

Warren Wood Primary Academy - Year 1 curriculum overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum theme	<i>My local area and me</i>	<i>Hospitals and Healthcare</i>	<i>Explorers - Transport, Space, and Pirates</i>		<i>Growing</i>	<i>Kings, Queens, and Castles</i>
Key Question (Intent)	<i>What is special about me?</i>	<i>How has the NHS changed over the past 100 years?</i>	<i>How have legends inspired the stories we share today?</i>		<i>What do living things need in order to grow?</i>	<i>Where did kings and Queens live throughout time?</i>
English (core texts)	What Makes Me a Me? Funny Bones There's Only One You	Zog and the Flying Doctors We Love the NHS Florence Nightingale	The Naughty Bus The Night Pirates Pirates Love Underpants Toys in Space Space Bob: Man on the Moon		The Tiny Seed Titch	The Cat and the King The Castle the King Built
	Autobiography <ul style="list-style-type: none"> • Explanation • Diary 	<ul style="list-style-type: none"> • Non-chronological report (NHS) • Newspaper report • Instructions (how to be a good nurse) 	<ul style="list-style-type: none"> • Narrative • Diary entry • Description • Poetry • Descriptive writing (setting/character) 		<ul style="list-style-type: none"> • Narrative • Dairy Entry 	<ul style="list-style-type: none"> • Non-chronological report • Letter/postcard

Warren Wood Primary Academy - Year 1 curriculum overview

Science	<p><u>Animals, including Humans</u> <i>Identifying and classifying, enquiry</i> LO: TBAT identify, name, draw and label the basic parts of the human body. <i>Identifying and classifying, enquiry</i> LO: TBAT learn about the five senses and carry out a simple investigation to see how each of these works. <i>Identifying and classifying, enquiry</i> LO: TBAT Identify the characteristics of birds and fish; identify what is the same and what is different about these two animal groups. <i>Identifying and classifying, enquiry</i> LO: TBAT Sort animals into the 5 animal groups using knowledge learnt to make decisions about animals that are difficult to place and decide whether humans are animals. <i>Identifying and classifying, enquiry</i> LO: TBAT use knowledge of animals and their diets, group them accurately into herbivores, carnivores and omnivores.</p> <p><u>Seasonal Changes</u> <u>What Is Our Local Area Like in Each Season?</u> <i>Observing over time enquiry</i> Pattern seeking LO: TBAT to explain what they</p>	<p><u>Everyday Materials</u> <i>Identifying and classifying, enquiry</i> LO: TBAT sort objects according to the material they are made from. <i>Observing over time enquiry</i> Pattern seeking LO: TBAT describe and name the simple physical properties of a variety of everyday materials. <i>Comparative & fair testing enquiry</i> LO: TBAT work scientifically to test which material is best at absorbing water and draw simple conclusions from their findings. <i>Comparative & fair testing enquiry</i> LO: TBAT What material is best at keeping us dry - is waterproof?</p> <p><u>Seasonal Changes</u> <u>What Is Our Local Area Like in Each Season?</u> <i>Observing over time enquiry</i> Pattern seeking LO: TBAT explain what our local area is like in each se</p>	<p><u>Plants</u> <i>Identifying and classifying, enquiry</i> LO: TBAT identify and classify a variety of common wild and garden plants, including deciduous and evergreen trees that pupils can find in their local environment. <i>Observing over time enquiry</i> Pattern seeking LO: TBAT know that roots are the part of the plant which is under the ground. <i>Observing over time enquiry</i> Pattern seeking LO: Know how to identify and describe flowers, petals, roots, stem and leaves of flowering plants. <u>Are All Tree Trunks the Same?</u> <i>Observing over time enquiry</i> Pattern seeking LO: TBAT identify and describe the basic structure of trees - trunk, branch, bark, blossom. <u>What Are the Leaves Like on Different Trees?</u> LO: To Know that deciduous trees lose their leaves in winter. Know that evergreen trees keep their leaves all year round.</p> <p><u>Seasonal Changes</u> <u>Are Days Always the Same Length? Is The Weather Always the Same Here?</u> <i>Observing over time enquiry</i> Pattern seeking LO: TBAT to explain if days are always the same length</p>
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Warren Wood Primary Academy - Year 1 curriculum overview

already know about seasons and introduce the key vocabulary.

Are Days Always the Same Length? Is The Weather Always the Same Here?

Observing over time enquiry
Pattern seeking

LO: TBAT explain what our local area is like in each season.

Observing over time enquiry
Pattern seeking

LO: TBAT to explain if the weather is always the same here

Warren Wood Primary Academy - Year 1 curriculum overview

<p>Humanities</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p><u>Place Knowledge</u></p> <p>LO: TBAT develop knowledge of the location of significant places within my locality. Where do I live? (Retrieval lesson)</p> <p>LO: TBAT use simple observation skills to study my immediate surroundings. What is in my classroom?</p> <p>LO: TBAT understand sense of place in relation to home and school.</p>	<p><u>History</u></p> <p>LO: TBAT describe the role of a nurse.</p> <p>What does a nurse do?</p> <p>LO: TBAT know some reasons why people did things differently in the past.</p> <p>Who was Florence Nightingale and why is she significant?</p> <p>LO: TBAT use a range of sources to ask and answer questions about the past.</p> <p>Who was Mary Seacole and what did she achieve?</p> <p>LO: I can identify different ways</p>	<p><u>Geographical Skills and Fieldwork</u></p> <p>LO: TBAT immerse myself into my topic. What is around us? (Retrieval lesson)</p> <p>LO: TBAT use compass directions. What is at our local park and how do people get there?</p> <p>LO: TBAT use fieldwork and observational skills to study physical and human geography in our local environment. How can we collect data about the key features of our local park?</p> <p>LO: TBAT use fieldwork and observational skills to study physical and human geography in our local environment. How can we present data about our park's facilities?</p> <p>LO: TBAT understand the geographical similarities and difference of our local area and a rural area in the UK. How is life on the mainland different to life on an island?</p> <p>LO: Sort photographs and pictures into 'then' and 'now'</p> <p>What types of transport was used in the past?</p>	<p><u>Human and Physical Geography</u></p> <p>LO: TBAT immerse myself into my topic</p> <p>What is weather? (Retrieval lesson)</p> <p>LO: TBAT understand the different seasons in a year.</p> <p>How does the weather affect us?</p> <p>LO: TBAT identify daily weather patterns.</p> <p>What are the dangers of weather in the UK?</p> <p>LO: TBAT identify the Equator, North and South Pole.</p> <p>What are hot and cold countries like?</p> <p>LO: TBAT use a map to locate</p>	<p><u>History</u></p> <p>LO: TBAT identify different ways to find out about the past.</p> <p>How can we find out about the past?</p> <p>LO: TBAT know some reasons why people did things differently in the past.</p> <p>Why did monarchs build castles?</p> <p>LO: TBAT sequence 3 or 4 artefacts from different periods of time.</p> <p>Who were the Kings and Queens of the past?</p> <p>LO: TBAT identify different ways to represent the past.</p> <p>Who was Queen Victoria and where did she live?</p>
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Warren Wood Primary Academy - Year 1 curriculum overview

	<p>Where is our school?</p> <p>LO: TBAT devise a simple map and use basic symbols in a key.</p> <p>What can I see around my school?</p> <p>LO: TBAT describe the location of features and routes on a map.</p> <p>How do you get to school?</p> <p><u>History</u></p> <p>LO: TBAT sequence events in my own life.</p> <p>What are my important memories?</p>	<p>to represent the past.</p> <p>Who was Edith Cavell and why is she significant?</p> <p>LO: I can begin to describe similarities and difference in artefacts.</p> <p>How were Florence, Mary and Edith similar and different?</p>	<p>LO: TBAT use artefacts to ask and answer questions about the past.</p> <p>What was it like to live on a pirate ship?</p> <p>LO: TBAT communicate my knowledge and understanding through role play</p> <p>Why is Blackbeard remembered today?</p> <p>LO: TBAT communicate my knowledge and understanding through drawing and writing</p> <p>Who was Anne Bonney?</p> <p>LO: TBAT communicate my understanding through timelines.</p> <p>When did space travel begin?</p> <p>LO:TBAT use a range of sources to find out about the past.</p> <p>Why is Neil Armstrong an important explorer?</p>	<p>hot and cold places.</p> <p>What is a cold area of the world like?</p>	<p>LO: TBAT sort artefacts into 'then' and 'now'</p> <p>Where did Kings and Queens live through time?</p>
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Warren Wood Primary Academy - Year 1 curriculum overview

<p>DT & ART</p>	<p>1. I can draw a range of lines and shapes 2. I can experiment with a range of mediums to create a variety of marks: pencils, rubbers, crayons, pens, pastels, chalk and ink. 3. I can name and mix Primary colours to create secondary colours. 4. I can use a range of tools to paint including a variety of brush sizes. 5. I can name an artist, craft maker or designer and describe their work.</p>	<p>1. I can use tools e.g. scissors and a hole punch safely 2. I can explore and use mechanisms such as sliders and levers in my product. 3. I can model my ideas in card and paper 4. With help I can measure, mark out, cut and shape a range of materials. 5. I can begin to use simple finishing touches to improve the appearance of my product. 6. I can evaluate my product by discussing how well it works in relation to the purpose.</p>	<p>1. I can explore pattern and texture by describing, rubbing, and copying. 2. I can take simple prints of objects 3. I can experiment with textural techniques. 4. I can recognise and name the techniques in artwork. 5. I can describe an art work. 6. I can share my ideas, thoughts and feelings through my artwork.</p>	<p>1. I can develop my design ideas applying finding from my earlier research 2. I can begin to build structures, exploring how they can begin to be made stronger, stiffer and more stable. 3. I can assemble, join and combine materials and components together using a variety of temporary methods. 4. I can make my design using appropriate techniques</p>	<p>1. I am beginning to understand that all food comes from plants or animals and that it is farmed, grown elsewhere or caught. 2. I know how to name and sort foods into the five groups in "The Eat Well Plate," and know that everyone should eat at least 5 portions of fruit and vegetables every day. 3. I know how to prepare simple dishes safely and hygienically, without a heat source. 4. I know how to use techniques such as cutting, peeling and grating. 5. I can evaluate my product by asking questions</p>	<p>1. I can explore constructing by joining recycled, manmade and natural materials. 2. I can create sculptures of different sizes and shapes 3. I can manipulate modelling materials in a variety of ways: rolling, joining, and kneading. 4. I can describe an artwork. 5. I can say what I like and do not like about an artwork.</p>
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Warren Wood Primary Academy - Year 1 curriculum overview

				5. I can evaluate my product as it is developed, identifying strengths and possible changes I might make.	about what I have made and how I have gone about it.	
Artist Focus/Research Field	Frida Kahlo	Robert Sabuda	Justin Gaffrey Eileen Agar	Space buggy research	Eat Well Plate and food sources	Sonya Wilkins
Final artwork/D&T work	Create a portrait in the style of Frida Kahlo	Create a pop-up Christmas Card	Create a textured collage	Design and make a moon buggy	Design and make a sandwich and make a fruit kebab	Create a leaf plate out of clay

Warren Wood Primary Academy - Year 1 curriculum overview

<p>Computing</p>	<p><u>Computing systems and networks - Technology around us</u></p> <ul style="list-style-type: none"> -To identify technology -To identify a computer and its main parts -To use a mouse in different ways -To use a keyboard to type on a computer -To use the keyboard to edit text -To create rules for using technology responsibly 	<p><u>Creating media - Digital painting</u></p> <ul style="list-style-type: none"> -To describe what different freehand tools do -To use the shape tool and the line tools -To make careful choices when painting a digital picture -To explain why I chose the tools I used -To use a computer on my own to paint a picture -To compare painting a picture on a computer and on paper 	<p><u>Programming A - Moving a robot</u></p> <ul style="list-style-type: none"> -To explain what a given command will do -To act out a given word -To combine forwards and backwards commands to make a sequence -To combine four direction commands to make sequences -To plan a simple program -To find more than one solution to a problem 	<p><u>Data and Information - Grouping data</u></p> <ul style="list-style-type: none"> -To label objects -To identify that objects can be counted -To describe objects in different ways -To count objects with the same properties -To compare groups of objects -To answer questions about groups of objects 	<p><u>Creating media - Digital writing</u></p> <ul style="list-style-type: none"> -To use a computer to write -To add and remove text on a computer -To identify that the look of text can be changed on a computer -To make careful choices when changing text -To explain why I used the tools that I chose -To compare typing on a computer to writing on paper 	<p><u>Programming B - Programming animations</u></p> <ul style="list-style-type: none"> -To choose a command for a given purpose -To show that a series of commands can be joined together -To identify the effect of changing a value -To explain that each sprite has its own instructions -To design the parts of a project -To use my algorithm to create a program
<p>PSHE / RSE</p>	<p>Living in the wider world. Aiming high LO: TBAT think about star qualities I already have and those I</p>	<p>Health and wellbeing. Safety First LO: TBAT know how to stay safe and who can help if I feel unsafe.</p>	<p>Relationships/digital wellbeing LO: TBAT talk about ways in which the internet is useful. LO: TBAT understand why</p>	<p>Relationships Teams LO: TBAT know the role that different people play in my life.</p>	<p>Health and wellbeing/Think positive LO: TABT understand how happy thoughts can make me feel good.</p>	<p>Living in the wider world. Diverse Britain LO: TBAT describe ways that I can help my school community. LO: TBAT describe ways that I can be a good neighbour.</p>

Warren Wood Primary Academy - Year 1 curriculum overview

	<p>would like to develop. LO: TBAT Know how a positive attitude helps me to learn. LO: TBAT talk about different jobs and tell my friends what I want to be when I grow up. LO: TBAT understand that it is a person's interests and skills that make them suited to doing a job. LO: TBAT think about things I would like to achieve in the future. LO: TBAT design a poster about me. What qualities I have, I need to develop and what I would like to do when I'm older.</p>	<p>LO: TBAT know how to stay safe in the home. LO: TBAT know how to stay safe when I'm out and about. LO: TBAT keep myself safe in different situations with people I don't know. LO: ITBAT understand what I can share and what I should keep private to keep myself and others safe. LO: TBAT know who to go to if I need help. Make a presentation</p>	<p>screen time should be limited. LO: TBAT understand how to stay safe online. LO: TBAT explain why we keep personal information private. LO: TBAT know how to communicate online in ways that show kindness and respect. LO: TBAT Understand that not everything is true on the internet. Includes a poster on what I have learnt.</p>	<p>LO: TBAT know how to be a good listener. LO: TBAT explain how to be kind and why it's important. LO: TBAT understand what unkind behaviour is. LO: TBAT explain how to be a good learner. LO: TBAT make good choices about how to treat others. Role play a good playground choice.</p>	<p>LO: TBAT make good choices and consider the impact of my decisions. LO: TBAT set myself goals and consider how to achieve them. LO: TBAT discuss my feelings and opinions with others and cope with difficult emotions. LO: TBAT discuss things I am thankful for and focus on what I do have, rather than what I don't have. LO: TBAT focus on what is happening now and how I am feeling.</p>	<p>LO: TBAT identify things that help and harm my neighbourhood. LO: TBAT describe what it is like to live in Britain. LO: TBAT explore how people living in the British Isles can be different and how they are the same. LO: TBAT talk about being British and living in the British Isles. A presentation in groups</p>
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Warren Wood Primary Academy - Year 1 curriculum overview

Physical Education (Indoor)	<p>Tri-Golf</p> <ol style="list-style-type: none"> 1. To learn the fundamental skills of rolling a ball underarm and the areas of a golf course. 2. Learning how to play golf without equipment. 3. Learn how to use a putter. 4. To be able to progress skills with a putter. 5. To learn the fundamental skills to chip a golf ball. 6. (Assessment Week) To be able to put all skills together to play a whole round of golf. 	<p>Gymnastics</p> <ol style="list-style-type: none"> 1. To learn how to create a variety of different shapes using parts of the body. 2. Begin to put shapes together and be able to perform a small sequence. 3. To learn how to move around an area when bodies are at high and low levels. 4. To explore different ways of using hands and feet to travel around an area. 5. To learn how to perform a variety of different balances. 6. (Assessment Week) To use apparatus safely and to create a small routine with all skills 	<p>Indoor Tennis</p> <ol style="list-style-type: none"> 1. Practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot. 2. Continue to develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot. 3. Understand what a volley shot is and when this shot can be used in tennis. 4. Understand how to perform the volley shot, ensuring they contact the ball before it bounces. 5. Understand how to start a game using an underarm serve. Students learn how to start a rally in tennis and the correct techniques. 6. (Assessment Week) Students are 	<p>Dance</p> <ol style="list-style-type: none"> 1. Pupils have an introduction to learning basic actions and pupils learn how to copy simple movement patterns. 2. Pupils learn how to respond to a variety of stimuli e.g. words, pictures, sounds, videos, and objects. 3. Pupils learn different directions used in dances. 4. Pupils learn how to express moods and feelings in dance to tell a story or to 	<p>Multi-Sports (Adapt Yr.3)</p> <ol style="list-style-type: none"> 1. To become familiar with different movement patterns and techniques. 2. To understand how to land an effective balanced position. 3. To learn to react to stimuli. 4. To understand the term 'agility.' 5. Learn the dribbling technique in several different sporting situations. 6. (Assessment Week) To demonstrate the skills learnt in a game situation. 	<p>Athletics (Adapt Yr. 3) / Sports Day Prep</p> <ol style="list-style-type: none"> 1. To prepare for assessment and learn basic swimming 'self-safety rescue'. 2. Understand how to perform a long jump correctly. 3. Learn how to perform a seated overhead throw. 4. Understand the importance of pacing in long distance running. 5. To understand and perform the correct technique required to throw a foam javelin. 6. (Assessment Week) Demonstrate all the skills students have learnt over the last six weeks.
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Warren Wood Primary Academy - Year 1 curriculum overview

		learnt in previous weeks.	asked to demonstrate all the skills they have learnt over the previous weeks to enable the teacher to assess.	convey an idea. 5. Pupils learn how to create a clear, middle and end to their routines by using stillness. Pupils work in pairs to communicate ideas. 6. (Assessment Week) Pupils learn basic performance skills, and use these in their final dance, to gain points from the judge.	
Physical Education (Outdoor)	Infant Agility 1. Learn and understand how to perform the correct running technique. 2. Learn the correct	Football 1. Familiarisation of the Ball: Pupils begin to use their feet to move around an area and learn	Tag Rugby 1. Pupils learn how to dodge and weave an object using speed and direction. 2. Pupils learn how to become familiar with a rugby ball.	Rounders 1. Pupils learn how to perform a two-handed catch with the correct technique	Kwik Cricket 1. To learn fundamental ball/beanbag skills, focused on throwing. 2. To learn basic underarm

Warren Wood Primary Academy - Year 1 curriculum overview

	<p>technique to perform the Chest push.</p> <p>3. Students take part in several activities encouraging them to balance and hold a balance.</p> <p>4. Learn how to jump effectively moving their arms and bending their legs.</p> <p>5. Students will recap on all the skills learnt when running, throwing, balancing and jumping.</p> <p>6. (Assessment Week) Students will be tested on their ability to run, throw, balance and jump.</p>	<p>the basic rules of football.</p> <p>2. Dribbling: Pupils learn the correct technique of how to dribble a ball.</p> <p>3. Short Passing: Pupils learn how to pass a ball over a short distance using the inside of their foot.</p> <p>4. Long Passing: Pupils learn how much power is needed to pass a ball over a long distance and why a long pass is used.</p> <p>5. Shooting: Pupils will learn how to strike a ball and the difference between passing and shooting.</p> <p>6. (Assessment Week) Game Situations: Pupils link all the skills learnt over the past 5 weeks and</p>	<p>How to hold it and how to catch it with two hands.</p> <p>3. Pupils learn how to use the correct technique to throw the rugby ball in a straight line. They focus on aiming at a target.</p> <p>4. Pupils learn how to mark/shadow another person and why we do this. They also have an introduction to tagging.</p> <p>5. Pupils learn how to pass and move towards a goal area. Combining passing and running skills.</p> <p>6. (Assessment Week) Pupils learn how to score in rugby by placing the ball down in target areas. Learn how to communicate ideas and rules.</p>	<p>for striking and fielding games.</p> <p>2. Pupils learn to link both throwing and catching as an introduction to a bowling technique.</p> <p>3. Pupils learn to make a striking action and to contact a stationary and/or moving object.</p> <p>4. Pupils learn running skills and experiment with the speed in which they run using fun modified games.</p> <p>5. Pupils learn to chase the</p>	<p>bowling/throwing with tactics and aspects of fielding.</p> <p>3. Catching and fielding.</p> <p>4. To learn fielding the ball and returning it to the wicket.</p> <p>5. To learn the basic concept of playing a Kwik Cricket game.</p> <p>6. (Assessment Week) To develop the basic concept of playing</p>	
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Warren Wood Primary Academy - Year 1 curriculum overview

		put them into a game situation.		ball and how to pick the ball up whilst on the move to understand fielding in rounders. 6. (Assessment Week) Pupils learn basic rules and positions and play enjoyable modified games with a competitive element.		
Music	<p>Pulse and Rhythm - All about me LO: TBAT use my voice and hands to create music LO: TBAT clap and play in time to music. LO: TBAT play simple rhythms on an instrument</p>	<p>Tempo - Snail and Mouse LO: TBAT explore using voices and bodies expressively LO: TBAT practice a thyme using fast and slow beats on instruments LO: TBAT use voices to perform a song</p>	<p>Musical Vocabulary - Under the Sea LO: TBAT learn the music vocabulary, pulse and tempo. LO: TBAT explain what dynamics and timbre are LO: TBAT explain what pitch and rhythm are. LO: TBAT explain what texture and structure are</p>	<p>Pitch and Tempo - Superheroes LO: TBAT understand the concept of pitch LO: TBAT create a pattern using two pitches LO: TBAT understand</p>	<p>Timbre and Rhythmic patterns - Fairy Tales LO: TBAT use our voices expressively to speak and chant LO: TBAT select suitable instrumental sounds to</p>	<p>Vocal and Body Sounds - By the Sea LO: TBAT understand that music can be used to represent an environment LO: TBAT understand how music can represent changes in an environment LO: TBAT select instruments to match seaside sounds</p>

Warren Wood Primary Academy - Year 1 curriculum overview

	<p>LO: TBAT listen to and repeat short rhythmic patterns</p> <p>LO: TBAT understand the difference between pulse and rhythm</p>	<p>with a fast and a slow beat</p> <p>LO: TBAT demonstrate fast and slow beats within the context of a story</p>	<p>LO: TBAT understand key musical vocabulary: dynamics, pitch, pulse, rhythm, structure, tempo, texture and timbre.</p>	<p>the concept of tempo</p> <p>LO: TBAT create a superhero theme tune</p> <p>LO: TBAT perform confidently as part of a group</p>	<p>represent a character</p> <p>LO: TBAT compose and play a rhythm</p> <p>LO: TBAT recognise how timbre is used to represent characters in a piece of music</p> <p>LO: TBAT keep the pulse using untuned instruments</p>	<p>LO: TBAT recognise and use dynamics and tempo</p> <p>LO: TBAT write music down and perform it from a graphic score</p>
Religious Education	<p>Who do Christians say made the world? (Creation)</p> <p>LO: TBAT retell the key events of the creation story.</p> <p>LO: TBAT understand that some Christians believe different</p>	<p>Why does Christmas matter to Christians? (Incarnation)</p> <p>LO: TBAT retell the Christmas story</p> <p>LO: TBAT talk about events in detail</p> <p>LO: TBAT find out how</p>	<p>Who is Jewish and how do they live? (Judaism)</p> <p>LO: TBAT understand why Tora is important for the Jewish people.</p> <p>LO: TBAT know the meaning of the mezuzah and the Shema prayer and what they mean to believers</p>	<p>Why was Jesus welcomed like a king by the crowds on Palm Sunday?</p> <p>LO: TBAT understand why some people are special and get treated differently.</p>	<p>What do Christians believe God is like? (God)</p> <p>LO: TBAT know what parables are and why they were told</p> <p>LO: TBAT know what the parable of the Lost Son teaches Christians about God.</p>	<p>Is Shabbat important to Jewish people?</p> <p>LO: TBAT name things that are special to Jewish people during Shabbat.</p> <p>LO: TBAT explain how they celebrate Shabbat and what Jewish people do.</p>

Warren Wood Primary Academy - Year 1 curriculum overview

	<p>things about the creation.</p> <p>LO: TBAT compare text of the creation</p> <p>LO: TBAT think about how Christians might try to be stewards of the world.</p> <p>LO: TBAT consider how Christians may act in response to the creation and why they may choose to praise God for it.</p>	<p>Christmas is celebrated today</p> <p>LO: TBAT consider which traditions are secular and which are religious.</p> <p>LO: TBAT discuss religious artwork and to say how it helps Christians today to celebrate</p>	<p>LO: TBAT understand the ways of life and what it means for the Jewish people</p> <p>LO: TBAT know what the Shabbat and Chanukah is and why it is important for the Jewish people</p> <p>LO: TBAT understand what they learn from the Torah stories and why it is important today.</p>	<p>LO: TBAT understand what Palm Sunday is.</p> <p>LO: TBAT recall the meaning of some of the symbols of Easter</p> <p>LO: TBAT recall parts of the Easter story</p> <p>LO: TBAT say why Jesus is special to Christians and why Palm Sunday is significant.</p>	<p>LO: TBAT understand what forgiveness is.</p> <p>LO: TBAT think about what asking for forgiveness from God means for Christians</p> <p>LO: TBAT understand how Christians put their beliefs into practise through worship</p>	<p>LO: TBAT start to make a connection between being Jewish and their behaviour and decisions they make.</p> <p>LO: TBAT start to explain why Shabbat is important to Jewish children.</p> <p>LO: TBAT begin to explain how being a member of a religion influences people's behaviour.</p>
MFL/BSL	BSL Greetings	BSL Greetings	BSL days of the week	BSL Months of the year	BSL Greetings	BSL Greetings