



# Grosvenor Road Primary School



## Year 1 Curriculum

*Be the best you can be*

# Introduction

At Grosvenor Road Primary School, we deliver a **broad and balanced curriculum** that enables all children to 'be the best they can be.' The English and mathematics curriculum follows 'mastery principles': ensuring children have opportunities to embed learning before moving onto the next topic. The curriculum is inclusive and imaginative: stimulating young minds as well as preparing them for the modern world.

## **English**

Literature lies at the heart of the school's English curriculum: the children read both contemporary and classical British authors as well as literature from around the world. In writing, each unit of work is split into three outcomes. Outcome 1 is scaffolded and modelled by the teacher. Outcome 2 allows the children to work independently on a similar genre and Outcome 3 gives the children the opportunity to apply their learning in a different curriculum area.

## **Mathematics**

There is a termly plan for each year group from Year 1 to Year 6. Each term is split into twelve weeks. As part of each overview, a significant amount of time is devoted to developing key number concepts each year. This ensures students build their fluency as number sense will affect their success in other areas of mathematics. Students who are successful with number are much more confident mathematicians.

## **The wider curriculum**

The National Curriculum subjects are taught discretely, this ensures children become skilled in Science, Computing and the foundation subjects. The school is committed to developing an appreciation of visual and performance art alongside inspiring the next generation of historians and geographers. Throughout the curriculum British values of: Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance for those with different faiths and beliefs are interwoven.

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# English

Term	<u>Autumn 1</u>	<u>Autumn 2</u>
<b>Text Types</b>	<b>Write to Entertain:</b> <b>Write to Inform:</b>	<b>Write to Entertain:</b> <b>Write to Inform:</b>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>○ Begin to break the flow of speech into words</li> <li>○ Link sounds to letters naming and sounding the letters of the alphabet</li> <li>○ Use some clearly identifiable letters to communicate meaning</li> <li>○ Write own name and other things such as labels and captions</li> <li>○ Attempt to write short sentences in meaningful contexts</li> <li>○ Use phonic knowledge to write words in ways which match their spoken sounds</li> <li>○ Write some irregular common words</li> <li>○ Write simple sentences which can be read by themselves and other</li> <li>○ Handle equipment and tools effectively including pencils for writing</li> <li>○ Begin to form lower-case letters correctly using handwriting families</li> <li>○ Form correctly cursive caterpillar/long ladder families</li> <li>○ Have the correct pencil grip and sitting position for writing</li> </ul>	<ul style="list-style-type: none"> <li>○ Repeat a simple sentence modelled – by teacher or puppet</li> <li>○ Replicate writing so that it can be read by themselves and others</li> <li>○ With adult prompting, separate <b>words</b> with spaces - using finger or lollipop or spaces</li> <li>○ Identify and use <b>question marks</b></li> <li>○ Use the joining word <b>and</b> to link words in sentences</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>○ Leave spaces between word</li> <li>○ To begin to punctuate sentences using a capital letter and a full stop</li> <li>○ To use a capital letter for names of people</li> <li>○</li> </ul>	<ul style="list-style-type: none"> <li>○ Use <b>full stops</b> to demarcate simple sentences</li> <li>○ Recognise and write from memory <b>Capital letters</b></li> <li>○ Use <b>capital letter</b> for personal pronoun I</li> <li>○ To add suffix -ing</li> </ul>

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<b>Composition</b>	<ul style="list-style-type: none"> <li>○ To give meaning to marks they make as they draw, write and paint</li> <li>○ Begin to break the flow of speech into words</li> <li>○ To compose and write a simple sentence which can be read by themselves and other</li> <li>○ Begin to re-read what they have written to check it makes sense</li> <li>○ Discuss what they have written with an adult</li> <li>○ Read aloud their writing clearly</li> </ul>	<ul style="list-style-type: none"> <li>○ Orally plan and sequence ideas in narratives e.g. with adult support, create a story using small work props or pictures and orally rehearse.</li> <li>○ Orally rehearse ideas linked to non-fiction</li> <li>○ Orally compose every <b>sentence before writing</b></li> <li>○ With adult support, re-read every <b>sentence</b> to check it makes sense</li> <li>○ Orally compose and write sentences to form short narratives</li> <li>○ Orally compose simple sentences to write short non-fiction texts</li> <li>○ Discuss their writing with an adult and give opinions</li> <li>○ Read their writing to an adult</li> </ul>
<b>Term</b>	<b>Spring</b>	
<b>Text Types</b>	<b>Write to Entertain:</b> <b>Write to Inform:</b>	<b>Write to Entertain:</b> <b>Write to Inform:</b>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>○ Say, and hold in memory whilst writing, sentences that can be read by themselves and others.</li> <li>○ Separate <b>words</b> with spaces</li> <li>○ Use joining word <b>and</b> to link clauses</li> <li>○ Use joining word <b>but</b> to link words and clauses</li> <li>○ To add suffixes –ed</li> <li>○ To add suffixes –er -est</li> <li>○ To use s/es for plurals</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>○ Use <b>capital letters and full stops</b> to demarcate <b>sentences</b></li> <li>○ Use <b>capital letters</b> for names of people, places and days of the week</li> <li>○ Identify and use <b>exclamation marks</b></li> </ul>	

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<b>Composition</b>	<ul style="list-style-type: none"> <li>○ Sequence ideas and events in narratives – creating a story map and using it to orally rehearse ideas</li> <li>○ Sequence events in non-fiction recounts</li> <li>○ Orally compose every <b>sentence</b> before writing including compound sentences using the joining word <b>and</b> and <b>but</b></li> <li>○ <b>Re-read every</b> sentence to check it makes sense</li> <li>○ Orally compose and sequence their own sentences to write short narratives</li> <li>○ Orally compose and sequence their own sentences to write short non-fiction texts</li> <li>○ Discuss their writing with adults saying what they like about it</li> <li>○ Read their writing audibly to a small group</li> </ul>	
<b>Term</b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b>Text Types</b>	<b>Write to Entertain: Write to Inform:</b>	<b>Write to Entertain: Write to Inform:</b>
<b>Grammar and Vocabulary</b>	<ul style="list-style-type: none"> <li>○ Say, hold in memory whilst writing, <b>sentences that can be read by themselves and others</b>, including those with the joining word <b>and</b></li> <li>○ Separate <b>words</b> with spaces of a roughly consistent size</li> <li>○ Use the <b>joining word (conjunction) and</b> to link words and clauses in independent writing.</li> <li>○ Use the <b>joining word (conjunction) or</b> to link words and clauses</li> </ul>	
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>○ Use <b>Capital Letters and full stops</b> to demarcate simple <b>sentences</b> in independent writing.</li> <li>○ Use <b>Capital Letters</b> for names of people, days of the week and the personal pronoun I</li> <li>○ Identify and use <b>question marks</b> and <b>exclamation marks</b> in independent writing.</li> </ul>	
<b>Composition</b>	<ul style="list-style-type: none"> <li>○ Use familiar plots for structuring the opening ,middle and end of their stories</li> <li>○ Sequence ideas and events in different non-fiction texts</li> <li>○ Orally compose every <b>sentence</b> before writing including compound sentences</li> <li>○ Independently re-read every sentence to check it makes sense but focusing particular on those with joining words</li> <li>○ Orally compose and sequence their own sentences including some which use joining words to write short narratives</li> <li>○ Orally compose and sequence their own sentences to write short non-fiction texts</li> </ul>	

## TEXTS

Autumn	Spring	Summer
Goldilocks and the Three Bears	The Hungry Caterpillar	Jack and the Beanstalk

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Little Red Riding Hood

Hansel and Gretel

The Three Little Pigs



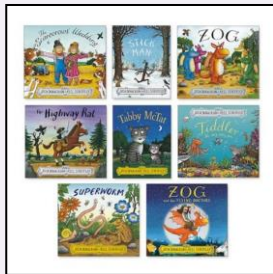
Stick Man

The Smartest Giant in Town

Zog

The Gruffalo

Monkey Puzzle



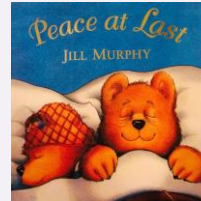
Traction Man



Mr Gumpy's Outing by John Burningham

Peace at Last by Jill Murphy

Whatever Next! By Jill

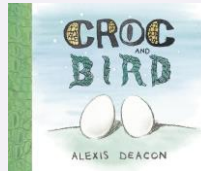


Lost and Found

Penguin by Polly Dunbar

Giraffes Cant Dance

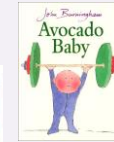
Croc and Bird



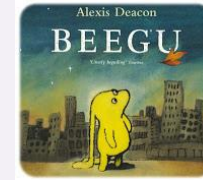
Jim and the Beanstalk by Raymond Briggs

Avocado Baby by John

Burningham



Beegu



La Luna

The Man on the Moon

# Reading

*For more information on reading please see our Whole School Reading Journey*

	Key Learning
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>○ Read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>○ Apply phonic knowledge and skills as the route to decode words</li> <li>○ Respond speedily with the correct sound to grapheme for the 44 phonemes</li> <li>○ Recognise and use the different ways of pronouncing the same grapheme – ow snow ow cow</li> <li>○ Read accurately by blending sounds in unfamiliar words</li> <li>○ Read common exception words noting tricky parts</li> <li>○ Read words containing -s -es -ing -ed -er -est ending</li> <li>○ Split two and three syllable words into the separate syllables to support blending for reading</li> <li>○ Read words with contractions - I'm I'll We'll and understand that the apostrophe represents the omitted letter</li> <li>○ Develop fluency, accuracy and confidence by re-reading</li> <li>○ Read more challenging texts using phonics and common exception word recognition</li> </ul>
<b>Reading Behaviour</b>	<ul style="list-style-type: none"> <li>○ Relate texts to their own experiences</li> <li>○ Recognise and join in with language patterns and repetition</li> <li>○ Use patterns and repetition to support oral story telling</li> <li>○ Orally retell familiar stories in a range of contexts</li> <li>○ Enjoy and recite rhymes and poems by heart.</li> <li>○ Make personal reading choices and explain reasons for choices</li> </ul>
<b>Understanding Texts</b>	<ul style="list-style-type: none"> <li>○ Introduce and discuss key vocabulary linking meanings of new words to those already known.</li> <li>○ Activate prior knowledge</li> <li>○ Check the texts make sense while reading and self correct</li> <li>○ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language patterns from the text.</li> <li>○ Give opinions and support with reasons</li> <li>○ Explain clearly their understanding of what is read to them</li> <li>○ Demonstrate understanding of texts by answering questions related to <b>who what where when why ho</b></li> <li>○ Identify and discuss main events in stories</li> <li>○ Make predictions based on what has been read so far</li> <li>○ Identify and discuss main characters in stories</li> <li>○ Discuss the title and how it relates to events</li> </ul>

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	<ul style="list-style-type: none"><li>○ Make basic inferences about what is being said and done</li><li>○ Recall specific information in fiction and non-fiction texts</li><li>○ Locate parts of texts that give particular information</li></ul>
<b>Participating in discussion and debate</b>	<ul style="list-style-type: none"><li>○ Listen to what others say</li><li>○ Take turn in conversations</li><li>○ Participate in class discussions about stories and poems</li></ul>

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# Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value (within 10)</b>					Number <b>Addition and subtraction (within 10)</b>					Geometry <b>Shape</b>	Consolidation
Spring	Number <b>Place value (within 20)</b>			Number <b>Addition and subtraction (within 20)</b>			Number <b>Place value (within 50)</b>		Measurement <b>Length and height</b>		Measurement <b>Mass and volume</b>	
Summer	Number <b>Multiplication and division</b>			Number <b>Fractions</b>		Geometry <b>Position and direction</b>	Number <b>Place value (within 100)</b>		Measurement <b>Money</b>	Measurement <b>Time</b>		Consolidation

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# Science

Year	Key Skills			Key Topic Knowledge		
<b>1</b>	Using Investigative Approaches	Communicating and Collaborating	Working Critically with Evidence and Thinking Scientifically	Autumn  	Spring  	Summer  
	<p><b>Responding to others' ideas about how to test.</b> Ask simple questions and recognise that they can be answered in different ways.</p> <p>Respond to simple suggestions about how to test an idea.</p> <p>Observe closely, using simple equipment. Perform simple tests. Identify and classify things.</p>	<p><b>Awareness of recording.</b> Show an awareness of the need to record observations in Science.</p> <p>Gather and record data/observations (fully scaffolded).</p> <p>Describe observations using correct vocabulary.</p> <p>Describe observations and record using drawings, labelling, pictograms, 3D block graphs.</p>	<p><b>Describing what they see</b> Develop a vocabulary to talk about what they are doing</p>	<p><b>Autumn 1 and 2</b> <b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>•To distinguish between an object and the material from which it is made</li> <li>•To identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>•To describe the simple physical properties of a variety of everyday materials using appropriate vocabulary (hard/soft, stretchy/stiff waterproof/absorbent etc).</li> <li>•To explore and experiment with a wide variety of materials (brick, paper, fabrics, elastic, foil)</li> <li>•To explore which materials are best suited for an object (i.e. best material for an umbrella).</li> <li>•To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>•Optional scientist to explore the impact of <u>Charles Macintosh</u> on</li> </ul>	<p><b>Spring 1</b> <b>Animals including humans: Humans: Basic structure and senses</b></p> <ul style="list-style-type: none"> <li>•To identify and name the basic parts of the human body.</li> <li>•To draw and label the basic parts of the human body.</li> <li>•To know which part of the body is associated with each sense.</li> </ul> <p><b>Spring 2</b> <b>Other animals: Basic structure</b></p> <ul style="list-style-type: none"> <li>•To identify and name a variety of common animals.</li> <li>•To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> <li>•To classify animals as fish, amphibians, reptiles, birds or mammals.</li> <li>• To identify and name a variety</li> </ul>	<p><b>Summer 1 and 2</b> <b>Plants</b></p> <ul style="list-style-type: none"> <li>•To identify and name the basic structure/parts of a flowering plant.</li> <li>•To identify the basic structure of a tree.</li> <li>•To identify and name a variety of common wild and garden plants.</li> <li>•To name and identify a variety of trees.</li> <li>• To know the difference between deciduous and evergreen trees.</li> <li>•To compare and group familiar plants.</li> <li>•To observe and describe how plants change over time.</li> <li>•Optional botanist to explore <u>Beatrix Potter</u>.</li> </ul>

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				<p>everyday objects.</p> <p><b>Seasonal changes (throughout the year)</b></p> <ul style="list-style-type: none"> <li>• <i>Observe changes across the four seasons.</i></li> <li>• <i>Observe and describe weather associated with the seasons and how day length varies.</i></li> </ul>	<p>of common animals that are carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> <li>• To explore animals and their habitats that can be found in our local environment.</li> <li>• To know how to take care of animals in the local environment and to understand how to return them safely after study.</li> </ul>	
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# History

Year	Key Skills				Key Topic Knowledge		
<b>1</b>	Knowledge Chronological Awareness	Knowledge and Understanding of significant aspects of history	Understand historical concepts	Organise, evaluate and communicate information	<b>Autumn</b>   <small>Artefacts &amp; Sources</small>  <small>Family, Home &amp; Settlements</small>  <small>Chronology</small>	<b>Spring</b>   <small>Family, Home &amp; Settlements</small>  <small>Artefacts &amp; Sources</small>  <small>Culture</small>	<b>Summer</b>   <small>Chronology</small>  <small>Artefacts &amp; Sources</small>
	<p>Pupils can sequence simple pictures within their own experiences. Pupils can begin to use appropriately terminology such as past, then and now.</p>	<p>Pupils can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods.</p>	<p>Pupils can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual.</p>	<p>Pupils can write simple sentences to describe an event or period of time. Pupils can obtain ideas about the past from pictures / paintings/artefact</p>	<p><b>Aut 1</b> <b>Houses and Homes</b></p> <ul style="list-style-type: none"> <li>• To know some Household objects from the past and how they are used.</li> <li>• To compare kitchens from today with those from the past.</li> <li>• To compare bath time today with bath time from the past</li> <li>• To compare toys from the past and present.</li> <li>• <u>To compare the toys that you would find in a house in the past with today.</u></li> </ul> <p><b>Aut 2</b> <b>Why do we commemorate Bonfire Night?</b></p> <ul style="list-style-type: none"> <li>• To compare different time periods using then and now. EG clothes</li> <li>• To know the sequence of events of the Gunpowder plot.</li> </ul>	<p><b>Spr 1</b> <b>Famous People - L.S. Lowry? (Local History)</b> <b>Significant historical events, people and places in their own locality.</b></p> <ul style="list-style-type: none"> <li>• To know who L.S.Lowry is and why he is famous.</li> <li>• To know that we can find out about the past from paintings.</li> <li>• To know that some things about Salford have stayed the same and some things have changed since Lowry painted his pictures.</li> </ul>	<p><b>Sum 1</b> <b>Famous People – Neil Armstrong</b> <b>Lives of significant individuals in the past that who have contributed to national and international achievements</b></p> <ul style="list-style-type: none"> <li>• To know about who Neil Armstrong was by using a range of sources.</li> <li>• To know why Neil Armstrong is famous.</li> <li>• To know that Neil Armstrong landed on the moon in 1969.</li> <li>• To know and sequence the key features of the Apollo 11 mission.</li> </ul>

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# Geography

Year 1	Key Skills				Key Topic Knowledge		
	Locational Knowledge	Place Knowledge	Human and physical Geography	Geographical Skills & Fieldwork	Autumn 	Spring 	Summer 
	Name and locate the world's seven continents and five oceans. Name and locate the four countries and capital cities of the United Kingdom.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features and human features.	Use world maps. Use simple locational and directional language (near and far; left and right) Use simple fieldwork and observational skills to study the geography of their school	<b>Aut 2</b> <b>Our School and Our Local Area</b> <ul style="list-style-type: none"> <li>To describe and name where we live and go to school using pictures.</li> <li>To draw an aerial plan of the playground.</li> <li>To create labels and symbols for places in and outside of the classroom.</li> <li>To identify key human features associated with a local town or village, eg, church, farm, shop, house.</li> <li>To identify some key physical features associated with a local town or village. Eg forest, hill, river, soil.</li> <li>To create a simple map of a place in a story using symbols. <b>map, symbols, town, village, label, plan, river, forest</b></li> </ul> <b>Aut,,Spr,Sum</b> Identify seasonal and daily weather patterns in the UK. <ul style="list-style-type: none"> <li>To name types of weather</li> <li>To use symbols to identify different types of weather</li> <li>To identify seasonal changes in weather</li> </ul>	<b>Spr 2</b> <b>Hot and Cold</b> <ul style="list-style-type: none"> <li>To identify the equator on a map of the world</li> <li>To name some cold areas of the world and what it is like to live there.</li> <li>To name some hot areas of the world and what it is like to live there.</li> <li>To compare physical geography of a country near the equator with the UK.</li> <li>To compare the weather of a country near the equator with Salford.</li> <li>To explore and know key features of the four seasons of the UK.</li> </ul> equator, hot, cold, weather, country, season, city	<b>Sum 2</b> <b>Our World and Our Country</b> <ul style="list-style-type: none"> <li>To identify land and water on a map of the British Isles.</li> <li>To name the seas and oceans surrounding the British Isles.</li> <li>To explore the shapes of continents and to name the world's seven continents.</li> <li><b><u>Name and locate the world's seven continents and five oceans.</u></b></li> <li>Name and locate the four countries and capital cities of the United Kingdom.</li> <li><b><u>To identify the four countries making up the United Kingdom.</u></b></li> </ul> world, country, sea, ocean, land, continent, British, capital cities

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# Religious Education

Autumn 1		
Key question 1.7: What does it mean to belong to a faith community?		
Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p><b>Strand: Living</b></p> <p><u>Prior learning in this thread:</u> F5 Where do we belong?</p> <p><u>Future learning in this thread:</u> L2.7 What does it mean to be a Christian in Britain today? L2.8 What does it mean to be a Hindu in Britain today? L2.10 How do family life and festivals show what matters to Jewish people? U2.6 What does it mean to be a Muslim in Britain today</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none"> <li>• Talk about stories of people who belong to groups; groups to which pupils belong, including their families and school, what they enjoy about them and why they are important to them.</li> <li>• Find out about some symbols of ‘belonging’ used in Christianity and at least one other religion, and what they mean (Christianity e.g. baptismal candles, christening clothes, crosses as badges or necklaces, fish/ICHTHUS badges, What Would Jesus Do bracelets WWJD); symbols of belonging in pupils’ own lives and experience.</li> <li>• Explore the idea that everyone is valuable and how Christians show this through infant baptism and dedication, finding out what the actions and symbols mean.</li> <li>• Compare with a welcoming ceremony from another religion e.g. Judaism: naming ceremony for girls – brit bat or zaved habat; Islam: Aqiqah.</li> <li>• Find out how people can show they belong with another person, for example, through the promises made in a wedding ceremony, through symbols (e.g. rings, gifts; standing under the chuppah in Jewish weddings). Listen to some music used at Christian weddings. Find out about what the words mean in promises, hymns and prayers at a wedding.</li> <li>• Compare the promises made in a Christian wedding with the Jewish ketubah (wedding contract).</li> <li>• Talk to some Christians, and members of another religion, about what is good about being in a community, and what kinds of things they do when they meet in groups for worship and community activities.</li> <li>• Explore the idea that different people belong to different religions, and that many people are not part of religious communities, but that they also belong to different communities (sometimes also with religious people).</li> <li>• Find out about times when people from different religions and non-religious people might work together, e.g. in charity work or to remember special events. Examples might include Christian Aid and Islamic Relief, or Remembrance Day on 11th November.</li> </ul>	<p>Emerging:</p> <ul style="list-style-type: none"> <li>• Talk about what is special and of value about belonging to a group that is important to them (B2).</li> <li>• Show an awareness that some people belong to different religions (B1).</li> </ul> <p>Expected:</p> <ul style="list-style-type: none"> <li>• Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</li> <li>• Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</li> <li>• Identify two ways people show they belong to each other when they get married (A1).</li> <li>• Respond to examples of co-operation between different people (C2).</li> </ul> <p>Exceeding:</p> <ul style="list-style-type: none"> <li>• Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</li> <li>• Identify some similarities and differences between the ceremonies studied (B3)</li> </ul>

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## Autumn 2

### Key question 1.6: How and why do we celebrate special and sacred times?

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p><b>Strand: Expressing</b></p> <p><u>Prior learning in this thread:</u> F4 Which times are special and why?</p> <p><u>Future learning in this thread:</u> 1.5 What makes some places sacred? L2.5 Why are festivals important to religious communities? L2.5a How do people from religious and non-religious communities celebrate key festivals? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none"><li>• Consider the importance and value of celebration and remembrance in pupils' own lives.</li><li>• Learn about festivals in Christianity, including Christmas, Easter, Harvest and Pentecost in Christianity: the stories and meanings associated with them.<ul style="list-style-type: none"><li>• For example, from Easter:<ul style="list-style-type: none"><li>o Explore stories of Jesus in Holy Week such as riding into Jerusalem on a donkey, turning over tables in the temple, washing his friends' feet, being arrested, being deserted, crucifixion, resurrection on Sunday morning.</li><li>o Explore feelings of Jesus and disciples.</li><li>o Explore how these are shown in the ways Christians celebrate Easter today e.g. Palm Sunday processions, washing feet, sorrow of Good Friday, darkness on Saturday services, light and joy of Easter day etc.</li></ul></li><li>• Learn about the significance of festivals to the Jewish way of life and what they mean, e.g. Shabbat (Genesis 1: God as creator), Pesach (Moses and the Exodus: freedom), Chanukah (hope and dedication), Sukkot (reliance on God).</li><li>• Explore the meaning and significance of Jewish rituals and practices during each festival.</li><li>• Learn about how Muslims celebrate Eid-ul-Fitr as the completion of a month of fasting (Ramadan). Find out what happens in a Muslim household at Eid-ul-Fitr.</li><li>• Talk about whether the stories and events mean something for the pupils themselves – can they connect with ideas of rest, freedom, hope and self-control?</li><li>• Compare the importance of the symbol of light within different festivals, e.g. Christmas, Chanukah; how believers express beliefs through this symbol, and how light can mean different things to believers in different communities.</li></ul></li></ul>	<p>Emerging:</p> <ul style="list-style-type: none"><li>• Identify a special time they celebrate and explain simply what celebration means (A1).</li><li>• Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</li></ul> <p>Expected:</p> <ul style="list-style-type: none"><li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li><li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</li><li>• Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</li><li>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</li></ul> <p>Exceeding:</p> <ul style="list-style-type: none"><li>• Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</li><li>• Identify some similarities and differences between the celebrations studied (B3)</li></ul>

**Spring**

**Key question 1.1: Who is a Christian and what do they believe?**

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p><b>Strand: Believing</b></p> <p><u>Future learning in this thread:</u></p> <p>1.2 Who is a Muslim and what do they believe?</p> <p>1.3 Who is Jewish and what do they believe?</p> <p>L2.1 What do different people believe about God?</p> <p>U2.1 Why do some people believe God exists?</p> <p><u>Religions and worldviews:</u></p> <p>Christians</p>	<ul style="list-style-type: none"><li>• Share stories that help to show how Christians think of God e.g. the book of Jonah in the Old Testament, the Annunciation (Luke 1:26–56), the lost son (Luke 15:11–32) and Pentecost (Acts 2:1–13).</li><li>• Describe some of the beliefs that Christian traditions (organised worldviews) teach about God e.g. all-powerful, loving, close to every person, forgiving.</li><li>• Look at art and recognise some symbols and images used to express ideas about God.</li><li>• Listen to pieces of music that express ideas about God.</li><li>• Talk to Christians about what they believe about God (personal worldviews).</li><li>• Give opportunities for pupils to reflect on and express their own big questions about life and God, in particular through discussion, art, music and drama e.g. responding to the question ‘Where is God?’ through art.</li><li>• Share stories that show the importance of Jesus to Christians e.g. a parable, a miracle, a teaching of Jesus, birth and death and resurrection of Jesus.</li><li>• Linking with these stories, describe some of the beliefs that Christians hold about Jesus e.g. that he was kind to people in need, that he performed miracles, that he is the son of God, that he lives.</li><li>• Investigate how Christians follow teaching from the Bible about how to live their lives e.g. prayer and worship, treating others kindly. Hear and think about some prayers Christians use. Note that not all Christians practise their faith in the same ways.</li><li>• Experience thanking and being thanked, praising and being praised, and connect this experience simply to an idea about worship.</li><li>• Many pupils have no personal belief in God but have just learnt lots about people who do. Give them the opportunity to comment on the idea of God for themselves, such as whether or not it has any meaning in their lives.</li></ul>	<p>Emerging:</p> <ul style="list-style-type: none"><li>• Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</li><li>• Recognise some Christian symbols and images used to express ideas about God (A3).</li></ul> <p>Expected:</p> <ul style="list-style-type: none"><li>• Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</li><li>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</li><li>• Talk about issues of good and bad, right and wrong arising from the stories (C3).</li><li>• Ask some questions about believing in God and offer some ideas of their own (C1).</li></ul> <p>Exceeding:</p> <ul style="list-style-type: none"><li>• Make links between what Jesus taught and what Christians believe and do (A2).</li><li>• Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</li></ul>



**Summer**

**Key question 1.5: What makes some places sacred?**

Strand/Questions/Religions	Suggested content for learning	Learning Outcomes
<p><b>Strand: Expressing</b></p> <p><u>Prior learning in this thread:</u> F3 Which places are special and why?</p> <p><u>Future learning in this thread:</u> L2.4 Why do people pray? U2.4 If God is everywhere, why go to a place of worship?</p> <p><u>Religions and worldviews:</u> Christians, Muslims and/or Jewish people</p>	<ul style="list-style-type: none"><li>• Talk about how the words ‘sacred’ and ‘holy’ are used (they usually refer to places or things or words that are to do with God); what makes some places and things special, sacred or holy; consider what things and places are special to pupils and their families, and why; do they have things that are holy and sacred?</li><li>• Talk about why it is important to show respect for other people’s precious or sacred belongings (including the importance of having clean hands or dressing in certain ways).</li><li>• Explore the main features of places of worship in Christianity and at least one other religion, ideally by visiting some places of worship.</li><li>• Find out how the place of worship is used and talk to some Christians, Muslims and/or Jewish people about how and why it is important in their lives.</li><li>• Notice some similarities and differences between places of worship and how they are used.<ul style="list-style-type: none"><li>• Explore the meanings of signs, symbols, artefacts and actions and how they help in worship e.g.<ul style="list-style-type: none"><li>o church: altar, cross, crucifix, font, lectern, candles and the symbol of light; plus specific features from different denominations as appropriate: icons, stations of the cross, baptismal pool, pulpit</li><li>o synagogue: ark, Ner Tamid, Torah scroll, tzitzit (tassels), tefillin, tallit (prayer shawl) and kippah (skullcap), chanukiah/hanukkiah, bimah</li><li>o mosque/masjid: wudu, calligraphy, prayer mat, prayer beads, minbar, mihrab, muezzin.</li></ul></li></ul></li><li>• Explore how religious believers sometimes use music to help them in worship e.g. Christians singing traditional hymns with an organ or using contemporary songs and instruments to praise God, thank God, say sorry, to prepare for prayer etc; children’s songs to help learn stories; to celebrate at a wedding.<ul style="list-style-type: none"><li>• Revisit the key question in the light of their learning. Explore the difference between special and sacred, and reflect on whether they have things in their lives that might be special or sacred.</li></ul></li></ul>	<p>Emerging:</p> <ul style="list-style-type: none"><li>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</li><li>• Identify at least three objects used in worship in two religions (A3).</li></ul> <p>Expected:</p> <ul style="list-style-type: none"><li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</li><li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</li><li>• Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</li><li>• Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</li></ul> <p>Exceeding:</p> <ul style="list-style-type: none"><li>• Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</li><li>• Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).</li></ul>


# Art & Design


Yr 1	Key Skills								
	Generating Ideas	Making	Evaluating	Knowledge	Autumn	Spring	Summer		
	Skills of Designing & Developing Ideas	Skills of making Art, Craft & Design	Skills of Judgement & Evaluation	Knowledge about art processes and context	<b>Drawing</b>				
				Experiment with a variety of media; pencils, rubbers, crayons, felt tips charcoal, ballpoints, chalk  Control the types of marks made with the range of media	<u>Lines and marks</u>  Name, match and draw lines/marks from observations  Invent new lines draw on different surfaces with a range of materials	<u>Shape</u>  Observe and draw shapes from observations  Draw shapes in between objects  Invent new lines	<u>Tone</u>  Investigate tone by drawing light/dark patterns, light/dark shapes	<u>Texture</u>  Investigate textures by describing, naming, rubbing, copying	
	1. recognise that ideas can be expressed in art work  2. experiment with an open mind (for instance, they enthusiastically try out and use all materials that are presented to them)	3. try out a range of materials and processes and recognise that they have different qualities  4. use materials purposefully to achieve particular characteristics or qualities	5. Show interest in and describe what they think about the work of others	6. Know how to recognise and describe some simple characteristics of different kinds of art, craft and design  7. Know the names of the tools, techniques and the formal elements (colours, shapes, tones etc.) that they use.	<b>David Hockney ipad art</b> <b>Joe Tilson (combining photo images)</b> <b>Andy Goldsworthy (art in nature)</b>  <u>Digital media</u> Explore ideas using digital resources, i.e. internet CD - ROMs  Record information using digital cameras, video recorders	<b>Kurt Jackson (sea scapes)</b> <b>Norval Morrisseau Inuit Art</b> <b>Joan Miro</b> <b>Ephrem Kouakou (African Art)</b>  <u>Painting</u> Use a variety of tools and techniques including different brush sizes  Mix and match colours to artefacts and objects	<b>Paul Klee (modular printing)</b> <b>Frank Stella</b>  <u>Printing</u> Print with a range of hard and soft materials e.g. cork, pen barrels, sponge  Make simple marks on rollers and printing palettes		

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					<p>Use a simple graphic package to create effects with  <u>Lines</u> by changing the size of the brushes in response to ideas.  <u>Shapes</u> using eraser, shape and fill tools.  <u>Colour and texture</u> using simple filters to manipulate and create images  Use basic selection and cropping tools</p>	<p>Work on different scales  Experiment with tools and techniques e.g. layering, mixing media, scraping through  Name different types of paint and their properties  <u>Colour</u>  Identify primary colours by name  Mix primary shades and tones  <u>Texture</u>  Create textured paint by adding sand, plaster</p>	<p>Take simple prints, i.e. mono printing  Roll printing ink over found objects to create patterns, e.g. plastic, mesh, stencils  Build repeating patterns and recognise pattern in the environment  Create simple printing blocks with press print  Design more repetitive patterns  <u>Colour</u>  Experiment with over printing motifs and colour  <u>Texture</u>  Make rubbings to collect textures and patterns</p>
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# Computing




	Autumn	Autumn	Spring	Spring/Summer	Summer
	Online safety	Digital Literacy/Non-negotiables	Computer Science/coding	Outcome 4	Information Technology
<b>Y1</b> 	Unit 1.1 Online Safety and exploring purple mash Quality text: Digiduck	<ul style="list-style-type: none"> <li>Log on independently using a personal Google login</li> <li>Touch typing practise (Big Brown Bear/BBC Bitesize)</li> <li><b><u>Type a paragraph on Microsoft Word/Google Docs</u></b></li> <li>Access Purple Mash independently</li> </ul>	Unit 1.7 Coding  2code	Independently-typed paragraph  Narrative/History/ Science/Geography	Unit 1.9 Technology outside school  2Calculate

Year	Key Skills			Key Topic Knowledge		
	Digital Literacy	Computer Science	Information technology	Autumn	Spring	Summer
<b>1</b>	Recognise common uses of information technology beyond school  Use technology safely and respectfully, keeping personal information	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<b>Quality text: Digiduck</b>  <b>Curriculum 2014 &gt;Computing&gt;esafety Year 1 computing Non-negotiables (as above)</b>	<b>Unit 1.7 Coding</b> <ul style="list-style-type: none"> <li>Introduction to coding.</li> <li>Introduction to block coding on screen.</li> <li>Introduction to backgrounds and characters.</li> <li>Making a character move left and right.</li> <li>Making a character move when clicked.</li> </ul>	<b>Unit 1.9 Technology outside school</b> <ul style="list-style-type: none"> <li>To walk around the local community and find examples of where technology is used.</li> <li>To record examples of technology outside school.</li> </ul> Resources: 2Calculate

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	<p>private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>	<p>unambiguous instructions.</p> <p>Create and debug simple programs</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p>			<ul style="list-style-type: none"> <li>• Introduction to Collision</li> <li>• Detection.</li> </ul> <p>Resources: 2code</p>	
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# Design & Technology

Year 1	Key Skills			Key Topic Knowledge / Process		
	Design	Make	Evaluate	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>• Use pictures and words to convey what they want to design/make.</li> <li>• Propose more than one idea for a product.</li> <li>• Use reclaimed materials to develop more than one idea.</li> <li>• Select appropriate technique explaining: First... Next... Last.</li> <li>• Explore ideas by rearranging materials/ingredients.</li> <li>• Select pictures to help develop ideas.</li> <li>• Use drawings to record ideas as they are developed.</li> <li>• Add notes to drawings to help explanations.</li> </ul> <p>Describe their models and drawings of ideas and intentions.</p>	<ul style="list-style-type: none"> <li>• Discuss their work as it progresses.</li> <li>• Select materials/ingredients from a limited range that will meet the design criteria.</li> <li>• Select and name the tools needed.</li> <li>• Explain what they are making.</li> <li>• Explain which materials/ingredients they are using and why.</li> <li>• Name the tools they are using.</li> <li>• Describe what they need to do next.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore existing products and how they have been made.</li> <li>• Decide how existing products do/ do not achieve their purpose.</li> <li>• Talk about their design as they develop and identify good/bad points.</li> <li>• Note changes made during the making process as annotation to plans/drawings.</li> <li>• Say what they like and do not like about items they have made and attempt to explain why.</li> <li>• Discuss how closely their finished product meets their design criteria and how well it meets the needs of the user.</li> </ul>	<p><b>Textiles</b> </p> <p><b>Christmas Stocking</b></p> <p>Children investigate and evaluate existing products linked to the chosen project. Explore and compare e.g. fabrics, joining techniques, finishing techniques and fastenings used.</p> <ul style="list-style-type: none"> <li>• Start to use the appropriate vocabulary to refer to fabrics and tools.</li> <li>• Cut out shapes which have been created by drawing around the template of the fabric.</li> <li>• Join fabrics by using e.g. running stitch, glue, staples, tape.</li> <li>• Decorate fabrics with attached items e.g. buttons, sequins, beads, ribbons.</li> </ul>	<p><b>Food</b> </p> <p><b>Fruit salad faces</b></p> <ul style="list-style-type: none"> <li>• Children examine a range of fruit. Use questions to develop children's understanding e.g. What is this called? Who has eaten this fruit/vegetable before? What does it taste like? Is it sweet/sour?</li> <li>• Develop food vocabulary using taste, smell, texture and feel.</li> <li>• Explore a range of fruit face pictures</li> <li>• Work safely</li> <li>• Understand the importance of working hygienically.</li> <li>• Group fruits.</li> </ul> <p>Evaluate as the children work through the project and the final products against the intended</p>	<p><b>Mechanisms</b> </p> <p><b>Making a toy vehicle (Moon Buggy)</b></p> <p>Explore and evaluate a range of wheeled products such as toys and everyday objects. Through questioning, direct children's observations e.g. the number, size, position and methods of fixing wheels and axles.</p> <p><i>How do you think the wheels move? How do you think the wheels are fixed on? Why do you think the product has this number of wheels? Why do you think the wheels are round?</i></p> <ul style="list-style-type: none"> <li>• Start to use technical vocabulary when describing mechanisms, tools and materials.</li> <li>• Join appropriately for different materials and</li> </ul>

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				<ul style="list-style-type: none"> <li>•Colour fabrics using a range of techniques e.g. painting, printing.</li> </ul> <p>Evaluate ongoing work and the final products against the intended purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<p>purpose and with the intended user, drawing on the design criteria previously agreed.</p>	<p>situations e.g. glue, tape.</p> <ul style="list-style-type: none"> <li>•Try out different axle fixings and their strengths weaknesses.</li> <li>•Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> <li>•Attach wheels to a chassis using an axle.</li> <li>•Mark out materials to be cut using a template.</li> </ul> <p>Ask children to evaluate their finished product, communicating how it works and how it matches their design criteria, including any changes they made.</p>
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# Music

Y1	Key Skills			Key Topic Knowledge		
	Listening	Composing	Performing	Autumn	Spring	Summer
	<ul style="list-style-type: none"> <li>-Recognising and understanding the difference between pulse and rhythm.</li> <li>-Understanding that different types of sounds are called timbres.</li> <li>-Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).</li> <li>-Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.</li> <li>-Describing the differences between two pieces of music.</li> <li>-Expressing a basic opinion about music (like/dislike).</li> <li>-Listening to and repeating short, simple rhythmic patterns.</li> <li>-Listening and responding to other performers by playing as part of a group.</li> </ul>	<ul style="list-style-type: none"> <li>-Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>-Combining instrumental and vocal sounds within a given structure.</li> <li>-Creating simple melodies using a few notes.</li> <li>-Choosing dynamics, tempo and timbre for a piece of music</li> </ul>	<ul style="list-style-type: none"> <li>-Using their voices expressively to speak and chant.</li> <li>-Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.</li> <li>-Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.</li> <li>-Copying back short rhythmic and melodic phrases on percussion instruments.</li> <li>-Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.</li> </ul>	<p><b><u>Autumn 1 Pulse &amp; rhythm – Unit 1 All About Me</u></b></p> <ul style="list-style-type: none"> <li>-To use my voice and hands to make music</li> <li>-To clap and play in time to the music</li> <li>-To play simple rhythms on an instrument</li> <li>-To listen and repeat short rhythmic patterns</li> <li>-to understand the difference between <b>pulse</b> and <b>rhythm</b></li> </ul>	<p><b><u>Spring 1 Musical Vocabulary- Unit 2 Under the Sea</u></b></p> <ul style="list-style-type: none"> <li>-to learn the musical vocabulary: <b>pulse</b> and <b>tempo</b></li> <li>-to explain what <b>dynamics</b> and <b>timbre</b> are</li> <li>-to explain what <b>pitch</b> and <b>rhythm</b> are</li> <li>-to explain what <b>texture</b> and <b>structure</b> are</li> <li>-to understand key musical vocabulary: <b>dynamics, pitch, pulse, rhythm, structure, tempo, texture, timbre, celeste, graphic score</b></li> </ul> <p><b><u>Spring 2 Timbre and Rhythmic Patterns-Unit 3 Fairy tales</u></b></p> <ul style="list-style-type: none"> <li>-to use voices expressively to speak and chant</li> <li>-to select suitable instrumental sounds to represent a character</li> <li>-to compose and play a rhythm</li> <li>-to recognise how timbre is used to represent characters in a piece of music</li> <li>-to keep the pulse using untuned instruments</li> <li>-<b>timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, french horn, flute</b></li> </ul>	<p><b><u>Summer Pitch and Tempo-Unit 4 Superheroes</u></b></p> <ul style="list-style-type: none"> <li>-to understand the concept of pitch</li> <li>-to create a pattern using two pitches</li> <li>-to understand the concept of tempo</li> <li>-to create a superhero theme tune</li> <li>-to perform confidently as part of a group</li> <li>-<b>accelerando, high pitched, low pitch, perform, performance, pitch, pitch pattern, tempo</b></li> </ul>

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# P.S.H.E.

(Personal, Social, Health and Economic Education)

## YEAR 1

(inc. Statutory Relationships Education & Health Education)

### Me and My Relationships

Autumn 1

- Why we have classroom rules
- Our feelings
- Good friends

### Valuing Difference

Autumn 2

- Same or different?
- Unkind, tease or bully?
- Who are our special people?
- It's not fair!

### Keeping Myself Safe

Spring 1

- Who can help? (1)
- Harold loses Geoffrey
- Sharing pictures

### Rights and Responsibilities

Spring 2

- Harold's wash and brush up
- Around and about the school
- Taking care of something

### Being my Best

Summer 1

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- Harold learns to ride his bike
- Pass on the praise!
- Harold has a bad day

## Growing and Changing

## Summer 2

- Then and now
- Who can help? (2)
- Surprises and secrets

### Linked NC Science Objectives (Health Education):

Year 1 - Spring 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. *(including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth)*

## Our School Values



At Grosvenor Road Primary, we have adopted twelve School Values, which we promote throughout all our activities in school. They are: Respect, Compassion, Trust, Helpfulness, Friendship, Fairness, Forgiveness, Courage, Thankfulness, Perseverance, Generosity and Truthfulness.

Throughout each half term, we focus on two of our values in assemblies and circle time sessions, so that our children understand what they mean and how they can show them - enabling all pupils to 'be the best they can be'!

Through continued teaching and reinforcement of these values in school, our children are becoming increasingly confident in talking about each one and we continue to encourage them to 'show their values' by awarding Values Stickers in class and in the playground.

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# Physical Education

Year 1	Gymnastics/ Creativity	Multiskills	Invasion Games	Net and Wall	Striking and Fielding	Athletics
	<ul style="list-style-type: none"> <li>To make my body curled, tense stretched and relaxed.</li> <li>To control my body when travelling (turning, rolling, climbing, swinging and jumping) and balancing.</li> <li>To show contrasts (eg: small / tall, straight / curved, wide / narrow).</li> <li>To jump in a variety of ways and land with some control, coordination and balance.</li> <li>To copy sequences and repeat them.</li> <li>To roll, curl, travel and balance in different ways.</li> <li>To use equipment safely.</li> <li>To move to music.</li> </ul>	<ul style="list-style-type: none"> <li>To walk, run, hop, skip, zigzag, side-step showing control.</li> <li>To copy actions.</li> <li>To move with control &amp; care.</li> <li>To develop skills of travelling, sending, receiving, dodging and awareness of space with a partner.</li> <li>To use a variety of games equipment.</li> <li>To use equipment safely.</li> <li>To repeat actions &amp; skills.</li> <li>To develop simple games in partners.</li> </ul>	<ul style="list-style-type: none"> <li>To move and stop safely.</li> <li>To throw and kick in different ways.</li> <li>To move with control &amp; care.</li> <li>To throw &amp; catch with both hands.</li> <li>To walk, run, hop, skip, zigzag, side-step showing control.</li> </ul> <p>Fundamentals of movement – travel, send, receive and strike through basketball, football and hockey.</p>	<ul style="list-style-type: none"> <li>To hit a ball with a bat.</li> <li>To move with control &amp; care.</li> <li>To move and stop safely.</li> <li>To use a variety of games equipment.</li> <li>To use equipment safely.</li> </ul> <p>Fundamentals of movement – travel, send, receive and strike through tennis.</p>	<ul style="list-style-type: none"> <li>To throw &amp; catch with both hands.</li> <li>To move with control &amp; care.</li> <li>To use a variety of games equipment.</li> <li>To use equipment safely.</li> </ul> <p>Fundamentals of movement – send, receive and strike through cricket and tri golf.</p>	<ul style="list-style-type: none"> <li>To walk, run, hop, skip, zigzag, side-step showing control.</li> <li>To move with control &amp; care.</li> <li>To move and stop safely.</li> </ul> <p>Fundamentals of movement - travel and send through running, jumping and throwing.</p>