



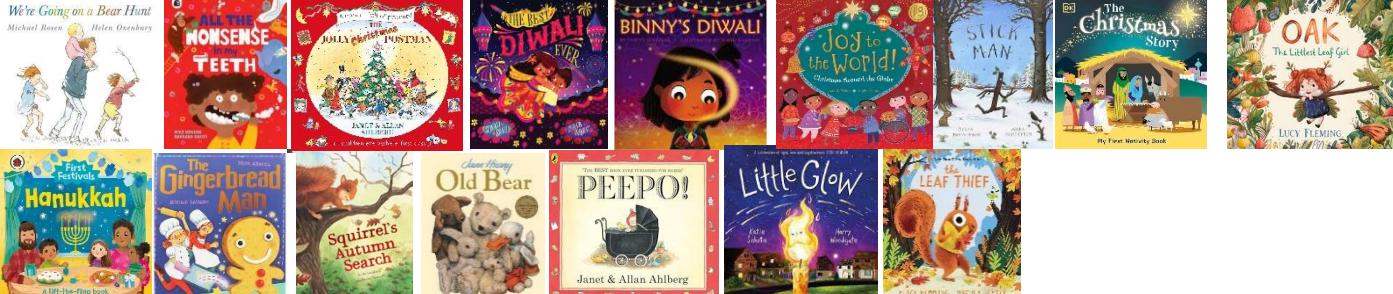
## Class 1 Curriculum map 2025-2026



|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|--|--|--|---|---|--|---|
|  | Incredible Me!   | Let's Celebrate!   | Once Upon a Time  | Oh, to be alive!  | I want to change the world!  | Our Natural world   |
| English – Phonics<br><br><span style="background-color: red; color: white; padding: 2px 5px;">Reception</span> | Week 1 s a t p<br><br>Week 2 i n m d<br><br>Week 3 g o c k<br><br>Week 4 ck e u r l<br><br>Week 5 h b f l<br><br><b>Tricky words</b><br>is / I / the   | Week 1 ff ll ss j<br><br>Week 2 v w x y<br><br>Week 3 z zz qu<br>words with s /s/ added at the end (hats sits)<br><br>Week 4 sh th ng nk<br><br>Week 5 words with s /s/ added at the end (hats sits)<br>words ending s /z/ (his) and with s /z/ added at the end (bags)<br><br><b>Tricky words</b><br>as / and / his / has / her / go / no / into / to / he / she / of / we /me / be | Week 1 ai ee igh oa<br><br>Week 2 oo oo ar<br><br>Week 3 ur ow oi<br>ear<br><br>Week 4 air er words with double letters: dd mm tt bb rr gg pp ff<br><br>Week 5 longer words<br><br><b>Tricky words</b><br>or / was / you / they / my / by / all / are / sure / pure | Week 1 review Phase 3<br><br>Week 2 review Phase 3: er air words with double letters longer words<br><br>Week 3 words with two or more digraphs<br><br>Week 4 longer words words ending in -ing compound words<br><br>Week 5 longer words words with s in the middle /z/ s words ending –s words with –es at end /z/<br><br><b>Tricky words</b><br>Review all taught so far and secure spelling | Week 1 short vowels CVCC<br><br>Week 2 short vowels CVCC CCVC<br><br>Week 3 short vowels CCVCC CCCVC CCCVCC longer words<br><br>Week 4 longer words compound words<br><br>Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est<br><br><b>Tricky words</b><br>said / so / have / like / some / come / love / do / were / here / little / says / there / when / what / one / out / today | Week 1 long vowel sounds CVCC CCVC<br><br>Week 2 long vowel sounds CCVC CCCVC CCVCC<br><br>Week 3 Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words<br><br>Week 4 root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/<br><br>Week 5 Phase 4 words ending in: –s /s/, –s /z/, –es longer words<br><br><b>Tricky words</b><br>Review all taught so far and secure spelling |
| English – Phonics<br><br><span style="background-color: purple; color: white; padding: 2px 5px;">Year 1</span> | Week 1 review Phase 3 GPCs ai ee igh oa oo ar or ur oo ow oi ear<br><br>Week 2 air er /z/ s –es words with two or more digraphs e.g. queen thicker<br><br>Week 3 Phase 4: CVCC CCVC CCCVC CCCVC Phase 4 with long vowels<br><br>Week 4 Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each | Week 1 /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn<br><br>Week 2 /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he  | Week 1 /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder<br><br>Week 2 /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone  | Week 1 /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk<br><br>Week 2 /ch/ tch match /ch/ ture   | Week 1 ay play a-e shake ea each e he<br><br>Week 2 ie pie i-e time o go o-e home<br><br>Week 3 ue blue rescue ew chew new u-e rude cute aw claw   | Week 1 /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer<br><br>Week 2 /zh/ su si treasure vision /j/   |

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|  | <p>Week 5 review longer words</p> <p><b>Tricky words</b><br/>Review all taught so far and secure spelling</p> | <p>Week 3 /ai/ a-e<br/>shake /igh/ i-e time<br/>/oa/ o-e home /oo/<br/>/yoo/ u-e rude cute</p> <p>Week 4 /ee/ e-e<br/>these /oo/ /yoo/<br/>ew chew new /ee/<br/>ie shield /or/ aw<br/>claw</p> <p>Week 5 Grow the<br/>code: /igh/ ie i-i-e<br/>/ai/ ay a a-e /oa/ oa<br/>o o-e /ee/ e ie e-e<br/>ea /oo/ /yoo/ ew u-<br/>e u ue</p> <p><b>Tricky words</b><br/>their / oh / people /<br/>your / Mr / Mrs / Ms /<br/>could / should / would /<br/>our / house / mouse /<br/>water / want</p> | <p>Week 3 /i/ le al<br/>apple metal /s/ c<br/>ice /v/ ve give</p> <p>Week 4 /u/ o-e o<br/>ou some mother<br/>young /z/ se<br/>cheese /s/ se ce<br/>mouse fence /ee/<br/>ey donkey</p> <p>Week 5 Grow the<br/>code: /oo/ u ew ue<br/>u-e ui ou oo fruit<br/>soup /ee/ ea e e-e<br/>ie ey y ee /s/ c se<br/>ce ss /z/ se s zz<br/>/oa/ ow oe ou o-e<br/>o oa</p> <p><b>Tricky words</b><br/>any / many / again /<br/>who / whole / where /<br/>two / school / call /<br/>different / thought /<br/>through / friend / work</p> | <p>adventure /ar/ al<br/>half* /ar/ a father*</p> <p>Week 3 /or/ a<br/>water Schwa in<br/>longer words:<br/>different /o/ a want<br/>/air/ ear ere bear<br/>there</p> <p>Week 4 /ur/ ear<br/>learn /r/ wr wrist<br/>/s/ st sc whistle<br/>science Schwa at<br/>the end of words:<br/>actor</p> <p>Week 5 /c/ ch<br/>school /sh/ ch chef<br/>/z/ /s/ ce se ze<br/>freeze</p> <p><b>Tricky words</b><br/>once / laugh / because<br/>/ eye</p> | <p>Week 4 ea head ir<br/>bird ou cloud oy<br/>toy</p> <p>Week 5 i tiger a<br/>paper ow snow u<br/>unicorn</p> <p>Week 6 ph phone<br/>wh wheel ie shield<br/>g giant</p> <p><b>Phonics Screen</b></p> | <p>dge bridge /i/ y<br/>crystal /j/ ge large</p> <p>Week 3 /sh/ ti ssi si<br/>ci potion mission<br/>mansion delicious</p> <p>Week 4 /or/ augh<br/>our oar ore<br/>daughter pour oar<br/>more review</p> <p>Week 5 review</p> <p><b>Tricky words</b><br/>busy / beautiful /<br/>pretty / hour / move /<br/>improve / parents /<br/>shoe</p> |
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| English –<br>Reading | Texts we may read linking to our topics and themes   |  |  |  |  |  |
|                      | <p>Autumn 1<br/><i>Incredible Me!</i></p>  |  |  |  |  |  |

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| <p>Read 2 focuses on prosody</p> <p>Read 3 focuses on comprehension</p> <p>Adults to support reading –</p> <p>Mrs Bradwell<br/>Miss Jackson<br/>Mrs Hall<br/>Mrs Birtley<br/>Mrs Stott</p> <p>Shared reading with Class 4</p> <p>Opportunity to visit the school library and take a book home</p> | <p>Autumn 2</p> <p><i>Let's Celebrate!</i></p>               |
|   | <p>Spring 1</p> <p><i>Once Upon a Time</i></p>               |
|   | <p>Spring 2</p> <p><i>Oh, to be alive!</i></p>              |
|   | <p>Summer 1</p> <p><i>I want to change the world!</i></p>  |

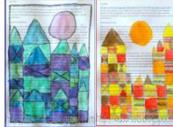


**Drawing Club and writing focus**

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|  | <p>Week 1 – Book: Super Duper You</p> <p>Week 2 – Book: Ruby's Worry</p> <p>Week 3 – Book: Oh Dear, Look What I Got!</p> <p>Week 4 – Book: The Tiger Who Came to Tea</p> <p>Week 5 – Tale: The Three Little Pigs</p> <p>Week 6 – Book: The Owl Babies</p> <p>Week 7 – Halloween theme – Pumpkin soup / Room on the Broom</p> | <p>Week 1 – Book: The Best Diwali Ever or Rama and Sita</p> <p>Week 2 – Animation: Remembrance CBeebies video</p> <p>Week 3 – Book: We're Going On a Bear Hunt!</p> <p>Week 4 – Book: The Gingerbread Man</p> <p>Week 5 – Book: The Christmas Story</p> <p>Week 6 – Book: Stickman</p> <p>Week 7 – Book: The Snowman</p> | <p>Week 1 – Book: Jack Frost</p> <p>Week 2 – Book: Jonty Gentoo</p> <p>Week 3 – Book: Little Red Riding Hood</p> <p>Week 4 – Book: Goldilocks and the Three Bears</p> <p>Week 5 – Book: Billy and the Dragon</p> <p>Week 6 – Book: The Great Race</p> <p>Week 7 – Book: How to Grow a Unicorn</p> | <p>Week 1 – Book: There's a Tiger in the Garden</p> <p>Week 2 – Book: The Tree Keepers</p> <p>Week 3 – Book: Jack and the Beanstalk</p> <p>Week 4 – Book: Bog Baby</p> <p>Week 5 – Book: Superworm</p> | <p>Week 1 – Book: Journey</p> <p>Week 2 – Book: Whatever Next</p> <p>Week 3 – Book: The Night Pirates</p> <p>Week 4 – Animation: Wacky Races</p> <p>Week 5 – Book: Mog and the VET</p> <p>Week 6 – Book: Izzy Gizmo</p> <p>Week 7 – Book: The Girl and the Dinosaur</p> | <p>Week 1 – Book: Snail and the Whale</p> <p>Week 2 – Book: Once Upon a Lion</p> <p>Week 3 – Book: Handa's Surprise</p> <p>Week 4 – Book: Flotsam</p> <p>Week 5 – Book: The Sea Thing Child</p> <p>Week 6 – Book: Lighthouse Keeper's Lunch</p> <p>Week 7 – Book: Wave</p> |
|  | <p>Jack and Jill</p> <p>Miss Molly had a Dolly</p> <p>One, Two, Buckle my Shoe</p>   | <p>Pat-a-Cake</p> <p>Hey, Diddle, Diddle</p>   | <p>Ring-a-Ring-a-Roses</p> <p>The Grand Old Duke of York</p>  | <p>Baa, Baa, Black Sheep</p> <p>Humpty Dumpty Sat on a Wall</p>  | <p>Down at the Station</p> <p>The Wheels on the Bus</p>   | <p>1,2,3,4,5 Once I Caught a Fish Alive</p> <p>A Sailor Went to Sea</p>  |

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| <i>Poetry Basket</i> | Wind the Bobbin Up  | Twinkle, Twinkle Little Star   | Hickory, Dickory, Dock   | Mary, Mary Quite Contrary  | Round and Round the Garden   | Row, Row, Row your Boat  |
|                      | <i>Pointy Hat</i>   | <i>Breezy Weather</i>  | <i>A Little House</i>  | <i>Incy Wincy Spider</i>   | <i>A Little Shell</i>  | <i>Stepping Stones</i>   |
|                      | <i>Leaves are Falling</i>   | <i>Popcorn</i>   | <i>Pancakes</i>  | <i>Five Little Speckled Frogs</i>  | <i>Under a Stone</i>   | <i>Monkey Babies</i>   |
|                      | <i>Wise Old Owl</i>   | Nativity songs   | <i>I can Build a Snowman</i>   | <i>Hungry Birdies</i>  |  | <i>If I were so very Small</i>   |
| <b>Maths</b>         | <b>Number and Place Value (10)</b><br><br><b>Measure – Time</b>   | <b>Number – Addition and Subtraction</b><br><br><b>Geometry- Shape</b>   | <b>Number and Place Value (20)</b><br><br><b>Number – Addition and Subtraction</b><br><br><b>Measure – Length and Height</b>   | <b>Number and Place Value (50)</b><br><br><b>Measurement- Mass and Volume</b>  | <b>Number – Multiplication and Division</b><br><br><b>Number – Fractions</b><br><br><b>Geometry- Position and direction</b>  | <b>Number and Place Value (100)</b><br><br><b>Measurement – Money</b><br><br><b>Measure – Time</b>   |
| <b>Science</b>       | <b>Animals, including humans</b><br>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | <b>Plants: Focus on trees</b><br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>Identify and describe the basic structure of a variety of common flowering plants, including trees | <b>Everyday materials</b><br>Distinguish between an object and the material from which it is made<br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock<br>Describe the simple physical properties of a variety of everyday materials | <b>Plants: Focus on flowers</b><br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees<br>Identify and describe the basic structure of a variety of common flowering plants, including trees | <b>Everyday materials</b><br>Describe the simple physical properties of a variety of everyday materials<br>Compare and group together a variety of everyday materials on the basis of their simple physical properties | <b>Animals, including humans</b><br>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br>Identify and name a variety of common animals that are carnivores, herbivores and omnivores<br>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) |
|                      | <b>Seasonal changes</b><br>Observe changes across the 4 seasons<br>Observe and describe weather associated with the seasons and how day length varies             |  |  |  |  |  |
|                      | <b>Autumn</b>   | <b>Winter</b>  | <b>Spring</b>  | <b>Summer</b>  |  |  |

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|           | <p>When and what is Autumn?<br/>What happens to the temperature in Autumn?<br/>How big is a raindrop?</p>  | <p>When and what is Winter?<br/>What happens to the temperature in winter? -<br/>How cold does it need to be for ice to form?<br/>Why do we put salt on the roads in winter?<br/>What do animals do in the winter?</p>   | <p>When and what is Spring?<br/>What happens to the temperature in spring?<br/>What animals do you notice in the spring?<br/>Is spring a good time to grow new plants and flowers?<br/>What signs of spring can we see in Byers Green?</p>   | <p>When and what is Summer?<br/>What happens to the temperature in summer?</p>   |   |  |
| History   | <p><b>Me and my family</b></p> <p>Who is in my family?<br/>How has my family changed?<br/>What makes a memory?<br/>Local link – our family tree</p>  | <p><b>How have things changed? (old and new)</b><br/><b>Focus on toys and homes</b></p> <p>What's the same and what's different?<br/>Did my parents play with the same toys as me?<br/>Which toys are the oldest and how do we know?<br/>How have people's homes changed and technology?<br/>Local link – What evidence of the past can we find in Byers Green / our grandparents house?</p> | <p><b>What are castles and why were they built?</b></p> <p>What is a castle?<br/>How does my castle compare to a real castle?<br/>What are the specific features of a castle?<br/>Who lives in a castle?<br/>What was life like in a castle? -<br/>Local link – Auckland Castle / Pollard and the Boar</p> | <p><b>How has transport changed? (past and present)</b></p> <p>Who are George Stephenson and Timothy Hackworth and how did their invention influence the development of railways?<br/>Compare transport past and present. How has this impacted travel?<br/>Local link – George Stephenson and Timothy Hackworth</p> | <p><b>How have women shaped history?</b></p> <p>Women to consider –<br/>Grace Darling<br/>Mary Anning<br/>Florence Nightingale<br/>Greta Thunberg<br/>Mary Kingsley<br/>Mae Jemison<br/>Children to learn some key facts about women who have shaped history. What did they do? How can we celebrate them?<br/>Local link – Grace Darling</p> |  |
| Geography | <p><b>My home, my school, my village</b></p> <p>Explore different types of homes and rooms within them.<br/>What makes Byers Green special?<br/>What can we do in our village?<br/>Walk around the village / visit church / post Christmas card in letter box / visit from postal worker</p> |  | <p><b>My Town</b></p> <p>What can I do in Spennymoor / Bishop Auckland?<br/>What does my town have that Byers Green doesn't?<br/>Where does help come from when I need it?<br/>Walk to school field to observe birds / Visit Auckland Castle</p>   | <p><b>My country</b></p> <p>What is my country like?<br/>What four countries make up the UK?<br/>What can I do / find in the UK?<br/>Walk to the farm and visit to Hardwick Park / Washington Wetland Centre</p>   | <p><b>My world</b></p> <p>Look at the globe / briefly locate the continents and show UK within Europe<br/>Where is Africa? How is Zambia similar and different to Byers Green?<br/>Does it snow in Zambia?<br/>Would you prefer to live in a hot or cold place?<br/>Walk to the farm and visit Seaham Coast</p>                               |  |
|           | <p><b>Seasonal and daily weather patterns</b></p> <p>Observe weather and seasons: - recognise main types of weather, - know the four seasons and the different weather associated with them, - observe seasonal changes linked to weather changes.</p>                                       |  |  |  |   |  |
| RE        | <p><b>Harvest</b></p> <p>Let's find out about Harvest in a Church</p>  | <p><b>Christmas</b></p> <p>Let's find out about the Christmas story.<br/>Let's find out about Christmas celebrations in churches.</p>  | <p><b>Religious Books</b></p> <p>Let's find out about holy books (e.g. Qur'an, Torah, Guru Granth Sahib)</p>   | <p><b>Easter</b></p> <p>Let's find out about Easter celebrations in churches.</p>  | <p><b>Religious Buildings</b></p> <p>Let's find out about special buildings and worship there (e.g. Church, Mandir, Synagogue, Buddhist Temple)</p>   | <p><b>Religious Objects</b></p> <p>Let's find out about special objects (e.g. Hindu murtis, Jewish menorah, Buddhist rupa)</p> |

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| SCARF (PHSE) | <b>Me and My Relationships</b><br><br>-All about me / What makes me special<br>-Why we have classroom rules Y1<br>-Me and my special people<br>-Who can help me?<br>-My feelings<br>-Feelings and bodies Y1<br>-Good friends Y1   | <b>Valuing Difference</b><br><br>-I'm special, you're special<br>-Same and different<br>-Same and different families<br>-Same and different homes<br>-Who are our special people? Y1<br>-I am caring<br>-I am a friend | <b>Keeping Safe</b><br><br>-Super Sleep Y1<br>-What's safe to go onto my body?<br>-What's safe to go into my body? (including medicines)<br>-Safe indoors and outdoors<br>-Listening to my feelings<br>-Keeping safe online<br>-People who help to keep me safe | <b>Rights and Respect</b><br><br>-Looking after my special people<br>-Looking after my friends<br>-Being helpful at home and caring for our classroom<br>-Caring for our world<br>-Looking after money (1): recognising, spending, using and keeping it safe | <b>Being my Best</b><br><br>-Bouncing back when things go wrong<br>-Yes, I can!<br>-Healthy eating<br>-My healthy mind<br>-Move your body<br>-Harold's wash and brush up<br>-Catch it! Bin it! Kill it!<br>-Harold learns to ride his bike | <b>Growing and Changing</b><br><br>-Healthy me<br>-Life stages - plants, animals, humans<br>-Then and now<br>-Life Stages: Human life stage - who will I be?<br>-Taking care of a baby<br>-Who can help? (2)<br>-Surprises and secrets<br>Keeping private (NSPCC) |
| PE           |   |  |   |  |  |   |
| Music        | <b>Introducing Beat</b><br><br>How can we make friends when we sing together?   | <b>Adding Rhythm and Pitch</b><br><br>How does music tell stories about the past?  | <b>Introducing Tempo and Dynamics</b><br><br>How does music make the world a better place?  | <b>Combining Pulse Rhythm and Pitch</b><br><br>How does music help us to understand our neighbours?  | <b>Having Fun with Improvisation</b><br><br>What songs can we sing to help us through the day?   | <b>Explore Sound and Create a Story</b><br><br>How does music teach us about looking after our planet?  |
| Art          | <b>Painting - application</b><br>Can I paint a picture that looks like me?<br><br>   | <b>Collage</b><br>Can I make artwork in the style of Andy Goldsworthy?<br>   | <b>Painting - colour</b><br>Can I paint castles like Paul Klee?<br>  | <b>Printing</b><br>Can I experiment with Tatakomé to create sustainable art with a focus on flowers?<br>   | <b>Drawing</b><br>Can I draw my incredible invention?<br>   | <b>Painting - equipment</b><br>Can I create art work in the style of Edward Tingatinga?<br>  |
|              | Throughout the year, Class 1 will have the opportunity to develop the following skills and knowledge through accessing a range of activities and experiences in provision areas. <ul style="list-style-type: none"> <li>Use the names of a wide range of colours in communications</li> <li>Use a range of mark-making media, e.g. pencils, crayon, charcoal... Experiment with tone.</li> <li>Use marks and pictures to express their thoughts and feelings.</li> <li>Begin to use and name different lines i.e. thick, thin, long, short, wavy, straight...</li> <li>Create simple drawings based on what they observe.</li> <li>Use a range of painting materials, e.g. ready mix, powder, poster, finger paints, thick, thin etc.</li> <li>Use everyday objects to make shapes and marks in paint, e.g. combs, lego, sticks, wheels, brushes.</li> <li>Be able to name and describe colours.</li> </ul> |  |   |  |  |   |

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|  | <ul style="list-style-type: none"> <li>Begin to understand what happens when colours are mixed together.</li> <li>Combine paint and other materials to create texture.</li> <li>Use a range of modelling materials to explore form, e.g. boxes, play dough, junk modelling materials.</li> <li>Use everyday objects to make marks in modelling materials e.g. cotton reels, sticks, etc.</li> <li>Talk about art and artists, and how it makes them feel.</li> <li>Begin to identify different elements in different artwork (light/ dark, colour, shape)</li> </ul> |  |  |  |  |   |
| DT   | <p><b>Textiles</b><br/> <b>Is there more than one way to make a puppet?</b><br/> To design and make a puppet using different materials.</p>  | <p><b>Structures</b><br/> <b>Could you make a chair that the 3 bears can all sit on together?</b><br/> <br/> <b>Can you design a bridge that holds all three Billy Goats for 30 seconds without collapsing?</b><br/> <br/> <b>How can you protect the Golden Egg from cracking?</b><br/> <br/> <b>Rapunzel is stuck in the tower. Can you create a structure to help her?</b><br/> <br/> Design and make structures to help fairy tale characters.</p> | <p><b>Mechanisms</b><br/> <b>How do wheels move?</b><br/> <br/> Design, make and evaluate a fire engine/ police car including wheels, an axle and a chassis.</p> | <p><b>Cooking and Nutrition</b><br/> <b>Where does food come from?</b><br/> <b>Can we eat fruit in different ways?</b><br/> <br/> Use tools utensils safely to prepare and make a fruit salad, kebab, smoothies.</p> |  |   |
| <p>Throughout the year, Class 1 will have the opportunity to develop the following skills and knowledge through accessing a range of activities and experiences in provision areas.</p> <ul style="list-style-type: none"> <li>Describing something they want to make/build/construct</li> <li>Saying who they are making/building/constructing for</li> <li>Talking about what materials they are going to use when making/building/constructing Making/building/constructing objects using a variety of materials</li> <li>Joining materials together when making/building/constructing</li> <li>Talking about their constructions/products, and what they are pleased with</li> <li>Talking about their constructions/products and say how it could be even better</li> <li>Talking about everyday objects that they like and say why they are good</li> <li>Building/constructing structures from a range of materials to a design brief they have created or been given</li> <li>Building/constructing structures that are tall or strong</li> <li>Knowing that tape and glue can join materials together and can make structures stronger Recognising different foods as either healthy or unhealthy</li> <li>Knowing how to use basic cutlery and utensils to make and eat food</li> <li>Following simple instructions to make different foods</li> <li>Knowing when we make food for other people that it needs to be appealing</li> </ul> |  |  |  |  |  |   |
| Computing  | <p><b>Introduction to Purple Mash</b><br/> (3 lessons)</p> <p><b>Creative Computing</b> (4 lessons)</p>  | <p><b>Data Explorers</b><br/> (6 lessons)</p>  | <p><b>Creating and Following Instructions</b><br/> (2 lessons)</p> <p><b>Coding</b> (5 lessons)</p>  | <p><b>Technology around us</b> (4 lessons)</p>   | <p><b>Animated Stories</b> (6 lessons)</p> | <p><b>Making Beats</b><br/> (4 lessons)</p> |
| <p>Online Safety focus (Project Evolve)</p>  |  |  |  |  |  |   |

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|  | Self-Image and Identity | Online Relationships<br>Online Reputation<br><br>Anti-Bullying week 10 <sup>th</sup><br>Nov – Online Bullying | Managing Online<br>Information<br><br>Safer Internet Day 10 <sup>th</sup><br>Feb | Health, Well-being and<br>Lifestyle | Privacy and Security | Copyright and<br>Ownership |
|--|-------------------------|---|--|-------------------------------------|----------------------|----------------------------|