

GEMS Curriculum Plan – Year 1

Vision & Values



Helping our children to THRIVE with PRIDE & DRIVE

Curriculum Intent

At Godfrey Ermen, we believe that an interesting, stimulating curriculum is fundamental to our effectiveness as a learning community. Our curriculum has developed from our Vision and Values. We know our pupils well and shape our curriculum around them. We have identified six drivers, which are pertinent to our local setting and allow us to tailor our curriculum to meet the pupils' needs:

Diversity
Readng
Inclusion
Vocabulary
Engagement

Curriculum Implementation (rationale):

Transition between EYFS to year 1 national curriculum, supporting skills developed in EYFS. Phonics and continuing to lay foundations and develop strong basic skills to support their move to year 2.

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English						
Reading						
Reading – Word Reading			Reading -Comprehension			
<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • To read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • To read other words of more than one syllable that contain taught GPCs • To read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • To re-read these books to build up their fluency and confidence in word reading. 			<p>To develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • To be encouraged to link what they read or hear read to their own experiences • To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • To recognise and join in with predictable phrases • To learn to appreciate rhymes and poems, and to recite some by heart • To discuss word meanings, linking new meanings to those already known <p>To understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading • discussing the significance of the title and events • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far • participate in discussion about what is read to them, taking turns and listening to what others say • explaining clearly their understanding of what is read to them. 			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary						
English - Writing						
Writing- Transcription		Writing -Handwriting		Writing-Composition		Writing – Vocabulary, Grammar & Punctuation
<ul style="list-style-type: none"> • To spell words containing each of the 40+ phonemes already taught -common exception words , the days of the week • To name the letters of the alphabet: naming the letters of the alphabet in order • To use letter names to distinguish between alternative spellings of the same sound • To add prefixes and suffixes: 		<ul style="list-style-type: none"> • To sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place • To form capital letters • To form digits 0-9 • To understand which letters belong to which handwriting ‘families’ (i.e. letters 		<p>To write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense 		<p>To develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> • leaving spaces between words joining words and joining clauses using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’

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<ul style="list-style-type: none"> To use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs To use the prefix un– To use –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] apply simple spelling rules and guidance, as listed in English Appendix 1 To write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far 	<p>that are formed in similar ways) and to practise these.</p>			<ul style="list-style-type: none"> discuss what they have written with the teacher or other pupils read aloud their writing clearly enough to be heard by their peers and the teacher. 	<ul style="list-style-type: none"> learning the grammar for year 1 in English Appendix 2 using the grammatical terminology in English Appendix 2 in discussing their writing 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text	Traditional Tale: Little Red Hen The Little red Hen makes Pizza Linked stories – animal tales/fables. Enormous Turnip	Traditional Tale: Three Billy Goats Gruff Stuck Linked stories – Up and down Lost and found	Traditional Tale: The 3 Pigs Linked stories – Supertato George Saves the World by Lunchtime, Super frog and the Big Stink, Charlie & Lola, Look after your Planet	Whatever Next! Man on the moon Introduce non-fiction texts Linked stories Hungry Caterpillar	The Queen’s Hat The Naughty Bus Linked stories – The Queen’s Present	Never tickle a tiger! We’re going on a lion hunt Handa’s Surprise Linked stories Handa’s Hen, stories from other cultures
Genres	To tell a traditional story orally. To write simple sentences. To write character description. To write invitations to join a party. To write instructions for bread making a sandwich/pizza	To write a Narrative story (traditional tale). To orally retell stories. To create a wanted poster about a Troll/bad character.	To create a non-fiction Poster about Florence Nightingale. To write character descriptions about the three little pigs. To write a narrative story making their own changes e.g ending.	To re-tell the story of whatever Next verbally. To write a List for a journey to space. To create a Class Book- A Space Adventure Wo understand, write and perform Space Poetry To research Neil Armstrong and make a Fact file	To read the Naughty Bus and write our own adventure story. To write lists and labels linked to The Queen’s hat.	To write a letter to an African Child Narrative – Lion hunt with innovation and invention To research and learn facts about animals to make a fact book on an African Tiger Animal Poetry
Vocabulary						

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English - Spoken Language

- Pupils should be taught to:
- listen and respond appropriately to adults and their peers
 - ask relevant questions to extend their understanding and knowledge
 - use relevant strategies to build their vocabulary
 - articulate and justify answers, arguments and opinions
 - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
 - maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
 - speak audibly and fluently with an increasing command of Standard English
 - participate in discussions, presentations, performances, role play, improvisations and debates
 - gain, maintain and monitor the interest of the listener(s)
 - consider and evaluate different viewpoints, attending to and building on the contributions of others
 - select and use appropriate registers for effective communication.

Maths – Maths No Problem

	Numbers to 10 Number bonds Addition within 10 Subtraction within 10 <ul style="list-style-type: none"> • To recognize a given a number, identify one more and one • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: 	Numbers to 20 Addition and subtraction within 20 <ul style="list-style-type: none"> • To recognize given a number, identify one more and one less • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, 	First book revision Shapes and pattern <ul style="list-style-type: none"> • To recognise and name common 2-D and 3-D shapes, including: <p>2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p> <p>Length and height</p>	Numbers to 40 Addition and subtraction word problems <ul style="list-style-type: none"> • To given a number, identify one more and one less • To identify and represent numbers using objects and pictorial representations including the number line, and use the language of: 	Division Numbers to 100 <ul style="list-style-type: none"> • To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • To count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens 	Money Volume and capacity Mass Space <ul style="list-style-type: none"> • To compare, describe and solve practical problems for: <p>mass/weight [for example, heavy/light, heavier than, lighter than] capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>
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	<p>equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> To read and write numbers from 1 to 20 in numerals and words. <p>Positions</p> <ul style="list-style-type: none"> To describe position, direction and movement, including whole, half, quarter and three- quarter turns. 	<p>more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> To read and write numbers from 1 to 20 in numerals and words. To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To represent and use number bonds and related subtraction facts within 20 To add and subtract one-digit and two-digit numbers to 20, including zero To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number 	<ul style="list-style-type: none"> To compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] 	<p>equal to, more than, less than (fewer), most, least</p> <ul style="list-style-type: none"> To read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs To represent and use number bonds and related subtraction facts within 20 To add and subtract one-digit and two-digit numbers to 20, including zero To solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. 	<ul style="list-style-type: none"> To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Fractions</p> <ul style="list-style-type: none"> To recognise, find and name a half as one of two equal parts of an object, shape or quantity To recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Time</p> <ul style="list-style-type: none"> To recognise and use language relating to dates, including days of the week, weeks, 	<p>time [for example, quicker, slower, earlier, later]</p> <ul style="list-style-type: none"> To measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds) To recognise and know the value of different denominations of coins and notes To sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
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		problems such as $7 = \square - 9$.		Multiplication <ul style="list-style-type: none"> To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. 	months and years <ul style="list-style-type: none"> To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. 	
Vocabulary						
Theme	Me & My family	Where do I live?	Who takes care of us?	How can we take care of our World?	Where in our country?	Where in the world?
Experiences	Bread baking & family afternoon picnic sandwiches and pizza	A walk around the local environment – Oh no there's a kite stuck in the tree!	Visitors – People who help us – Nurse, Fire, Police Head teacher etc	A sponsored activity for an environment charity	Queen's Tea Party	African Day and Black Pool Zoo
RE						
	Harvest To know where our food comes from including all around the world and local producers; To consider the lives and struggles of people who do not have a good harvest	God and creation To experience the joy of creating something; To explore the creation story in Genesis 1 and 2; To make a collection of objects and pictures of things that God has made;	Jesus is special The story of Jesus calling the Disciples and the Miraculous Catch of Fish (Lk 5: 1-11, Lk 5: 27-28) The Stilling of the Storm (Lk 8:22-25, Mk 4: 35-41)	Celebrating new life The story of the events of Holy Week from Palm Sunday through to Good Friday and Easter A close look at the reawakening of nature at springtime, the miracle of new growth, life cycles and	What is a saint? The stories of the lives of Saints and Jesus' followers from the first Disciples to the present day. Exploration of the stories through drama, dance, art and discussion.	Baptism A general exploration of belonging and joining. To hear the story of Jesus being baptised by John. It is important that the children, although it may not be within their

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	<p>and what our response to these situations should be.</p> <p>To explore Christian Aid (or equivalent) materials relating to Harvest.</p>	<p>To reflect upon how the environment is being spoilt and what our response to that should be.</p> <p>Christmas Gifts</p> <p>Christmas as a celebration of giving and receiving, emphasising the core Christian belief that God gave to us Jesus His only son to show how much he loves us;</p> <p>Giving and receiving presents to and from each other and the feelings associated with those actions;The Nativity Story, The Story of the Magi, (The Wise Men), The Story of St Nicholas.</p>	<p>Feeding of the Five Thousand (Mat 14: 15-21, Mk 6: 35-44. Lk 9: 12-17, John 6: 1-13)</p> <p>Jesus Turns Water Into Wine (John 2: 1-11)</p> <p>Storytelling, drama, artwork, film clips, working together and discussing experiences and emotions.</p>	<p>the pattern of decay and new life.</p> <p>The creation of an Easter Garden using natural materials.</p>	<p>Looking at the lives of people who have followed God’s call e.g. Mother Teresa and Desmond Tutu.</p> <p>Talking to a member of clergy or congregation about following Jesus today.</p>	<p>experience, grasp some understanding that people can be baptised at any age. Try to include a visit to the Church and look at the font, this would be the best place to re-enact the Baptism service. If that is not possible invite the vicar to your classroom and ask them to bring a portable font.</p>
Vocabulary	Harvest, Harvest Festival and Christian Aid, celebrations, Christians	God, Creation, Genesis, pollution, world, environment, psalm and hymns.	Disciples Creation Son of God Friendship Miracle emotions	Good Friday Easter Sunday Jesus New Life Holy Week Resurrection	Jesus, Disciple, Saint	Baptism, font, Christening, Vicar/Minister, Godparents, water and belonging
PSHE (Jigsaw)						
	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

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	<p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
Vocabulary						
Science						
Scientific Knowledge & Conceptual Understanding		Nature Processes & Methods			Uses & Implications	
<ul style="list-style-type: none"> To develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics 		<ul style="list-style-type: none"> To develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them 			<ul style="list-style-type: none"> To equip pupils with the scientific knowledge required to understand the uses and implications of science, today and for the future 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Our Bodies To observe seasonal changes - Signs of Autumn (throughout) observe and describe weather.</p> <p>To identify, name and draw the label basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, hair, mouth and teeth).</p> <p>To investigate how my body works using questions and</p>	<p>To observe seasonal changes - Signs of Winter (throughout) observe and describe weather.</p> <p>Investigation/ observation/ questioning work- linking to topic.</p>	<p>Materials To observe seasonal changes - Signs of Winter (throughout) observe and describe weather.</p> <p>To identify a material and name it.</p> <p>To group objects by the material they are made of. To understand that materials have different properties.</p>	<p>Plants To identify a variety of common wild and garden plants.</p> <p>To identify deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a tree and a plant.</p> <p>To observe and record how a plant changes over time. To compare and contrast different plants.</p>	<p>To observe seasonal changes - Signs of Summer (throughout) observe and describe weather.</p> <p>Investigation/ observation/ questioning work- linking to topic.</p>	<p>Animals To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals.</p>

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	<p>observations- Why do our legs move? Why can our eyes see? How do we use our hands? Why do we have feet?</p> <p>To identify which part of the body is associated with each sense.</p> <p>To explain about how we change from a baby to an adult.</p>		<p>To investigate which materials would be best for a superheroes cape.</p> <p>To investigate why certain materials are used for a specific reason.</p>	Bees		
Vocabulary	<p>Baby Toddler Child, Teenager Adult Sight Smell Taste Touch Hear Arm Neck Elbows Face Mouth</p>		<p>Wood Plastic Glass Metal Water Rock Stretchy Shiny Smooth Bendy Rough Waterproof</p>	<p>Plants Stem Leaves Deciduous Tree Flowers Evergreen Seed Roots Trunk Bulb Branches</p>		<p>Carnivores, Herbivores, Omnivores Fish Amphibians Reptiles Birds Mammals</p>
Design & Technology						
<ul style="list-style-type: none"> To develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world To build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users To critique, evaluate and test their ideas and products and the work of others To understand and apply the principles of nutrition and learn how to cook. 						
Design		Make		Evaluate		Technical Knowledge
<ul style="list-style-type: none"> To design purposeful, functional, appealing products for themselves and other users based on design criteria To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology 		<ul style="list-style-type: none"> To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 		<ul style="list-style-type: none"> To explore and evaluate a range of existing products To evaluate their ideas and products against design criteria 		<ul style="list-style-type: none"> To build structures, exploring how they can be made stronger, stiffer and more stable To explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
D&T	<p>Design purposeful, functional and appealing products for themselves and others.</p> <p>Make pizza- Then decide the ingredients and Evaluate Explore existing products and review their product.</p>			<p>Select from and use a range of tools and equipment to perform practical tasks- cutting, shaping, joining and finishing.</p>	<p>Explore and use mechanisms in their products.</p> <p>To plan, design, create and evaluate a 3D London wheel moveable- a Functional product</p>	
Vocabulary	<p>Structures stronger stiffer stable levers sliders wheels axles cutting shaping joining finishing construction drawing templates materials design ideas products purpose funtion appealing</p>					
History						
	Knowledge of People & Events		Historical Concepts		Enquiry and Interpretation	
	<ul style="list-style-type: none"> To understand the lives of significant individuals in the past who have contributed to national and international achievements. To understand events beyond living memory that are significant nationally or globally. 		<ul style="list-style-type: none"> To understand changes within living memory and how they link to national life To develop an awareness of the past, using common words and phrases relating to the passing of time 		<ul style="list-style-type: none"> To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. To understand some of the ways in which we find out about the past and identify different ways in which it is represented. 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	<p>My Family History</p> <p>All about me</p>		<p>Florence Nightingale</p> <p>Who is she?</p>			

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	<p>Who is in my family? Generations How have things changed? Find out about changes since Grandma’s time- old and new technology, toys, TV programs etc – comparison lists A timeline of themselves</p>		<p>What did she do that made her famous? How do we find out about her? How did she help the soldiers?</p> <ul style="list-style-type: none"> • Historical Person of significance – Florence Nightingale • People who help us in school and our local environment <p>Looking after our environment</p>			
Historical Vocab	Old new then now past present future different		Nurse, soldiers, Crimean war, past, solutions			

Geography

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and Fieldwork
	<ul style="list-style-type: none"> • To name and locate the world’s 7 continents and 5 oceans • To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • To 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 	<ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key

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				human and physical features of its surrounding environment		
Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p>To use basic geographical vocabulary to refer to - Key physical features and key human features.</p> <p>To use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of the surrounding area.</p> <p>To mapping skills – introduce a globe – where do I live? Our house Our local area</p> <ul style="list-style-type: none"> • Simple Maps • Where is Eccles? • House Types <p>Key features of the local environment – shops, canal etc.</p>			<p>To name and locate the world’s seven continents and five oceans.</p> <p>To name, locate and identify the characteristics of the four countries and the capital cities of the UK and its surrounding seas.</p> <p>Landmarks of the capital city, flags etc Google maps Birdseye view of the school</p> <ul style="list-style-type: none"> • Our capital city • Key landmarks • The seas around us 	<p>To identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles.</p> <p>Mapping skills – where do these animals live? Comparisons of physical features of two different environments – hot and cold Globes atlas Compass</p> <ul style="list-style-type: none"> • Physical features: Africa /Home comparison
Vocabulary		Local, north, south, east, west shop, road, canal, house, town, city, map			Europe, Africa, S N America, Australasia, Antarctica, Asia, Pacific, Atlantic, Indian, southern and artic, Ocean, beach, cliff	Map

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Art & Design						
Aims			Subject Content			
<ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms 			<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and 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 			
Art & Design	Self and family portraits			Van Gogh- starry night Solar system art work- colour and texture focus.	Sunflower art work- Katie art books	African sculpture work
Vocabulary	Design materials products drawing painting sculpture ideas colour imagination pattern texture line shape from space artists craft makers designers					
Music						
	Perform & Compose			Listen & Understand		
	<ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs and speaking chants and rhymes To play tuned and untuned instruments musically <p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>			<ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music 		
	Hey You	Rhythm In The Way We Walk & The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
	To learn 'Hey You' and play, improvise and compose with this song.	To learn Rhythm In The Way We Walk (Reggae	To learn about 6 different styles of music used here - Blues, Latin, Folk, Funk,	To learn about the historical context of musical styles - Latin Bossa	To use your imagination to play tuned and untuned	To begin to understand the history of music in context, listen to some

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	To appraise other old school hip hop tunes.	style) and The Banana Rap (Hip Hop style) To listen and appraise other styles of music and embed the interrelated dimensions of music through games and singing.	Baroque, Bhangra that link to history, geography, countries and cultures. To learn about the historical context of musical styles.	Nova, Film music, Big Band Jazz, Mashup, Latin fusion.	instruments and create your own lyrics.	Western Classical music and place the music from the units you have worked through, in their correct time and space. To consolidate the foundations of the language of music.
Vocabulary	Voices singing tune listen instruments perform styles tradition genres create compose pitch duration dynamics tempo timbre texture structure notations composers technology musicians					
PE – REAL PE						
Computing						
<ul style="list-style-type: none"> To understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation To analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems To evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems To be responsible, competent, confident and creative users of information and communication technology. 						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.	To create and debug simple programs.	To use logical reasoning to predict the behavior of simple programs.	To use technology purposefully to create, organise, store, manipulate and retrieve digital content.	To recognize common uses of information technology beyond school.	To use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
Vocabulary						