different ways that Christians and Jews care for people of the world, including giving to charities, and how this action links to teachings found within the Bible and the Torah. Pupils will also take time to consider why people who are religious and non-religious should care for others and look after the natural world.</p>
<p><b>Computing</b></p>	<p><u>Autumn</u>  <b>'We are treasure hunters' (Computer Science: Coding)</b> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.</p>	<p><u>Spring 1</u>  <b>'We are TV chefs' (Computer Science: Computational Thinking)</b> - Understand what algorithms are. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.</p> <p><u>Spring 2</u>  <b>'We are publishers' (Digital Literacy: Online safety)</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school.</p>	<p><u>Summer</u>  <b>'We are detectives' (Information Technology: Data)</b> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Recognise common uses of information technology beyond school.</p>

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Science	<p><b>Autumn</b>  <b>Everyday Materials</b> - 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.</p>	<p><b>Spring</b>  <b>Everyday Materials</b> - Describe the simple physical properties of a variety of everyday materials.</p>	<p><b>Summer</b>  <b>Everyday Materials</b> - Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Animals, including humans</b>            Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
	<p><b>Animals, including humans</b>            Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>Plants</b>            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.</p>	<p><b>Seasonal changes</b>            Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
	<p><b>Topics expanded throughout the year:</b>            Plants; Animals, including humans; Seasonal Changes</p>		
Geography	<p><b>Autumn 2</b>  <b>Location knowledge and skills</b> - Local Area: Develop knowledge about the world, the UK and our locality. Use maps, atlases and globes to identify places. Map the classroom.</p>	<p><b>Spring 2</b>  <b>Continents and Oceans</b> - name and locate the world's 7 continents and 5 oceans. Use maps, atlases and globes to identify places.</p>	<p><b>Summer 2</b>  <b>Place knowledge</b> - Understand geographical similarities and differences through studying the human and physical characteristics of a small area of the UK and a small area in a contrasting non-European country. Use maps, atlases and globes to identify places.</p>
History	<p><b>Autumn 1</b>  <b>Historians</b>            - What is History?            - What is the past?            - Are history and the past different?</p>	<p><b>Spring 1</b>  <b>Formation of the CoE (Tudors)</b>            History of St Mary's School            - Who is Henry VIII?            - Why did he form a new church?</p>	<p><b>Summer 1</b>  <b>The History of Flight</b>            - Look at Da Vinci's plans for a flying machine and how these ideas developed</p>

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	<ul style="list-style-type: none"> <li>- Why do we want to know about the past?</li> <li>- How do we know about what happened in the past?</li> <li>- Study of a historian</li> </ul>	<ul style="list-style-type: none"> <li>- What does the church have to do with education?</li> <li>- The origins of the school and link to the church</li> <li>- The growth of the school</li> <li>- The school during WWII</li> <li>- A comparison of a school day then and now</li> <li>- The bicentenary</li> <li>- Timeline of events</li> </ul>	<ul style="list-style-type: none"> <li>- A study of the Wright brothers and the first flight</li> <li>- Place events in flight history on a timeline</li> <li>- Compare the Wright brothers' plane with modern day planes</li> <li>- Look at how the invention of aeroplanes led to space travel</li> </ul>
<b>Art &amp; Design</b>	<p><b>Painting and Drawing</b> - record and explore ideas from first hand observations, make marks using paint with a variety of tools, know the names of primary and secondary colours.</p>	<p><b>Sculpture and Drawing</b> - Know how to make light marks by pressing lightly and darker marks by pressing harder. Investigate modelling materials using pinching, rolling, twisting, stretching and coiling Experiment with constructing and joining recycled materials.</p>	<p><b>Celebration of work, Printing/craft and Drawing</b> - Begin to control lines to create simple drawings from observations, print with range of hard materials e.g. corks, Duplo, card.</p>
<b>Music</b>	<p><u>Autumn 1</u> <b>Use voices expressively and creatively</b> - Use our different voices, including thinking voice; begin to understand the importance of singing as part of a group.</p> <p><b>Learn to sing and use their voices</b> - Sing responses on their own and start to match pitch; lead singing greetings; recognise and show pitch using actions; sing higher or lower pitch on request.</p> <p><b>Understand and explore how music is created and produced</b> - Control dynamics and tempo; sort instruments by how they sound.</p> <p><u>Autumn 2</u></p>	<p><u>Autumn 1</u> <b>Learn to sing and use their voices</b> - Develop singing and thinking voices</p> <p><b>Experiment with creating and combining sounds using tempo and dynamics:</b> how music can tell a story.</p> <p><b>Play untuned instruments musically</b> - Explore timbre, tempo and dynamics - identify contrasts of fast and slow, loud and quiet.</p> <p><b>Perform and evaluate music</b> - Give two stars and a wish on our performance.</p> <p><u>Autumn 2</u> <b>Understand and explore how music is created:</b> Develop understanding of pitch</p>	<p><u>Autumn 1</u> <b>Use their voices expressively and creatively:</b> learn songs from around the world. Develop performance skills</p> <p><b>Perform and play instruments musically</b> - Work together as part of an ensemble; learn to follow the conductor.</p> <p><u>Autumn 2</u> <b>Use their voices expressively and creatively:</b> develop a performance with different vocal shapes. Explore changes in pitch.</p> <p><b>Experiment with, create, select and combine sounds using interrelated dimensions of music</b> - Use voices, movement</p>

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	<p><b>Play tuned and untuned instruments musically:</b> explore different sounds (timbre) and identify how sounds are made</p> <p><b>Experiment with, create, select and combine sounds using interrelated dimensions of music:</b> use percussion instruments to recreate sounds to a given stimulus.</p> <p><b>Learn to sing and to use their voices; use voices expressively:</b> Christmas carols/songs.</p>	<p>being high, middle and low through singing, singing games and by playing tuned percussion</p> <p><b>Listen with concentration and understanding to a range of high-quality music:</b> recorded music</p>	<p>and instruments to explore changes in pitch, rhythm, pulse and dynamics.</p>
<p>PE</p>	<p><b><u>Autumn 1 – Team Building / Fundamentals</u></b> Pupils develop their communication and problem solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas.</p> <p>Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment.</p> <p>Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas.</p> <p><b><u>Autumn 2 – Ball Skills / Sending &amp; Receiving</u></b> In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p> <p>Pupils will have the opportunity to work independently, and collaboratively in pairs and small groups. Pupils will be</p>	<p><b><u>Spring 1 – Gymnastics/Dance</u></b> Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p> <p>Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.</p> <p><b><u>Spring 2 – Striking &amp; Fielding Games / Invasion Games</u></b> In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these</p>	<p><b><u>Summer 1 Athletics / Net and Wall Games</u></b> In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently.</p> <p>In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b><u>Summer 2 – Target Games / Fitness</u></b> In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance</p>

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	<p>able to explore their own ideas in response to tasks. pupils will develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe.</p>	<p>types of games, how to play to the rules and use simple tactics. They show respect towards others when playing competitively and develop communication skills to manage small sided games.</p> <p>In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p>	<p>of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe, learn how to score points and use simple tactics. They show respect towards others when playing competitively and develop communication skills.</p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>
DT	<p><b>Autumn 1</b>  <b>Cooking and Nutrition: Fruit and Vegetable Smoothie</b> - Exploring ingredients and combinations, preparing, chopping and blending.  <b>Trip to Pizza Express</b></p> <p><b>Autumn 2</b>  <b>Mechanisms: Moving Storybook</b> - Levers and sliders.</p>	<p>Spring 1  Structures: Windmills - Structure formats and 2D nets into 3D shapes.</p> <p>Spring 2  Textiles: Puppets - joining fabric techniques.</p>	<p><b>Summer</b>  <b>Mechanisms: Wheels and Axles</b> - Investigation of wheels, building a moving a vehicle.</p>
PSHE	<p><b>Autumn 1</b>  <b>Being in My World</b> - Feeling special, rights and responsibilities, rewards and consequences</p> <p><b>Autumn 2</b>  <b>Celebrating Difference</b> - bullying, making friends, and celebrating differences.</p>	<p><b>Spring 1</b>  <b>Dreams and Goals</b> - Setting goals, learning styles, feelings of success.</p> <p><b>Spring 2</b>  <b>Healthy Me</b> - Staying healthy, clean and safe, safety with household items, road safety.</p>	<p><b>Summer 1</b>  <b>Relationships</b> - Healthy friendships, physical contact preferences, celebrating special relationships.</p> <p><b>Summer 2</b>  <b>Changing Me</b> - life cycles, changes since being a baby, transition.</p>

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