

The Firs Lower School
Long Term Curriculum Mapping
Lessons overview – Year 1



Lesson	History	Geography	ICT	RE	PSHCE	PE	Music	Art/DT
Autumn Term								
1 Topic: 'Who am I?' 'Wow' starter – bring a pic or object in to school which is special to them.	(N/A –see Aut 2)	Children to draw the route they took from the gate to the classroom, with pictorial symbols to show the landmarks they passed.	2Paint-write their name using the mouse	What Makes Some place Special Draw and paint a special place. Make a collection of pictures and postcards of special places. (letter home)	<u>New Beginnings</u> -To draw a happy classroom from the 'learning school'	<u>Gym</u> Flight, bouncing, Jumping and landing. <u>Floorwork</u> Practise hopping Hopscotch Bouncing <u>Apparatus</u> Travel over/under/round/and through apparatus Between apparatus <u>Unit 1-Games</u> Large Ball Skills and Games Explore different ways of using a large ball	'Sound walk'. Record on clipboards different sounds from the environment.	No lesson due to shorter week
2	. (N/A –see Aut 2)	Trace the outline of a UK map and label England, Ireland, Scotland and Wales in one colour and Ampthill in another.	Microsoft Word-write their name using the keyboard	Investigate objects, features and different uses of the Christian Church.	<u>New Beginnings</u> - To draw a picture to remind us about one of the things we need to do to make the c/room a safe, fair and happy place	<u>Floorwork</u> Bouncing <u>Apparatus</u> Travel on apparatus Jump off apparatus. <u>Unit 1-games</u> Passing the ball around body parts	'Treasure chest'. Hide a variety of sound sources. Children to guess what is making the sound and say how it is being played, eg <i>loudly</i> .	To paint a self portrait
3	. (N/A –see Aut 2)	Walk to Amptill Park from school. Before we go, ask the children to look out for landmarks we pass to help them remember the route	2Count-make a pictogram	visit to a local church	<u>New Beginnings</u> - To know some ways to solve a problem	<u>Floorwork</u> Bouncing Jumping showing thin and wide shapes. <u>Apparatus</u> Travelling on apparatus jumping off	'Pass the beater round'. When passed the beater, select a card from hat and play instrument that way eg quietly, fast, make a rattly sound, etc,	Visit to local playground-to identify materials used/how they have been joined

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		when we get back.				showing thin and wide shapes. <u>Unit 1-Games</u> Patting and bouncing the ball		together/how apparatus works
4	(N/A –see Aut 2)	Provide the children with an outline of the classroom and ask the children to draw furniture and objects in the correct positions.	2Publish-draw an accurate picture of their house	Follow up activities from church visit. Label the outside of the church	<u>New Beginnings-</u> To think about how other people might feel in different situations	Unit D <u>Floorwork</u> Exploring travelling in different ways. Exploring making thin and wide shapes. Apparatus As above using skills practised. <u>Unit 1 games</u> Throwing and catching. Rolling and receiving	Sit in a circle with a selection of instruments in the middle. Ask the children to suggest which instruments would make a certain sound.	To make strong playground structures using construction kits
5	(N/A –see Aut 2)	Make a treasure map and mark the hidden treasure with an X. Try out different positions for the treasure and ask children to give grid references for each different location.	2Publish-write their address	From pictures, artefacts, Images ICT find out about the place of a synagogue in Jewish life.	<u>New Beginnings-</u> To know some ways to calm myself down when I feel scared or upset	<u>Unit D gym</u> Floorwork Bouncing near to floor/ high Use hands and feet to travel <u>Apparatus</u> Find ways of bouncing onto apparatus Using hands and feet. Jump off apparatus making thin wide shapes. <u>Unit 1 games</u> Kicking the ball and dribbling	Develop control of instruments. Respond to stop/go signals given by a leader or to signals indicating loud or quiet	To join straws to make a simple frame structure
6	Bring in a favourite toy. Draw the toy. Label it. Describe it. Explain why it is	(N/A –see Aut 1)	2Publish-draw picture of pet and write a caption	If possible organise a talk by a parent / member of Jewish community	<u>New Beginnings-</u> To draw pictures of things that	<u>Unit D gym</u> Floorwork Jumping and turning <u>Apparatus</u> Add a jump and turn action when travelling on	To explore expressive use of sounds. Use a tambour to accompany contrasting songs. Discuss differences with talk partner.	To draw and label a design of a piece of p/ground equipment

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	their favourite.				make them special	apparatus. <u>Unit 1 games</u> Throwing and catching using bean bags, small balls and quoits		
7	Compare questionnaires filled in with parents/grandparents as homework, describing a favourite toy from their childhood. Draw & label eggs of old toys	(N/A –see Aut 1)		Review what we have learnt about special places. Draw pictures or 3 special places.		<u>Dance Unit 1</u> Streamers Make rounded, wide and thin shapes with their bodies Draw rounded shapes and spiky in the air Move in different directions high and low Travel rhythmically on feet hopping and skipping. Observe others and describe movement <u>Gym Unit E</u> Balancing On body parts small	To use sounds expressively to illustrate a story. Peace At Last: Select instruments to express sounds from story.	PTA Xmas picture-robins in a tree-use paintbrush/finger tips to create winter scene
8	Sort pics of toys into two sets by cutting and sticking – ‘modern’ and ‘old’	(N/A –see Aut 1)	Dazzle-to explore the ‘p/brush’ and ‘symmetry’ tools	How and why do we celebrate special times?	<u>Getting on and falling out-</u> to know some of the qualities/ behaviours that make a good friend	Streamers as above Gym unit E Balancing on body parts large.	use their voices to make a variety of long & short sounds, create short vocal sequences combining long and short sounds.	To make a model of a piece of p/ground equipment
9	Explore diff eggs of old toys. How were they played with? Put 4 toys in chronological order- oldest to newest.	(N/A –see Aut 1)	Dazzle-to explore the ‘fill’ and ‘shape’ tools	special times that children celebrate. How do they celebrate? Draw a picture showing a special		<u>Conkers</u> Develop specific spiky shapes with their bodies and practise them. Move and freeze with control and coordination Link movements. Observe and talk about	Make sounds of different duration on pitched & unpitched instruments.	To evaluate their model

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				celebration.		each other's dances <u>Gym unit E</u> Combining balancing on small and large parts,		
10	Orphan Mary – compare her life to theirs. What toys did she have?	(N/A –see Aut 1)	Dazzle- to use the 'fill', 'p/brush', 'shapes' and 'symmetry' tools to draw a decorate a Xmas tree and presents	Tell the Christmas story Retell story sequence pictures write captions	<u>Getting on and falling out-</u> to listen well to other people	Conkers As above Gym Unit E Partnerwork.	Make two flash cards, one indicating a long sound, the other a short sound. Hold them up one at a time. The children play (quietly) when their sign shows	Make contribution to Y1 winter display
11	Princess Victoria- Compare with Orphan Mary from last week & discuss differences between the lives of the two children	(N/A –see Aut 1)		Identify ways Christians celebrate Christmas. Video. Big book Use objects to stimulate discussion, e.g. advent calendar, candle Christmas cards nativity scene etc. Make a christingle	<u>Getting on and falling out-</u> to know what happens to our body when we get angry	Playing with a Ball Recognise and use a range of travelling, turning and jumping movement in relation to the dance idea. Work in pairs in a simple follow my leader relationship. Choose and link actions Recognise and respond to changes in music. Unit E gym Different ways of travelling on large small parts.	to combine long & short sounds to fit in with a steady pulse	Explore clay using hands/tools
12	Create a presentation in small groups to show what they have learnt about the history of toys. Present to the rest of the class.	(N/A –see Aut 1)	"Think you know" (part 1 of 2) website-to know how to keep safe when using the internet	Tell the story of Hanukkah Discuss importance of the oil lamp, light and dark Children decorate candle templates and write candles make me feel...	<u>Getting on and falling out-</u> to know ways to calm down when feeling angry	Playing with a ball As above Unit E Gym Joining two balances together.	to use instruments to make sequences of long & short sounds	Make a clay snail and use tools to add texture

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13				Explore how Jewish families celebrate Hanukkah at home. Show dvd Make hanukkah cards; Make or play game driedels; Taste potato latkes.	<u>Getting on and falling out</u> -to know how to solve conflicts		in pairs, should then select instruments to match their sound and make up a sequence to perform for the rest of the class.	Paint/ glaze clay snail
Spring Term								
1 Topic: Once Upon A Time. 'Wow' character: dragon (find a dragon's egg on edge of playground)	N/A (See Spring 2)	<u>Local area</u> To learn their own address. Use their printed out addresses to fill in their own address. Draw their house and any surrounding features.	"Think you know" (part 2 of 2) website-to know how to keep safe when using the internet	Unit 1- What does it mean to Belong? To understand what it means to belong to a group. Explore groups to which they belong. Design and class or school badge showing belonging.	Spring Term	Gym Unit F No planning Dance Unit 2 March, March, March Selects movement from those they practise to create their dance. Perform simple rhythmic patterns and perform them in different formations Talk about how they felt Talk about what they liked.	Tap a steady beat with claves to marching music – 'The Grand Old Duke of York'; accompany orchestra playing march by Radetzky on Youtube.	No lesson due to shorter week
2	N/A (See Spring 2)	Write the 1st page of a brochure about Ampthill. Write a description about the sort of place Ampthill is and choose a picture to illustrate.	2Count-to use a tally chart to create a pictogram (chn draw own pictures)	video / read story about Christian family showing they belong to a religion look at pictures of other faiths what shows they belong to a religion?	<u>Going for Goals-</u> To draw/label a picture of your new year resolution	Gym Unit F No planning Dance Unit 2 March, March, March As above	Compare music with fast and slow tempos. Learn 'Grandad strolling down the avenue' accompany w/ claves. Speed up, slow down.	To sort/ group fabrics and threads

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3	N/A (See Spring 2)	Write the second page of their Ampthill Brochure – describing the land use. Draw examples.	CBeebies website-to listen/read some traditional stories	Know that Christians welcome a new baby into the world. Identify baptism as an important Christian practice identify some of the symbols used in baptism Watch video, Explore artefacts Role play a baptism	<u>Going for Goals-</u> To draw a picture of something they have learnt and to show the body parts that were used to learn it	Gym Unit F No planning Dance Unit 2 March, March, March As above	Learn one of the fairytale raps. Focus on the <u>rhythm</u> of the words. Tap/clap in time. One half starts then second half continues.	To make a weaving with fabric
4	N/A (See Spring 2)	Choose one or two shops to draw and describe on the next page of their brochure. Write about the types of produce sold in the shop.	2Publish-to use pictures/ words to describe themselves	Retell element of the story of Jesus baptism. why the story is important to Christians Make links with this story and the baptism of babies. Design a baptism card	<u>Going for Goals-</u> To choose a goal that we can achieve and break it down into small steps	<u>Gym Unit F</u> <u>Dance unit 2</u> Jack and the Beanstalk Turn, jump and travel in different ways use gesture shape and stillness. Copy, remember and repeat simple dance phrases Create a dance and movement ideas in response to a story. Observe	To combine pulse & rhythm –play games to distinguish between the steady beat in music and the rhythm of the words.	To make fabric by weaving wool

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5	N/A (See Spring 2)	If weather is fine, conduct a traffic survey outside the front of the school. If not, look at photos of parked cars and traffic in the local area.		Investigate how babies are welcomed into a different religious family, e.g. Jewish, Muslim, Hindu faith.	<u>Going for Goals-</u> To say some of our achievements and to think about how we learn best	<u>Dance unit 2</u> Jack and the Beanstalk	Tap pulse while chn take turns to say names in a rhythm; move on to days of the week; football teams; food etc.	To make a string printing block
6	N/A (See Spring 2)	Make a pictogram to show the results of a survey on leisure time (taken home for homework last wk)	Microsoft Word- 'Wanted' poster-write heading and insert picture from Clip Art	Compare similarities and difference between ceremonies. Children cut and stick pictures of symbols/ activities place under the correct headings. What have we Learnt about belonging? Draw a poster	<u>Going for Goals-</u> To act out the outcome of a problem	<u>Dance unit 2</u> Jack and the Beanstalk	create rhythmic patterns based on words & phrases. Sit in a circle; clap the rhythm of the days of the week or months of the year in sequence,. Slowly then quickly.	To print with the string printing block
7 (Spring 2)	Story of 'Harold and William' Make shields – choose round style like Harold or long style like William. Decorate with own design.	N/A (See Spring 1)	Microsoft Word- 'Wanted' poster-write a description of the character	Unit 9 Why should we care about the earth? Half unit ATi/iii AT To identify their own and others ideas about	<u>Going for Goals-</u> To think of lots of different ideas or solutions to the problems	<u>Games</u> Throwing and catching and aiming games Throwing and catching with different apparatus <u>Unit 3 dance</u> Fog and Sunshine Travel by rolling and sliding	use pulse & rhythm to create an accompaniment for a chant or song. Teach the children a chant; accompany with an instrument then add sound effects.	To make a simple sliding mechanism

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				caring for the world. Walk around school outside. List 3 things they liked made them happy Discuss were there things that were not so good. Were some things natural/ man made? How did these things get there? Collect and display any questions.		Change and vary actions, understand heavy and light Work in pairs. Observe		
8	<u>Motte and Bailey castles</u> . Discuss features – good and bad. Label an image of a motte and bailey castle.	N/A (See Spring 1)	2Publish-make the front cover for a Mothers Day card	To understand that creation stories are told to explain the mystery of the natural world. Listen to the story of the creation from the bible. Sequence pictures cut and stick.	<u>Good to be me</u> -to say something which made them feel proud	<u>Unit 2 Games</u> Pairs catching with different apparatus <u>Unit 3 dance</u> Fog and Sunshine As above	What is meant by pitch high and low: imitate sounds in the environment with voices. Chn copy song: 'Have you got your low voice?'	To make a simple lever mechanism
9	<u>Parts of a castle</u> Discuss uses. Draw a plan of their own castle – labelling the important parts.	N/A (See Spring 1)	To produce a graph by entering information into a table	Re tell creation story. Use actions and use instruments to retell story. Why is the story important to	<u>Good to be me</u> -to make something to show the group's talents	<u>Unit 2 games</u> Throwing and catching 1 handed control Work <u>Unit 3 dance</u> Washing Day Use a variety of travelling movement to create a	control the pitch of the voice. Play games: games 'Blast off', 'Switchback', 'Hump bridge' and 'Upstairs and downstairs' will help the children to	To design a moving picture using levers/sliders

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				Christians? In groups using paint and collage create a day each from the story to compile into a book.		dance Perform actions with control Work in groups Try ideas and rehearse to develop quality	control the pitch of their singing voices	
10	<u>Jobs within a castle.</u> Outline of a castle with open flap windows. Behind each window draw a person who would live in the castle. Label with their job.	N/A (See Spring 1)	To explore some programs on a website about Goldilocks	Add captions for story to stick into group books.	<u>Good to be me-</u> to present the group's gifts/talents	<u>Unit 2 games</u> Aiming using different apparatus <u>Unit 3 dance</u> Handas Surprise Explore actions in response to story. Use a variety of actions to create a dance, turning, jumping, stillness, gesture, shape, travelling. Talk about the dance and why they liked it.	respond to changes in pitch. Play pitch games in which children must respond to changes in pitch.	To make their design into a moving picture
11	Importance of archers in protecting a castle. Explore toy bow & arrow and a catapult. Make simple ones to fire at lego walls.	N/A (See Spring 1)	To send a Happy Easter e-card	Look at pictures some of beautiful places and some where the environment has been spoiled. Discuss how we can make/keep the world beautiful how we can care for it. Design a poster. My Beautiful world.	<u>Good to be me-</u> to help another person feel proud	<u>Unit 2 games</u> Rolling, kicking, bouncing, throwing to aim at a target <u>Unit 3 dance</u> Handas Surprise	Relate sounds to symbols. Use a set of dot cards. Provide the children with three consecutive notes, eg <i>C D E</i> or <i>D E F</i> , and two beaters, and ask them to play the three-note tunes shown on the cards	To evaluate their moving picture

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12	Dress as Knights & princesses and enact castle scenes in 'Castle' role play area	N/A (See Spring 1)		Discussion Why should we care about the earth? Why should Christians and Jewish people care about the earth?	<u>Good to be me-</u> to know some ways to help stop worrying	Unit 2 games Partner aiming games Unit 3 dance Handas Surprise	<i>Change pitch</i> in diff parts of a story: (high, low, in-between), the <i>melodic direction</i> (getting higher/lower, staying the same), the <i>melodic movement</i> (slide, step-by-step, leap), and the expressive elements.	To make a moving Easter card using levers/sliders
Summer Term								
1 Topic: To Infinity and Beyond.	N/A (See Summer 2)	<u>'Find' a suitcase labelled 'Barnaby Bear' destination: France</u> Sort items for Barnaby to take in his suitcase. Which items would be useful to take and which should he leave behind?	2Go-to explore the up/down/left/right arrows	Unit 2 Who is a Christian and what do they believe? Who is Jesus and why is he important to Christians. In response to pictures/ bible Children talk about own ideas about God in response to music, poems, art prayers	<u>Relationships-</u> to know the people who are important to them	<u>Unit G gym</u> Wide narrow and curled Explore different stretched balances to show wide and narrow body shapes Unit 3 games	Practise handling classroom instruments correctly. Ask them to identify the instruments by name. Discuss the playing techniques required to produce quality sounds, eg <i>loose wrist, bouncy beater.</i>	No lesson die to shorter week
2 'Wow' creature: Alien. (Find markings of a spaceship on side of playground)	N/A (See Summer 2)	<u>'Barnaby's day trip to Paris'</u> Children to plan Barnaby's journey from Ampthill to France. Draw possible modes of transport on a map showing the route	2Go-to explore the up/down/left/right/diagonal arrows	Tell story of Lost sheep- Jesus teaches about how God cares for all Design a lift the flap picture. Draw lost sheep under flaps. Write a caption about the story	<u>Relationships-</u> to think of ways they might feel proud/jealous	Unit G gym Long, narrow, wide shapes held in balances and used for different ways of travelling.	Percussion instruments. Name each instrument as it is selected. Listen to each instrument in turn and discuss with the children how the sound is produced.	To print with fruit/vegetables onto paper

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3	N/A (See Summer 2)	World map –locate countries where children have travelled (look at holiday photos from home)	To direct the Beebot to go forwards/backwards/left/right (pressing 'Go' inbetween)	Read the Good Samaritan Jesus teaches about caring for everyone. Group works discuss thought about key questions. E story Feedback Drama hot seating. Children take on a role of one of the characters in the story. Match characters with what they say.	<u>Relationships-</u> to say if they would feel proud/jealous	<u>Unit 3 gym</u> Different ways of balancing and travelling in curled up positions <u>Unit 3 games</u> <u>Athletics: practise sports day activities.</u>	id how sounds can be changed. Sit in a circle and pass around one instrument and see how many different sounds can be made with it. louder/quieter, higher/lower, faster/slower, longer/shorter, and different timbres, eg <i>tinkling, rattling.</i>	Observational drawings of fruit/vegetables
4	N/A (See Summer 2)	Cut and stick weather symbols to match descriptions of weather in different parts of the UK.	To direct the Beebot to go forwards/backwards/left/right (putting together at least 2 instructions)	Read The Sower Jesus teaches about listening to Gods words. Sequence pictures write captions.	<u>Relationships-</u> to think of ways to stop feeling jealous	Unit 3 gym Different shaped balances and travelling close to the ground and far away. Unit 3 games <u>Athletics: practise sports day activities.</u>	listen carefully & respond to sounds using movement. three contrasting instruments and ask the children to make up a movement for each sound.	To mix primary colours and be able to name the primary/secondary colours
5	N/A (See Summer 2)	Locate seaside places on a map of the UK. Learn about features of the seaside. label human and	Dazzle-explore 'fill', 'paintbrush-circle/square', 'shape' and 'pencil' tools	Tell the story A Great Idea. Story about Jesus healing. Act out story.	<u>Relationships-</u> to think of ways to make them feel better	Unit 3 gym Teach tucked jump and leap Unit 3 games <u>Athletics: practise sports day activities.</u>	Choose a scenario which will include a range of timbres, dynamics, tempo and pitch. create own symbols to play.	Van Gogh- <i>Sunflowers</i> -observational painting of sunflowers

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		physical features of the seaside area on a photograph.		Draw a picture of what happened. Why is Jesus important to Christians				
6	N/A (See Summer 2)	How is the seaside different from our locality? Compare land use, buildings use, transport, human and physical features.	Dazzle-draw picture of an alien using the tools above	Who is an inspiring person? Paired work Look at pics of famous people inc religious figures; important members of the community etc. How are these people inspiring? Compile list of key words about inspiring people.	<u>Relationships</u> Feelings display-focus on jealous/proud	Unit 3 gym Sequence or run, jump, roll and balance <u>Unit 3 games</u> <u>Athletics: practise sports day activities.</u>	sounds can be used descriptively That music can describe an environment	To make shapes from rolled up paper, straws, paper and card
7	N/A (See Summer 2)	Use travel brochures to identify between six and eight seaside places around the world.	To use a tally chart to create a pictogram of favourite fruits	Share stories about the life and teachings of Jesus and why these are important. Read Zaccheus and how following Jesus changed his life. Act out story.	<u>Changes-to</u> think of ways in which we have changed/ not changed	<u>Dance</u> The Rainbow Fish Explore shapes and movements in response to the story. Work with a partner and then a group to create a dance.Suggest ways dances can be improved.Rehearse and perform dance. <u>Unit 4 Games</u> Developing Partner work Games working in 2's	different kinds of weather that make a sound, eg <i>heavy downpour, thunder, howling wind</i> . Find words to describe them and say them in a way that reflects their meaning	To explore different fruits/ vegetables using their senses

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8	The story of the Great Fire. Sequence pictures to retell the story (cut & stick)	Write a report as a group about a seaside place. Present to the class.	To send a Happy Father's Day ecard	Read Story of Moses and how he was important to Jewish people.	<u>Changes-to</u> know that changing ourselves isn't quick or easy	Unit 4 Dance The Rainbow Fish Unit 4 games Skipping practise	explore different ways of saying them to create an effect, eg <i>getting louder to reflect thunder getting nearer, slowing down to reflect rain stopping.</i>	
9	Identify diffs in clothing using evidence from pictures. Compare Samuel Pepys & King Charles II with present day people. Draw eg of each & label.	N/A (See Summer 1)		Read story about Muhammad. Discuss how he is important to Muslims.	<u>Changes-to</u> know different ways that help us learn	Unit 4 Dance The Rainbow Fish Unit 4 games Throw, catch, roll and bounce with a partner in a game.	Ways of improving the instrumental sounds Experiment with different beaters, with dynamics, tempos and duration.	
10	Samuel Pepys: Write a diary entry in role of S.Pepys	N/A (See Summer 1)	2Graph- To produce a graph by entering information into a table.	Revise work covered so far. What was important about Jesus, Moses Muhammad? On leaf shape children write about an attribute they want to work on achieving I want to be brave by.. I want to be kind by..etc.	<u>Changes-to</u> categorise different types of changes	<u>Unit 4 Dance</u> We're Going on Bear Hunt Remember and repeat simple actions from story to make up dance ideas. Perform actions of travelling, turning, shape, gesture, jumping and stillness. Vary speed and direction. Choose different movement to tell the story. Talk about the dance and give reasons for liking or disliking it. <u>Unit 4 games</u> Move with and through hoops.	Combine voices and instruments to describe a chosen kind of weather.	To design their fruit/vegetable salad
11	Sketch a tudor house from a pic. Label with reasons the fire spread so quickly. Write &	N/A (See Summer 1)	2Publish+- To draw/label pictures of activities from the class trip		<u>Changes-</u> to choose one thing to get better at and how to avoid	<u>Unit 4 Dance</u> We're Going on Bear Hunt <u>Unit 4 games</u> Kick and dribble a ball and play a game with a partner.	Create a class composition, combining layers of sound within simple structures	To make their fruit/vegetable salad

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	draw to show diffs between fire service then and now.				obstacles			
12	Represent the impact of the Great Fire through painting; the rebuilding of London by sketching The Monument.	N/A (See Summer 1)	2Publish+- Portrait- To draw/label a picture of a flowering plant		<u>Changes-</u> poster-things that help them/prevent them from learning well	<u>Unit 4 Dance</u> We're Going on Bear Hunt <u>Unit 4 games</u> Using a bat strike a ball along the group and in the air Cooperative games	Perform class composition to Holly Class (& vice-versa)	To evaluate their salad