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Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
PSHE/RSE *Life to the Full and SEAL*	• We are created individually by God; • We can give thanks to God in different ways. • Jesus cared for others and has expectations of them and how they should act; • We should love other people in the same way God loves us. **Forgive, sin, mistakes, God's love**	• To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; • Different types of teasing and that all bullying is wrong and unacceptable. • We can say sorry and forgive like Jesus **Bullying, priest, teasing, right/wrong**	• To understand safe and unsafe situations, including online. • The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them; • To know that they are entitled to bodily privacy; • That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers	• Medicines are drugs, but not all drugs are good for us. • Alcohol and tobacco are harmful substances. • They should call 999 in an emergency and ask for ambulance, police and/or fire brigade • Some basic principles of First Aid **Medicine, un/harmful, emergency, harm**	• That God is love: Father, Son and Holy Spirit • That being made in his image means being called to be loved and to love others • Jesus' teaching on who is my neighbour. **Holy trinity, the good Samaritan, image of God, neighbour**	• That we have a duty of care for others and for the world we live in (charity work, recycling etc.); • About what harms and what improves the world in which we live. **Consequences, responsibilities, global, local**

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			and our parish priest. **Trust, online/offline, private, appropriate**			
PE *Real PE*	**Year 1 Unit 1** **Developing my footwork skills and knowledge so…** I can move with good control by keeping my head up. I can move with good balance by bending my knees to help balance. I can move smoothly by working off the balls of my feet. **Developing my one leg balance skills and knowledge so…** I can balance with standing foot still by keeping my head up and still.	**Year 1 Unit 2** **Developing my jumping and landing skills and knowledge so…** I can achieve good take off and height by keeping my feet a shoulder width apart. I can land with balance and control by keeping my head up as I land. I can land softy and quietly by bending my knees on take-off and on landing. **Developing my seated balance skills and knowledge so…**	**Year 1 Unit 3** **Developing my dynamic balance on a line skills and knowledge so…** I can move smoothly and with minimum wobble by keeping my head up and still. I can maintain balance on the line with head up by keeping my back straight and tummy tight. I can move with opposite arm and leg moving forwards by swinging my arms to help move and balance. **Developing my stance skills and knowledge so…**	**Year 1 Unit 4** **Developing my ball skills and knowledge so…** I can maintain control of the ball by keeping my tummy tight and weight through my bottom. I can move the ball in both directions by using my fingers to move the ball. I can move the ball smoothly and fluently by focusing on moving the ball smoothly rather than on speed. **Developing my counter balance with a partner skills and knowledge so…**	**Year 1 Unit 5** **Developing my sending and receiving skills and knowledge so…** I can send with good accuracy and weight by using a backswing and follow through when sending. I can get in a good position to receive by adopting a good 'ready position' (weight on balls of feet, wide base). I can collect the ball safely by keeping my eyes focused on the ball. **Developing my reaction and response skills and knowledge so…**	**Year 1 Unit 6** **Developing my ball chasing skills and knowledge so…** I can start and stop quickly by taking up a good ready position and push off hard. I can arrive in the correct position to collect the ball (timing) by trying to roll the ball at different speeds to get the right challenge. I can collect the ball with balance/control by keeping my head steady and watch the ball. **Developing my floor work balance skills and knowledge so…**

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	I can balance with non-standing foot off the floor by keeping my tummy tight. I can balance with minimum wobble by keeping my back straight. **Key Vocabulary:** instructions, practise, fluency, half turn, combine, pivot, front, reverse, challenging, core muscles, tight, squat	I can balance with hands/feet up for 10 seconds by keeping my head up and still. I can balance with minimum wobble (control) by keeping my tummy tight. I can maintain balance without strain by keeping my back straight. **Key Vocabulary:** Sensibly, take turns, landing, swing, freeze, Quarter, Position, swap, cone, return	I can balance with both feet facing forwards by keeping my feet a shoulder width apart. I can balance with feet still by bending my knees. I can balance with minimum wobble (control) by keeping my back straight and head up. **Key Vocabulary:** understand, simple, backwards, heels, shoulder, width	I can maintain balance throughout by keeping my tummy tight. I can move smoothly and with control by keeping my back straight and head up. I can coordinate movements with my partner by holding on to my partner's forearms and communicate with them. **Key Vocabulary:** Observe, describe, upper body, around, touching, side to side	I can react and move quickly by pushing off hard with my feet. I can catch the ball consistently by keeping my head steady and watch the ball. I can slow down with control after catching by moving my feet to get to the ball (rather than stretching). **Key Vocabulary:** Single, range, backswing, ready position, follow through, steady, dropped	I can maintain balance throughout by keeping my hands in line with my shoulders. I can balance and hold the correct position by keeping my knees in line with my hips. I can balance with control when changing balance/position by keeping my back straight and tummy tight. **Key Vocabulary:** changes, health, balanced, quickly, in line, shoulders, hips
Music *CUSP Curriculum*	**Year 1 Music: Being together in music – Block A** Each child will know… 1. What a nursery rhyme is	**Year 1 Music: Introducing rhythm and pulse – Block B** Each child will know… 1. The difference between rhythm and pulse	**Year 1 Music: Introducing pitch – Block C** Each child will know… 1. The terms pitch, high and low	**Year 1 Music: Introducing tempo and dynamics – Block D** Each child will know…	**Year 1 Music: Exploring emotions through music – Block E** Each child will know… 1. Music evokes different emotions	**Year 1 Music: Experimenting with sounds – Block F** Each child will know… 1. The difference between tuned

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	2. The terms melody and lyrics 3. That their voice is an instrument that can be controlled 4. That controlling our breathing is important to help us sing well and sing comfortably **Vocabulary:** melody, lyrics, control	2. That different parts of the body are used to make music 3. The names of a selection of untuned instruments (this could include small drums, shakers, claves, wooden agogos or cowbells) 4. That musicians can play on their own or in groups. **Vocabulary:** rhythm, pulse, musicians	2. That Stories are often told in the form of song 3. That music can convey different messages and moods, making us feel different emotions 4. That the size of bars and pipes on an instrument relates to the pitch of the sounds they produce. **Vocabulary:** pitch, instrument, emotions	1. The difference between tempo and dynamics 2. How to play a selection of untuned instruments 3. That a conductor is a person who directs singers or an orchestra 4. That it is important to Follow conducting cues to play as part of a group. **Vocabulary:** tempo, dynamics, conductor	for different people 2. Musical styles have changed through time 3. The musical genres Reggae, Blues and Classical 4. That songs can remind you of particular events **Vocabulary:** styles, evokes, genes	and untuned percussion 2. Duration describes the length of time a pitch or tone is sounded 3. Know that Gamelan originates from Indonesia 4. Know that sounds can be represented pictorially. **Vocabulary:** percussion, tuned, unturned
Art *CUSP Curriculum*	**Drawing (Block A Y1)** o Drawing is the means by or way in which marks are made on a surface. o Marks can be made using a variety of drawing tools		**Creative Response Block (Block F Y1)** o Collage can be used as a background o Contrast refers to differences in colour or in light and dark.		**Textiles (Block D Y1)** o Mixed media, including fabrics, yarn and beads, can be used to create artwork o Fabric is the cloth made by weaving natural materials such as cotton or silk.	

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	○ Pressure means how hard the tool is pressed onto the paper or canvas. The more pressure applied to a tool, the darker the shade will be. The less pressure applied to a tool, the lighter the shade will be. ○ Orientation is where lines or shapes are positioned on the paper or the canvas. Vocabulary cross-hatching, texture, monochrome **Painting (Block B Y1)** ○ The way in which something, especially paint, is applied to a surface using a brush, is called a brushstroke. ○ Paint can be used to create a range of marks ○ The colours red, yellow and blue are the primary colours. ○ A palette is a thin board with a hole in it for the thumb to go through, used by an artist for mixing colours when painting. Vocabulary bristles, ferrule, handle	○ Contrast is used in photographs and paintings to create a special effect or to create a mood or atmosphere. ○ A line is a long mark on the surface of something. ○ A muted colour is not bright Vocabulary tear, snip, paste **Printmaking (Block C Y1)** ○ Printmaking is the process of creating artworks by printing. There are a range of printmaking techniques such as monoprinting and relief printing. ○ A stencil is a piece of card, plastic or metal, into which shapes have been cut. A picture is created by drawing or painting through the holes. ○ Relief printing is the process of printing from a block that has an impression of a pattern or shape. ○ Prints can be made from ordinary objects Vocabulary stippling, stroking, overprint	Fabrics can also be produced using man made materials. ○ Yarn is the thread that has been spun and is used for knitting and making cloth. ○ A portrait is a picture, painting or photograph of a person. Vocabulary thread (verb), assemble, fibres 3D (Block E Y1) ○ Sculptures can be made out of many different materials ○ Artists take inspiration from the work of others ○ An inuksuk is a man made stone landmark ○ A smooth surface is completely flat and even, without any rough areas or holes. Vocabulary balance, construct, model
DT *CUSP Curriculum*	**Mechanisms (Block A Y1)** ○ Common uses of sliders	**Food and Nutrition (Block C Y1)** ○ Why colourful food can be healthier	Textiles (Block E Y1) ○ Fabric can be joined together using a running stitch

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	○ A slider is a rigid bar which moves backwards and forwards along a straight line. ○ In some sliding mechanisms, narrow cuts (slots) are made for the slider to pass through. ○ In some sliding mechanisms, rectangles of rigid material such as card are attached to a surface to form bridges, under which the slider can pass. ○ Different methods to create card sliders Vocabulary push, pull, rigid **Structures (Block B Y1)** ○ A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else ○ A tower is a tall, narrow building or part of a building. ○ To topple means to become unsteady and fall. ○ To lean means to bend or move from a straight position to a sloping position. Vocabulary: foundation, balance, perpendicular	○ Senses are what the body uses to explore and interact with the world around us: sight, smell, taste, hearing and touch. ○ Vitamins are a group of natural substances in food that are necessary for the growth and good health of the body ○ Sensory refers to something that relates to the physical senses of touch, smell, taste, hearing and sight. ○ How different foods can affect their senses Vocabulary ribboning, caramelise, marinade **Materials (Block D Y1)** ○ Building materials have different properties which enable them to be used for different purposes ○ Properties are the qualities or characteristics that something has. ○ Construction is the process of making or building something. ○ An architect is a person whose job is designing buildings. Vocabulary modify, cement (noun), solidify	○ Binca is a firm canvas fabric with large holes. ○ Sewing involves joining, fastening or repairing something by making stitches with a needle and thread or a sewing machine ○ Felt is a kind of cloth made by rolling and pressing wool. Moisture or heat is also added which causes the fibres to matt together to create a smooth surface. Vocabulary running stitch, attach, pouch **Food and Nutrition (Block F Y1)** ○ The importance of including a range of vegetables in a diet ○ Function refers to a special activity or purpose of a person or thing. ○ Variety refers to several different sorts of the same thing. ○ Texture is the way a surface, substance or piece of cloth feels when you touch it. For example, how rough, smooth, hard or soft it is. Vocabulary vitamins, nutritious, pane

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Computing *Teach Computing*	Year 2 **Data and information – pictograms.** ○ To recognise that we can count and compare objects using tally charts ○ To recognise that objects can be represented as pictures ○ To create a pictogram ○ To select objects by attribute and make comparisons Vocabulary: common, popular, data, object, attribute	Year 1 **Programming A – moving a robot.** ○ To explain what a given command will do ○ To combine forwards and backwards commands to make a sequence ○ To combine four direction commands to make sequences ○ To plan a simple program Vocabulary: directions, commands, instructions, sequence, program.	Year 2 **Programming A – robot algorithms.** ○ To describe a series of instructions as a sequence ○ To explain what happens when we change the order of instructions ○ To use logical reasoning to predict the outcome of a program ○ To design an algorithm Vocabulary: clear, algorithm, prediction, route, debugging
History *CUSP Curriculum*	**Changes Within Living Memory** ○ As we grow we go through different life stages; baby, toddler, pre-school, school ○ A community can be within a village, town or city. A community can have shared parks, schools, shops, libraries, sports centres etc. ○ Communities can have large shops or small shops. Large supermarkets or	**The Lives of significant individuals (UK)** **Mary Anning and David Attenborough** ○ Mary Anning was born in 1799 and lived in Lyme Regis, Dorset, England – the Jurassic Coast. ○ As a palaeontologist, Mary Anning discovered some of the most important fossils in the world on the Jurassic coast which helped scientists to further understand the world.	**Lives of significant individuals** **Neil Armstrong/ *Mae Jemison, Bernard Harris Jr, Tim Peake*** ○ Neil Armstrong, from the USA, was the first person to walk on the moon in 1969. ○ Mae Jemison, from the USA, was the first African American woman in space in 1992.

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	smaller shops that sell one type of product. ○ Shopping in the 1950s is different to now. Change is a normal part of society. **Vocabulary** Timeline, customer, bakery, community	○ David Attenborough was born in 1926 in London, England. He explored nature all over the world and made television programmes and films to teach everyday people about nature and wildlife in the past and in the present. • David Attenborough has highlighted the damage being caused to the planet by human behaviour through his films, books and television films. **Vocabulary** Palaeontologist, discover, naturalist, expeditions	○ Bernard Harris Jr, from the USA, was the first African American to perform a space walk in 1995. ○ Tim Peake, from the UK, was the first British person to perform a space walk in 2015. **Vocabulary** Pioneer, racism, astronaut, international
Geography *CUSP Curriculum*	**Continents, Oceans and Countries of UK** ○ The seven continents are Asia, Africa, North and South America, Antarctica, Europe and Australia ○ The 5 oceans are the Pacific, Southern, Arctic, Indian and Atlantic. ○ The four countries of the United Kingdom are England, Northern Ireland, Scotland and Wales and their capitals are London, Belfast, Edinburgh and Cardiff. ○ The United Kingdom is surrounded by seas which are called the North sea, the	**Capital cities of the UK, seas around the UK and hot and cold locations** ○ The Equator is an imaginary line around the Earth that is equal distances from the North and South Pole. ○ Countries closer to the equator have hotter climates ○ Countries closer to the Poles have colder climates. The Poles are extremely cold and covered in sheets of ice.	**Hot and cold places, mapping and fieldwork** ○ A map is a picture that tells a story, tells us what a place is like and how a space is used. ○ To show what a place is like you show where it is, show how the space connects and show how the space is used ○ The Equator is an imaginary line around the centre of the Earth.

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	Irish sea, the English Channel and the Atlantic Ocean. **Vocabulary:** vast, azure, rotated, expanse	○ Polar bears live in the Arctic and Penguins live in the Antarctic. **Vocabulary:** ocean, continent, polar, atlas	○ The North and South poles get less of the Sun's direct rays and so are colder than the areas around the equator. **Vocabulary:** Equator, Poles, Climate, Tropical, aerial, location, feature, environment