

Year 1 and 2 Curriculum Map 2025-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Yr 1	<p>Place Value (within 10)</p> <ul style="list-style-type: none"> Counting 1:1 correspondence - Representing 10 Counting on and back Finding one more/one less Greater than less than Ordering/ comparing Ordinal numbers Number lines/tracks <p>Addition and subtraction</p> <ul style="list-style-type: none"> Part whole model Symbols (+, -, =) Number bonds to 10 Fact families Simple addition 	<p>Addition and Subtraction cont.</p> <ul style="list-style-type: none"> Simple subtraction Finding the difference Comparing addition and subtraction statements <p>Geometry</p> <ul style="list-style-type: none"> Recognise 3D shapes Sort 3D shapes - Recognise 2D shapes Sort 2D shapes Identifying patterns within 2D & 3D shapes 	<p>Place Value (Numbers from 11-20)</p> <ul style="list-style-type: none"> Tens and Ones One more one less Compare objects/ numbers Order numbers <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Add by counting on Add ones using number bonds Find and make number bonds Subtraction not crossing 10 Subtraction, counting back Subtraction crossing 10 Comparing number sentences 	<p>Place value (within 50)</p> <ul style="list-style-type: none"> Counting to 50 in 10s Counting on and back to 50 Tens and Ones Representing numbers to 50 One more one less Compare objects/ numbers Order numbers Counting in 2s Counting in 5s <p>Length & Height</p> <ul style="list-style-type: none"> Compare lengths Compare heights <p>Mass & Volume</p> <ul style="list-style-type: none"> Introduce weight & mass Measure mass Compare mass Weight & mass problems Capacity & volume Measure & compare 	<p>Multiplication & Division</p> <ul style="list-style-type: none"> Recap count in 2s Recap count in 5s - Count in 10s Make equal groups Add equal groups Intro & make arrays Make doubles Making equal groups and sharing groups <p>Fractions</p> <ul style="list-style-type: none"> Making half Making a whole Finding half of a quantity Finding a quarter of a quantity <p>Position & Direction</p> <ul style="list-style-type: none"> Describe turns Describe positions 	<p>Place value (within 100)</p> <ul style="list-style-type: none"> Counting to 100 by making 10s Counting on & back Introducing the 100 square Partitioning numbers Comparing/ordering numbers One more one less <p>Money</p> <ul style="list-style-type: none"> Recognising coins Recognising notes - Counting coins <p>Time</p> <ul style="list-style-type: none"> Before & after Dates Time to the hour Time to the half hour Writing time Comparing time
Maths Yr 2	<p>Place Value</p> <ul style="list-style-type: none"> Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 - Tens and ones with part-whole model 	<p>Addition and subtraction (within 100)</p> <ul style="list-style-type: none"> Add and subtract 1s 10 more and 10 less Add and subtract 10s Add a 2 digit and 1 digit number crossing ten Subtract a 1 digit from a 2 digit number crossing ten 	<p>Money</p> <ul style="list-style-type: none"> Count money pence and pound, notes and coins Make the same amount Compare money Find the total/difference/change Two step problems 	<p>Fractions</p> <ul style="list-style-type: none"> Equal parts Measure length m Compare lengths Order lengths Four operations with length Problems solving <p>Time</p> <ul style="list-style-type: none"> O'clock and half past 	<p>Position and direction</p> <ul style="list-style-type: none"> Describe position Problem solve with position Describe movement and turns Make patterns with shapes <p>SATs revision</p>	<p>Measurement</p> <ul style="list-style-type: none"> Measure length cm Measure length m Compare lengths Order lengths Four operations with length Problems solving <p>Measurement – Mass, Capacity and Temperature</p>

	<ul style="list-style-type: none"> - Place value chart - Compare and order objects and number - Count in 2s, 5s, 10s, 3s <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - Fact families, bonds to 20 - Check calculations - Compare number sentences - Bonds to 100 	<ul style="list-style-type: none"> - Add two 2 digit numbers not crossing ten then crossing ten - Subtract 2 digit number from 2 digit number not crossing ten then crossing ten - Add three 1 digit numbers <p>Shape</p> <ul style="list-style-type: none"> - Count sides and vertices on 2d - Draw 2d shapes - Lines of symmetry - Sort 2d Shapes and make patterns - Count sides, faces and edges on 3d - Sort 3d shapes and make patterns 	<p>Multiplication and division</p> <ul style="list-style-type: none"> - Make and add equal groups - Make arrays - Multiplication using x symbol and pictures - Use arrays - 2s, 5s, 10s times-table - Grouping - Divide by 2, 5, 10 - Odd and even numbers 	<ul style="list-style-type: none"> - Quarter past and quarter to - Telling time to 5 minutes - Hours and days - Duration of time - Compare duration of time <p>Statistics</p> <ul style="list-style-type: none"> - Make Tally charts - Draw pictograms - Interpret pictograms - Block diagrams 		<ul style="list-style-type: none"> - Introduce weight and mass - Measure mass - Compare mass - Measure in grams and kilograms - Introduce capacity and volume - Measure capacity - Compare volume - Millilitres - Litres - Four operation with mass - Four operations with volume - Temperature
<p>Literacy</p> <p>Focus – punctuation, grammar and spelling, handwriting and transcription skills</p> <p>Narrative Recount Poetry Diary Letter writing</p>	<p>The Tin Forest</p> <p>The True Story of the Three Little Pigs</p>	<p>BHM: Coming to England (Windrush – BHM)</p>	<p>Princess Daisy and the Dragon and the Nincompoop pirates</p> <p>Anthony Browne (author of the term)</p>	<p>Toby and the Great Fire of London</p>	<p>The lighthouse Keepers Lunch</p> <p>Jelly Boots, smelly boots</p>	<p>The incredible book eating boy</p> <p>Nim's Island</p> <p>You Wouldn't want to be a Victorian schoolchild</p>
<p>Guided Reading</p> <p>GR – One book a week as a focus (whole class) until Spring 2, then transition to longer texts</p>	<p>The Tin Forest</p> <p>The True Story of the Three Little Pigs</p> <p>BHM: Coming to England (Windrush – BHM)</p>	<p>Queen Victoria's Bathing Machine</p> <p>The Castle the King Built</p> <p>Paddington at the Palace</p> <p>The King's Pants</p>	<p>The Last Wolf</p> <p>The Rhythm of the Rain</p> <p>The Earth Book by Jonathan Little</p> <p>Big Blue Whale by Nicola Davies</p>	<p>-Toby + the great fire of London</p> <p>-Vlad + the great fire of London</p> <p>Non-fiction books</p>	<p>Topic:</p> <p>The Sandman and the Turtle</p> <p>Changing Tides</p> <p>The Lighthouse Keeper's Lunch</p>	<p>Nim's Island</p> <p>The Incredible Book Eating Boy</p> <p>You Wouldn't want to be a Victorian schoolchild</p>

	<p>Non-fiction books linked</p> <p>Mama Miti,</p> <p>Chicken in the Kitchen,</p> <p>Wild Animals of the North</p> <p>Snow Day</p>	<p>Smile Out Loud</p> <p>Wild</p>	<p>The Wonders of the World - DK</p>		<p>Storm Whale</p> <p>Jelly Boots, Smelly boots</p> <p>The Baker by the sea</p> <p>Non fiction:</p> <p>Above and Below, the Sea and the Shore</p> <p>The Fossil Hunter: How Mary Anning unearthed the truth about the dinosaurs</p>	<p>Dickens?</p>
History		<p>What is a monarch?</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Events beyond living memory that are significant nationally or globally</p>		<p>Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally</p> <p>The lives of significant individuals (Samuel Pepys) in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality</p>		<p>How was school different in the past?</p> <p>Significant historical events, people and places in their own locality</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
Geography	<p>Would you prefer to live in a hot or cold place?</p> <p>name and locate the world's seven continents and five oceans</p>		<p>Why is our world wonderful?</p> <p>name and locate the world's seven continents and five oceans</p>		<p>What is it like to live by the coast?</p> <p>name and locate the world's seven continents and five oceans</p>	

	<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to: key</p>		<p>name, locate and identify characteristics (landmarks) of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>highlighting</p>		<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
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	human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					
<ul style="list-style-type: none"> ▪ Art <p>to use a range of materials creatively to design and make products</p>		<p>Focus - Drawing – sketchbooks</p> <p>Access Art – explore and draw</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to use drawing, to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Focus - Painting</p> <p>Access Art - Expressive painting</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to use painting to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Focus - Sculpture</p> <p>Access Art - Working in three dimensions – sculpture - stick transformation project</p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> ▪ to use sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, 	

					and making links to their own work.	
DT	<p>Aspect: Food</p> <p>Focus: Preparing fruit and Veg incl cooking and nutrition</p> <p>Link:</p> <p>Designing • Design appealing products for a particular user based on simple design criteria. • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings.</p> <p>Making • Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating • Taste and evaluate a range of fruit and</p>			<p>Aspect: Mechanisms</p> <p>Focus: Wheels and axles</p> <p>Link: Great Fire of London (fire engine)</p> <p>Designing • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups.</p> <p>Making • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Evaluating • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria.</p> <p>Technical knowledge and understanding • Explore and use wheels, axles and axle holders. • Distinguish between fixed and</p>		<p>Aspect: Textiles</p> <p>Focus: Templates and joining techniques</p> <p>Link: Victorians (Punch and Judy)</p> <p>Designing • Design a functional and appealing product for a chosen user and purpose based on simple design criteria. • Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.</p> <p>Making • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. • Select from and use textiles according to their characteristics.</p> <p>Evaluating • Explore and evaluate a range of existing textile products relevant to the project being undertaken. • Evaluate their ideas throughout and their final products against original design criteria. Technical knowledge and</p>
1. Researching,						
2. Designing,						
3. making and evaluating						

	<p>vegetables to determine the intended user's preferences. • Evaluate ideas and finished products against design criteria, including intended user and purpose.</p> <p>Technical knowledge and understanding •</p> <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home. • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate. • Know and use technical and sensory vocabulary relevant to the project.</p>			<p>freely moving axles. • Know and use technical vocabulary relevant to the project.</p>		<p>understanding •</p> <p>Understand how simple 3-D textile products are made, using a template to create two identical shapes. • Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. • Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. • Know and use technical vocabulary relevant to the project.</p>
<p>Science</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with 	<p>Materials</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday</p>	<p>Animals including Humans</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p>Plants</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a</p>	<p>Plants</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find and describe how plants need water, light and a suitable</p>	<p>Living Things and Habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p>	

<p>the seasons and how day length varies</p>	<p>materials, including wood, plastic, glass, metal, water, and rock</p>	<p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>variety of common flowering plants, including trees</p>	<p>temperature to grow and stay healthy.</p>	<p>identify that most living things live in habitats to which they are suited</p>
<p>Black text Yr 1 NC statements Red text Yr 2 NC statements</p>	<p>describe the simple physical properties of a variety of everyday materials</p>	<p>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>observe and describe how seeds and bulbs grow into mature plants</p>	<p>and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>
	<p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>notice that animals, including humans, have offspring which grow into adults</p>		<p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p>
	<p>distinguish between an object and the material from which it is made</p>	<p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>			<p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>
	<p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>			
	<p>describe the simple physical properties of a variety of everyday materials</p>				
<p>compare and group together a variety of everyday</p>					

	<p>materials on the basis of their simple physical properties</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>					
<p>Computing</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and 	<p>Unit 2.1 Coding (6 lessons)</p> <ul style="list-style-type: none"> What is an algorithm? Why is it useful in coding? Why is it important to know there are different object types? If you are good at coding, you don't need to debug. Is this true? 	<p>Unit 2.2 Online Safety (3 lessons)</p> <ul style="list-style-type: none"> Why is a search bar useful? What is an email? What is meant by my Digital Footprint? <p>Unit 2.3 Spreadsheets (4 lessons)</p> <ul style="list-style-type: none"> Why would you copy and paste when using a spreadsheet? How could a 	<p>Unit 2.4 Questioning (5 lessons)</p> <ul style="list-style-type: none"> How does a Pictogram show information? How is information organised in a binary tree? <p>How can a database help organise information?</p>	<p>Unit 2.5 Effective Searching (3 lessons) How can I search the Internet?</p>	<p>Unit 2.6 Creating Pictures (5 lessons)</p> <ul style="list-style-type: none"> What are the main features of Impressionism? What are the main features of Pointillism? <p>What are the main features of Surrealism?</p>	<p>Unit 2.7 Making Music (3 lessons)</p> <ul style="list-style-type: none"> What is meant by digital music? How can I change how my music sounds? What is it meant by the tempo of the music? <p>Unit 2.8 Presenting Ideas (4 lessons)</p> <ul style="list-style-type: none"> What do we need to think about when planning a presentation?

<p>unambiguous instructions</p> <ul style="list-style-type: none">▪ create and debug simple programs▪ use logical reasoning to predict the behaviour of simple programs▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content▪ recognise common uses of information technology beyond school▪ 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		<p>spreadsheet help you when you are planning some shopping? Look at the graph made in 2Calculate showing the class' favourite pets. Which is the most popular?</p>				<p>Why should I plan out my presentation?</p>
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internet or other online technologies.						
PSHE	Health and Wellbeing <ul style="list-style-type: none"> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help Safety in different environments; risk and safety at home; emergencies 		Living in the Wider World <ul style="list-style-type: none"> What rules are; caring for others' needs; looking after the environment Using the internet and digital devices; communicating online Strengths and interests; jobs in the community 		Relationships <ul style="list-style-type: none"> Roles of different people; families; feeling cared for Recognising privacy; staying safe; seeking permission How behaviour affects others; being polite and respectful Health and Wellbeing <ul style="list-style-type: none"> Growing older; naming body parts; moving class or year 	
RE	Christianity: What is God like for Christians?	Christianity: Why is giving important to Christians?	Judaism: What is the Torah and why is it so important to Jewish families?	Christianity: Why do Christians call Jesus the saviour?	Islam: Who is Allah and how do Muslims worship him?	What makes a good leader?
PE	Ball skills: In this unit, pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Dance: Each dance unit covers four different themes, with three lessons of planning for each	Fundamentals: 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. 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. Sending and receiving: Pupils will develop their skills including throwing	Invasion: Pupils develop their understanding of invasion games and the principles of defending and attacking. 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 learn to play to the rules.	Gymnastics: In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are	Athletics: In this unit, pupils will develop skills required in athletic activities such as running at different speeds, 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. They learn how to improve by identifying areas of strength as well as areas to develop.	Striking and fielding: In this unit, pupils develop their understanding of the principles of striking and fielding games. They develop the skills of throwing and catching, tracking and retrieving a ball and striking a ball. They begin to self-manage small sided games. Pupils learn how to score points and play to the rules. Pupils will begin to think about how to use skills, strategies and tactics to outwit the opposition appropriate to the situation. Team building: Pupils develop their communication and

	<p>theme. If you want to teach just 6 lessons of dance you can choose two of the four themes. Learning is progressively embedded complete within each theme so your pupils won't miss out on learning and the lessons will still flow.</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work</p>	<p>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 build on their knowledge of sending and receiving by applying their skills in different situations</p>		<p>given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p>Fitness: Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, 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>	<p>Target games: Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling and striking towards targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation</p>	<p>problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p>
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	independently and with others to perform and provide feedback beginning to use key terminology.					
Music	Hands, Feet, Heart (South African Music)		I Wanna Play In A Band (Rock)		World Music Recorder Course (Instrument)	
	1. South African Music.		1. Playing together in a band.		1. Basic techniques of recorder playing and develop musical skills that can be transferred to other tuned instruments.	
	<ul style="list-style-type: none"> To identify and find the pulse in a variety of songs. To recognise and name 2 more instruments (keyboard, bass, drums, electric guitars, vocals, trumpets and saxophones). To create simple rhythms. To recognise that songs sometimes have a question and answer section and a chorus. To play a tuned instrument accurately and in time using notes G, A & C (B). To compose a simple melody using simple rhythms using notes C & D (E, F, G). To know that high and low sounds can be used (pitch). 		<ul style="list-style-type: none"> To identify the pulse and move their body to the pulse (beat). To sing and dance together, in time and using actions. To play accurately and in time, using notes D & C (F, G). To compose a simple melody using simple rhythms using notes F, G & A. 		<ul style="list-style-type: none"> To play and sing a range of pieces from memory and from simple notation. To sit or stand with the correct posture. To listen to themselves and others, making improvements. To copy back and improvise simple phrases. To have a basic understanding of, and able to apply, pulse/beat, rhythm, pitch, tempo and dynamics. To create and perform their own rhythmic patterns. To compose, notate and perform short melodies. To recognise a range of orchestral instruments. To have grown in confidence and want to celebrate their musical success with a performance. 	
French			Greetings – Bonjour, Au revoir	How are you? Ca Va?	numbers	colours
Trips/Visitors		History Tower of London/Hampton Court		History – Great Fire of London Workshop	Science - Wetlands Centre	
Opportunities for outdoor learning	Mapping outside Material hunt	Survival Forest School Daily mile	Leatherhead walk		Plant experiment	Scarecrow wood Rockpools

and maximising locality			Human and physical features		School grounds spot different stages of plants and flowers.	
How does the school's theologically rooted Christian vision enable pupil's adults and children to flourish?	Class rules and expectations Class Representative	Health and wellbeing (School menu)	Link to a school in South Africa (pen pal)		Climate change children to come up with their own actions.	