

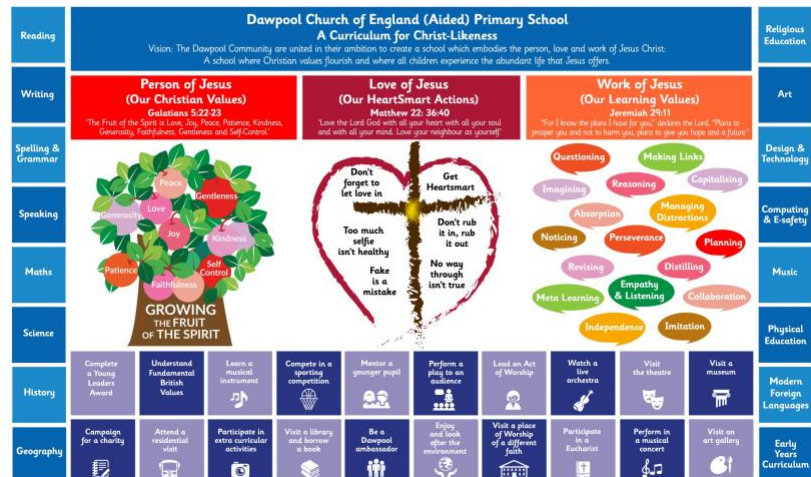
# Dawpool C.E. (Aided) Primary School Year 1 Curriculum

DAWPOOL

Wisdom, Knowledge and Skills



## The Abundant Life that Jesus offers



### Vision Statement

**'The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience the abundant life that Jesus offers.'**

*'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control' (Galatians 5: 22-23).*

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*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.' (Jeremiah 29:11)*



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The **Person, Love and Work of Jesus** are three golden threads that run through the heart of our curriculum

<b>Person of Jesus</b> <b>(Our Christian Values)</b> <b>Galatians 5:22-23</b> <i>'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</i>	<b>Love of Jesus</b> <b>(Our HeartSmart Actions)</b> <b>Matthew 22: 36-40</b> <i>'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</i>	<b>Work of Jesus</b> <b>(Our Learning Values)</b> <b>Jeremiah 29:11</b> <i>'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'</i>
<p>At Dawpool, we aim to embody the <b>person</b> of Jesus Christ by growing the <b>Fruit of the Spirit</b>.</p>	<p>At Dawpool, we aim to we embody the <b>love</b> of Jesus Christ by teaching pupils to be <b>HeartSmart</b>.</p>	<p>At Dawpool we aim to embody the <b>work</b> of Jesus Christ by teaching pupils core <b>learning values</b>.</p>

We know that all of these values were demonstrated by Jesus in his life. They are also rooted in pedagogy, such as Guy Claxton's '**Building Learning Powers**' and Rosenshine's '**Principles of Instruction**.'




In our curriculum planning we have taken each individual value - whether it be a **Fruit of the Spirit**, a **HeartSmart action** or a **Learning Value** - and directly referenced each one to the example of Jesus by providing a definition of the value, linking it to scripture and providing specific examples of how Jesus demonstrated it – see [The Curriculum for Christ-Likeness](#). By teaching the children how to emulate these values we enable **Christian values to flourish** through our curriculum.

Dawpool's focus on developing Christian and learning values through the curriculum encourages children to stretch themselves **spiritually, morally, intellectually, imaginatively and actively**. The impact of Dawpool's Curriculum for Christ-Likeness is that pupils are curious, confident and resilient learners who develop a sense of character and enjoy their learning. The Dawpool Curriculum places emphasis on **character development** and **wider flourishing**, recognising that these are fundamental to any **sustained academic success**.

The image below provides an overview of what the **Person, Love and Work of Jesus** looks like at a classroom level. Whether it be a Science lesson or a History lesson, there are familiar **characteristics of effective learning**:

*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)



<p><b>Person of Jesus (Our Christian Values)</b> Galatians 5:22-23 'The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self-Control.'</p> 	<p><b>Love of Jesus (Our HeartSmart Actions)</b> Matthew 22: 36-40 'Love the Lord God with all your heart with all your soul and with all your mind. Love your neighbour as yourself'</p> 	<p><b>Work of Jesus (Our Learning Values)</b> Jeremiah 29:11 'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future'</p> 
<p>A strong focus on all of our <b>Christian Values</b>, with specific emphasis on:</p> <ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	<p>A strong focus on all of our <b>Heart Smart actions</b>, with specific emphasis on:</p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	<p>A strong focus on all of our <b>Learning Values</b>, with specific emphasis on:</p> <p><b>Making Links</b></p> <ul style="list-style-type: none"> <li>Presenting new material using small steps</li> <li>Providing models</li> <li>Providing scaffolds for difficult tasks</li> </ul> <p><b>Questioning</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Checking for understanding</li> </ul> <p><b>Revising</b></p> <ul style="list-style-type: none"> <li>Daily, weekly and monthly reviews</li> </ul> <p><b>Interdependence</b></p> <ul style="list-style-type: none"> <li>Guiding pupil practice</li> <li>Obtaining a high success rate</li> <li>Supporting independent practice</li> </ul>

**Jesus' greatest commandment** (Matthew 22:36-40) is central to the life of Dawpool: Loving God, loving and accepting ourselves and loving and responding well to others.

The next part of our curriculum is to ensure that all pupils experience the '**Abundant Life that Jesus Offers**'. This is defined as enabling **all children** to experience the **full curriculum** – it's not narrowed for any child. We aim to nurture children's **God-given talents** and provide for their **intellectual, emotional, personal, social, spiritual and physical development**.

We provide a **subject-specific curriculum** in which we have mapped out the **knowledge and skills** that we want children to learn at each stage (See the '**Wisdom, Knowledge and Skills**' documents for each year group and the subject specific documents).

**The Subject Specific Curriculum**

Reading	Writing	Spelling & Grammar	Speaking	Maths	Science	History	Geography
Religious Education	Art	Design & Technology	Computing & E-safety	Music	Physical Education	Modern Foreign Languages	Early Years Curriculum

For each subject, we have carefully established the expectations for timetabling, planning, marking and assessment to ensure that the curriculum is delivered fully to all pupils – see the **Curriculum Implementation Handbook**.

Where possible, subjects are delivered through topics which are designed for maximum engagement and ensure all pupils benefit from a **rich, broad, balanced** curriculum presented in an **interesting, exciting and imaginative** manner with lots of opportunities for **first-hand experience, practical work, investigation and learning through play**. The curriculum is enriched with **visits, visitors**, and extensive use of our **unique environment**.

Our '**local curriculum**' provides for an informal programme of **enrichment and extra-curricular activities** which is made up of those activities that we feel all children should experience at least once during their time in school, but in reality, there is likely to be several opportunities for each child. Such activities include: completing a young leaders award, learning a musical instrument, mentoring a younger pupil and leading an Act of Worship.

**The Local Curriculum**

Complete a Young Leaders Award	Understand Fundamental British Values	Learn a musical instrument	Compete in a sporting competition	Mentor a younger pupil	Perform a play to an audience	Lead an Act of Worship	Watch a live orchestra	Visit the theatre	Visit a museum
Campaign for a charity	Attend a residential visit	Participate in extra curricular activities	Visit a library and borrow a book	Be a Dawpool ambassador	Enjoy and look after the environment	Visit a place of Worship of a different faith	Participate in a Eucharist	Perform in a musical concert	Visit an art gallery

Therefore, Dawpool's full curriculum incorporates the **Person, Love and Work of Jesus** as three **golden threads** running through the curriculum with **Jesus' greatest commandment** at its heart. it includes our **subject-specific curriculum** and our **local curriculum** of **enrichment and extra-curricular activities**.

*'For I know the plans I have for you,' declares the Lord. 'Plans to prosper you and not to harm you, plans to give you hope and a future.'* (Jeremiah 29:11)



## Year 1 Curriculum Topics

Where appropriate, the vocabulary, knowledge and skills for Year 1 are delivered through the following broad topics:

	Autumn	Spring	Summer
Y1	What a Wonderful World	The Time Machine	Oh I do like to be by the seaside

## Year 1 Enrichment



## Year 1 Reading Spine

English Curriculum	Reading for Pleasure	No Outsiders (Equality)
Lila and the Secret of Rain	<u>Archaic Text:</u>	Elmer
Winter Sleep	The Owl and the Pussycat, Edward Lear	Going to the Volcano Want to Play Trucks?
The Snail and the Whale		
How to Find Gold	<u>Non-Linear Time</u>	Hair, it's a Family Affair
Out and About (Poetry)	<u>Sequence:</u>	My World, Your World
The Secret of Black Rock	When the Rains Come, Tom Pow	Errol's Garden

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	<p><u>Complexity of the Narrator:</u></p> <p>The Three Little Wolves and the Big Bad Pig</p> <p><u>Complexity of the Plot/Symbol:</u></p> <p>Owl Babies, Martin Waddell</p> <p><u>Resistant Text:</u></p> <p>On the Ning Nang Nong, Spike Milligan.</p>	
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### **A Year 1 Reader at Dawpool**

#### **Word Reading**

- I can match all 40+ graphemes to their phonemes.
- I can blend sounds in unfamiliar words.
- I can divide words into syllables.
- I can read compound words.
- I can read words with contractions and understand that the apostrophe represents the missing letters.
- I can read phonetically decodable words.
- I can read words that end with 's, -ing, -ed, -est
- I can read words which start with un-.
- I can add -ing, -ed and -er to verbs. (*Where no change is needed to the root word*)
- I can read words of more than one syllable that contain taught GPCs.

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### **Comprehension**

- I can say what I like and do not like about a text.
- I can link what I have heard or read to my own experiences.
- I can retell key stories orally using narrative language.
- I can talk about the main characters within a well known story.
- I can learn some poems and rhymes by heart.
- I can use what I already know to understand texts.
- I can check that my reading makes sense and go back to correct myself when it doesn't.
- I can draw inferences from the text and/or the illustrations. (Beginning)
- I can make predictions about the events in the text.
- I can explain what I think a text is about.

### **Greater Depth in Reading**

- I can read accurately and confidently words of 2 or more syllables.
- I can talk about my favourite authors or genre of books.
- I can predict what happens next in familiar stories.
- I am happy to read aloud in front of others.
- I can tell someone about my likes and dislikes related to a story I have read or a story I have had read to me.
- I can read a number of signs and labels in the environment drawing from my phonic knowledge when doing so.
- I am aware of mistakes made when my reading does not make sense.
- I can re-read a passage if I'm unhappy with my own comprehension.
- I have a growing awareness of how non-fiction texts are organised.



## **A Year 1 Writer at Dawpool**

### **Transcription**

#### **Spelling**

- I can identify known phonemes in unfamiliar words.
- I can use syllables to divide words when spelling.
- I use what I know about alternative phonemes to narrow down possibilities for accurate spelling.
- I can use the spelling rule for adding 's' or 'es' for verbs in the 3<sup>rd</sup> person singular.
- I can name all the letters of the alphabet in order.

#### **Handwriting**

- I can sit correctly at a table, holding a pencil comfortably and correctly.
- I can form lower case letters in the correct direction, starting and finishing in the right place.
- I can form capital letters and digits 0-9.

### **Composition**

- I can compose a sentence orally before writing it.
- I can sequence sentences in chronological order to recount an event or experience.
- I can re-read what I have written to check that it makes sense.
- I leave spaces between words.
- I know how the prefix 'un' can be added to words to change meaning.
- I can use the suffixes 's', 'es', 'ed', and 'ing' within my writing.

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## **Vocabulary, Grammar and Punctuation**

### **Word**

- I know regular **plural noun suffixes** –s or –es [for example, *dog, dogs; wish, wishes*], including the effects of these suffixes on the meaning of the noun
- I know **suffixes** that can be added to **verbs** where no change is needed in the spelling of root words (e.g. *helping, helped, helper*)
- I know how the **prefix un–** changes the meaning of **verbs** and **adjectives** [for example, *unkind*, or *undoing: untie the boat*]

### **Sentence**

- I know how **words** can combine to make **sentences**.
- I know how to join **words** and join **clauses** using *and*.

### **Text**

- I can sequence sentences to form a narrative.

### **Punctuation**

- I can separate words using finger spaces.
- I can use capital letters to start a sentence.
- I can use a full stop to end a sentence.
- I can use a question mark.
- I can use an exclamation mark.
- I can use capital letters for names.
- I can use 'I'.

### **Terminology**

letter, capital letter, word, singular, plural, sentence. punctuation, full stop, question mark, exclamation mark

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### **Greater Depth in Writing**

- I can write short stories about something personal to me.
- I can sequence a short story or series of events related to my learning in other lessons.
- My writing makes sense to the reader without additional explanation.
- I am confident in changing the way sentences start.
- I can make sentences longer and use words other than 'and' and 'then' to join ideas together.
- I can use new words for the first time in stories or explanations and I enjoy experimenting with new words.
- I know which letters sit below the line and which are tall letters.
- I am consistent in my use of lower case and capital letters.
- I sound out spelling when I am not sure and I can come up with phonetically close attempts at spelling unfamiliar words.
- I can spell almost all of the words in the Year 1 and 2 list accurately.

### **A Year 1 Speaker at Dawpool**

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

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### **Greater Depth in Speaking**

- I can explain my answers, arguments and opinions when challenged.
- I can give careful descriptions, explanations and narratives for different purposes.
- I can express my personal feelings when involved in discussions.
- I can take part keenly in discussions and debates.
- I can retell a story I know, remembering details and adding my own point of view.
- I can make changes to events (*usually endings*) in a familiar story when asked to do so.
- I can consider the views of everyone in a discussion.
- I can use appropriate language to ensure the listener knows when something happened.
- I can understand the consequences of what is said to others.
- I can summarise the outcome of a discussion.

### **A Year 1 Mathematician at Dawpool**

#### **Number and place value**

- I can count to and across 100, forward and backwards ,beginning with 0 or 1 from any number.
- I can count in multiples of 2, 5 and 10.
- I can count, read and write numbers to 100 in numerals.
- I can say what is one more or one less than any number.
- I can read numbers from 1 to 20 in numerals and words.
- I can identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most least

#### **Calculations**

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- I can represent and use number bonds and related subtraction facts to 20.
- I can add and subtract 1-digit and 2-digit numbers to 20, including zero.
- I can read, write and interpret mathematical statements involving addition, subtraction and equals signs.
- I can solve one-step problems that involve addition and subtraction, using objects and pictorial representations.
- I can solve missing number problems.
- I can solve one-step problems involving multiplication and division, by using concrete objects, pictorial representations and arrays.

### **Fractions**

- I can recognise, find and name a half of an object, shape or quantity.
- I can recognise, find and name a quarter of an object, shape or quantity.

### **Measurement**

- I can compare, describe and solve practical problems for lengths and heights; mass/weight; capacity and volume; and time.
- I can measure and begin to record lengths and heights; mass/weight; capacity and volume; and time.
- I recognise and know the value of different denominations of coins and notes.
- I can tell the time to the hour.
- I can tell the time to half past the hour.
- I can draw hands on a clock face to show these times.
- I can sequence events in chronological order using language.
- I recognise and use language relating to dates, including days, weeks, months and years

### **Geometry – properties of shapes**

- I recognise and can name common 2D shapes (rectangles, including squares, circles and triangles.)

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- I recognise and can name common 3D shapes (cuboids, including cubes, pyramids and spheres.)

### **Geometry – position and direction**

- I can describe position, directions and movement, including half, quarter and three-quarter turns.

### **Greater Depth in Mathematics**

- I can count reliably well beyond 100.
- I count on and back in 3s from any given number to beyond 100.
- I can say the number that is 10 more or 10 less than a number to 100.
- I know the signs (+); (-); (=); (<); (>).
- I can apply my knowledge of number to solve a one-step problem involving an addition, a subtraction and simple multiplication and division.
- I can add and subtract 1-digit and 2-digit numbers to 50, including zero.
- I can recognise all coins and notes and know their value.
- I can use coins to pay for items bought up to £1.
- I can use my knowledge of time to know when key periods of the day happen, for example, lunchtime, home time, etc.
- I can recognise different 2D and 3D shapes in the environment.

### **A Year 1 Scientist at Dawpool**

#### **Working scientifically**

- I can ask simple scientific questions.
- I can use simple equipment to make observations.
- I can carry out simple tests.
- I can identify and classify things.
- I can suggest what I have found out.

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- I can use simple data to answer questions

## **Biology**

### **Plants**

- I can name a variety of common wild and garden plants.
- I can name the petals, stem, leaf and root of a plant.
- I can name the roots, trunk, branches and leaves of a tree.

### **Animals, including humans**

- I can name a variety of animals including fish, amphibians, reptiles birds and mammals.
- I can classify and name animals by what they eat (carnivore, herbivore and omnivore).
- I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).
- I can sort living and non-living things.
- I can name the parts of the human body that I can see.
- I can link the correct part of the human body to each sense.

## **Chemistry**

### **Everyday materials**

- I can distinguish between an object and the material it is made from.
- I can explain the materials that an object is made from.
- I can name wood, plastic, glass, metal, water and rock.
- I can describe the properties of everyday materials.
- I can group objects based on the materials they are made from.

## **Physics**

### **Seasonal changes**

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- I can observe and comment on changes in the seasons.
- I can name the seasons and suggest the type of weather in each season.

### **Greater Depth in Science**

- I can find out by watching, listening, tasting, smelling and touching.
- I can talk about similarities and differences.
- I can explain what I have found out using scientific vocabulary.
- I can make accurate measurements.
- I can classify animals according to a number of given criteria.
- I can point out differences between living things and non-living things.
- I can say why certain animals have particular characteristics
- I can sort some plants by those that can be eaten and those that cannot.
- I can sort some animals on a simple branching diagram with features such as meat eaters and non meat eaters; can swim and cannot swim.
- I can explain what happens to certain materials when they are heated or cooled, for example, bread, ice, chocolate, jelly, etc.

### **Year 1 Scientific Vocabulary**

<b>sight</b>	<b>hearing</b>	<b>touch</b>	<b>taste</b>
<b>smell</b>	<b>mammals</b>	<b>amphibians</b>	<b>birds</b>
<b>fish</b>	<b>reptiles</b>	<b>invertebrate</b>	<b>humans</b>
<b>carnivore</b>	<b>herbivore</b>	<b>omnivore</b>	<b>seasons</b>
<b>spring</b>	<b>summer</b>	<b>autumn</b>	<b>winter</b>
<b>daylight</b>	<b>weather</b>	<b>year</b>	<b>Object</b>
<b>material</b>	<b>hard</b>	<b>soft</b>	<b>stretchy</b>
<b>shiny</b>	<b>dull</b>	<b>rough</b>	<b>smooth</b>
<b>bendy</b>	<b>not bendy</b>	<b>waterproof</b>	<b>not waterproof</b>
<b>absorbent</b>	<b>Not absorbent</b>	<b>transparent</b>	<b>opaque</b>

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<b>paper</b>	<b>brick</b>	<b>metal</b>	<b>fabric</b>
<b>stone</b>	<b>Glass</b>	<b>wild plants</b>	<b>garden plants</b>
<b>weed</b>	<b>deciduous</b>	<b>evergreen</b>	<b>flower</b>
<b>root</b>	<b>Stem</b>	<b>leaves</b>	<b>petal</b>
<b>fruit</b>	<b>seed/bulb</b>		

### **A Year 1 Historian at Dawpool**

All topics must begin with chronological knowledge, identifying the period of history on the corridor timeline.

<b><u>Toys</u></b>
<ul style="list-style-type: none"> <li>• I know how toys are different and how they are the same.</li> <li>• I know how to describe an artefact (toy) and ask questions.</li> <li>• I know what toys my parents and grandparents used to play with.</li> <li>• I know about new toys and their components.</li> </ul>
<b><u>Titanic</u></b>
<ul style="list-style-type: none"> <li>• I know the difference between 1<sup>st</sup> and 3<sup>rd</sup> class passengers.</li> <li>• I know how to write a postcard as a passenger of the Titanic.</li> <li>• I know the main events that happened during the Titanic.</li> <li>• I know the different parts of the Titanic (Cross-Section).</li> </ul>
<b><u>Seaside</u></b>
<ul style="list-style-type: none"> <li>• I know features of the seaside in the past and present.</li> <li>• I know the importance of the RNLI.</li> </ul>

- I can use words and phrases like: old, new and a long time ago.
- I can recognise that some objects belonged to the past.
- I can explain how I have changed since I was born.
- I can explain how some people have helped us to have better lives.
- I can ask and answer questions about old and new objects.
- I can spot old and new things in a picture.
- I can explain what an object from the past might have been used for.
- I can recognise significant historical events, people and places in my own locality.

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**Year 1 Historical Vocabulary**

past	present	future	long ago
artefact	sources	research	toy
Titanic	captain	iceberg	Bruce Ismay
passengers	lifeboat	unsinkable	resort
tragedy	holidays	class	maiden voyage
voyage	survivor	transport	tourist
promenade	RNLI	coast	harbour
pier	wreck	Hoylake	sea bathing

**A Year 1 Geographer at Dawpool**

All topics begin with location knowledge:

KS1 – Locality and United Kingdom

Include human features: major cities, natural resources, settlement, trade, land use patterns and how these change over time etc.

Include physical features: rivers, lakes, mountains, coasts, etc.

<b><u>What A Wonderful World</u></b>
<b><u>Weather</u></b>
<ul style="list-style-type: none"><li>• I know the clothes I would wear in hot and cold countries.</li><li>• I know and understand the dangers of weather.</li><li>• I know four types of weather in the UK.</li><li>• I know the different seasons.</li><li>• I know about the Arctic.</li><li>• I know different weather symbols.</li></ul>
<b><u>Seaside</u></b>
<ul style="list-style-type: none"><li>• I know the name of the four countries in the UK.</li><li>• I know the name of some different seaside resorts and towns/cities in the UK.</li><li>• I know some features of seaside resorts.</li></ul>

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- I can keep a weather chart and answer questions about the weather.
- I can explain where I live and tell someone my address.
- I can explain some of the main things that are in hot and cold places.
- I can explain the clothes that I would wear in hot and cold places.
- I can explain how the weather changes throughout the year and name the seasons.
- I can name the four countries in the United Kingdom and locate them on a map.
- I can name some of the main towns and cities in the United Kingdom.

### **Year 1 Geographical Vocabulary**

<b>seasons</b>	<b>thermometer</b>	<b>weather forecast</b>	<b>flooding</b>
<b>observations</b>	<b>United Kingdom</b>	<b>symbols</b>	<b>heatwave</b>
<b>record</b>	<b>affects</b>	<b>extreme</b>	<b>blizzard</b>
<b>temperature</b>	<b>waterproof</b>	<b>hurricane</b>	<b>drought</b>
<b>compass</b>	<b>symbol</b>	<b>coastline</b>	<b>landmark</b>
<b>direction</b>	<b>map</b>	<b>countryside</b>	<b>population</b>
<b>UK</b>	<b>island</b>	<b>country</b>	<b>capital city</b>
<b>village</b>	<b>city</b>	<b>town</b>	<b>seaside</b>

### **A Year 1 Theologian at Dawpool**

- Good News:

I can describe details from a story Jesus told. I can talk about what is important to me and relate it to a parable Jesus told. I can identify good news in a parable and say why it is important to Christians.

- God:

I can remember and retell a Christian story (creation). I can describe what people can learn from a Christian story about God. I can use words Christians use to describe God.

- Christian Community:

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I can identify what happens in a church each week. I can identify some things people believe about the Bible. I can talk about what is important to Christians about the Bible.

- Incarnation:

I can retell almost all the parts of the Christmas story studied. I can describe several things that can be learnt about Jesus making reference to the parts of the story studied.

- Kingdom of God:

I can talk about the Kingdom of God by referring to the 'Parable of the Mustard Seed'.

I can suggest what Jesus may have been trying to teach about the Kingdom of God in the parable.

- Forgiveness:

Recall most of the details of the story of Jonah. That Jonah wanted to please God and changed his minds and actions accordingly.

- Resurrection:

I can name and explain at least 2 customs that happen at church at Easter time. I can explain Easter is a happy day for Christians because Jesus is alive.

I can explain why the empty tomb is good news.

- Discipleship:

I can describe three changes that happened to the disciples after they met Jesus.

- Holy Spirit:

I can talk about the Holy Spirit and say what happened to the disciples in the Pentecost story.

- Creation:

I can say why I think God thought the world was good and how Adam and Eve were asked to keep it that way in the story. I can explain how Adam and Eve's sin spoilt the world in the story.

- World Religion: Judaism

Why is Joseph important to Jewish people?



### Year 1 Theological Vocabulary

<b>good news</b>	<b>parable</b>	<b>God</b>	<b>create</b>
<b>creator</b>	<b>Old Testament</b>	<b>New Testament</b>	<b>gospel</b>
<b>Bible</b>	<b>magi</b>	<b>Son of God</b>	<b>Christ</b>
<b>Shepherd</b>	<b>angel</b>	<b>king</b>	<b>kingdom</b>
<b>repentance</b>	<b>forgiveness</b>	<b>resurrection</b>	<b>tomb</b>
<b>new life</b>	<b>change</b>	<b>Jesus</b>	<b>tax collector</b>
<b>Zacchaeus</b>	<b>trinity</b>	<b>wind</b>	<b>Holy Spirit</b>
<b>Pentecost</b>	<b>creation</b>	<b>sin</b>	<b>Adam</b>
<b>Eve</b>			

### A Year 1 Artist at Dawpool

<b><u>Colour Creations</u></b>
<ul style="list-style-type: none"> <li>• I know a variety of colours.</li> <li>• I know primary colours.</li> <li>• I know which primary colours make secondary colours.</li> <li>• I know the difference between light and dark shades of colour.</li> <li>• I know about the artist Kandinsky.</li> </ul>
<b><u>African Art</u></b>
<ul style="list-style-type: none"> <li>• I know about Africa, its colours, shapes and patterns.</li> <li>• I know about Maasai culture and jewellery.</li> <li>• I know how to create a layered background.</li> <li>• I know how to design and decorate a mask.</li> </ul>
<b><u>Clay Pots</u></b>
<ul style="list-style-type: none"> <li>• I know how to use tools to create a clay pot.</li> <li>• I know how to join two pots together.</li> <li>• I know how to decorate my clay put by pressing, rolling, rubbing and stamping.</li> </ul>

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- I can show how people feel in paintings and drawings.
- I can create moods in art work.
- I can use pencils to create lines of different thickness in drawings.
- I can name the primary and secondary colours.
- I can create a repeating pattern in print.
- I can cut, roll and coil materials.
- I can create a printed piece of art by pressing, rolling, rubbing and stamping.
- I can make a clay pot.
- I can join two clay finger pots together.
- I can use IT to create a picture.
- I can describe what I can see and give an opinion about the work of an artist.
- I can ask questions about a piece of art.

### **Year 1 Art Vocabulary**

<b>line</b>	<b>shape</b>	<b>technique</b>	<b>space</b>
<b>artist</b>	<b>media</b>	<b>materials</b>	<b>design</b>
<b>primary colours</b>	<b>secondary colours</b>	<b>cold colours</b>	<b>warm colours</b>
<b>clay pot</b>	<b>pattern</b>	<b>moulding</b>	<b>colour wheel</b>

### **A Year 1 Designer at Dawpool**

<b><u>Delightful Decorations</u></b>
<ul style="list-style-type: none"><li>• I know what a decoration is and when they can be used.</li><li>• I know how to evaluate my design.</li><li>• I know how to sew two pieces of material together.</li><li>• I know what materials, tools and skills I need to make my decoration.</li><li>• I know how to plan.</li></ul>
<b><u>Seaside Snacks</u></b>
<ul style="list-style-type: none"><li>• I know how to select a variety of ingredients.</li><li>• I know the names of different foods.</li><li>• I know how to make an edible boat using tools safely.</li></ul>
<b><u>Toys</u></b>
<ul style="list-style-type: none"><li>• I know how to use scissors safely.</li></ul>

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- I know how to use split pins in order for my parts to move.
- I know how to follow instructions.

- I can use my own ideas to make something.
- I can describe how something works.
- I can cut food safely.
- I can make a product which moves.
- I can make my model stronger.
- I can explain to someone else how I want to make my product.
- I can choose appropriate resources and tools.
- I can make a simple plan before making.

### **Year 1 Design Vocabulary**

<b>idea</b>	<b>product</b>	<b>model</b>	<b>plan</b>
<b>investigate</b>	<b>evaluate</b>	<b>make</b>	<b>user</b>
<b>purpose</b>	<b>fruit &amp; vegetable names</b>	<b>names of utensils</b>	<b>slice</b>
<b>peel</b>	<b>cut</b>	<b>squeeze</b>	<b>healthy diet</b>
<b>choose</b>	<b>ingredients</b>	<b>join</b>	<b>tool</b>
<b>material</b>	<b>fabric</b>	<b>paper</b>	<b>card</b>
<b>decorate</b>	<b>paper fastener</b>	<b>paperclip</b>	<b>glue</b>
<b>masking tape</b>	<b>template</b>	<b>mark out</b>	

### **A Year 1 Computer User at Dawpool**

#### **Algorithms and programming**

- I can create a series of instructions.
- I can plan a journey for a programmable toy.

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### **Information technology**

- I can create digital images.
- I can open digital content.
- I can save digital content.
- I can use a website.
- I can use an iPad or tablet
- I can record sounds and play back (for example, recording stories, weather reports)

### **Digital literacy**

- I can use technology safely.
- I know that passwords help to keep my information private

### **A Safe Computer User at Dawpool (Year 1 and 2 Content)**

#### **Knowledge and understanding**

- I understand the different methods of communication (e.g. email, online forums etc).
- I know you should only open email from a known source.
- I know the difference between email and communication systems such as blogs and wikis.
- I know that websites sometimes include pop-ups that take me away from the main site.
- I know that bookmarking is a way to find safe sites again quickly.
- I have begun to evaluate websites and know that everything on the internet is not true.
- I know that it is not always possible to copy some text and pictures from the internet.
- I know that personal information should not be shared online.

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- I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.

### **Skills**

- I follow the school's safer internet rules.
- I can use the search engines agreed by the school.
- I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc).
- I can use the internet for learning and communicating with others, making choices when navigating through sites.
- I can send and receive email as a class.
- I can recognise advertising on websites and learn to ignore it.
- I can use a password to access the secure network.

### **Year 1 Computing Vocabulary**

<b>log in</b>	<b>username</b>	<b>password</b>	<b>avatar</b>
<b>my work</b>	<b>topics</b>	<b>log out</b>	<b>open</b>
<b>save</b>	<b>notification</b>	<b>tools</b>	<b>sort</b>
<b>criteria</b>	<b>pictogram</b>	<b>data</b>	<b>collate</b>
<b>instruction</b>	<b>computer</b>	<b>program</b>	<b>direction</b>
<b>rewind</b>	<b>left turn</b>	<b>right turn</b>	<b>forwards</b>
<b>backwards</b>	<b>challenge</b>	<b>arrow</b>	<b>debug</b>
<b>algorithm</b>	<b>undo</b>	<b>animation</b>	<b>font</b>
<b>sound effect</b>	<b>E-book</b>	<b>file</b>	<b>action</b>
<b>character</b>	<b>command</b>	<b>coding</b>	<b>input</b>
<b>sound</b>	<b>output</b>	<b>object</b>	<b>stop command</b>
<b>clicked</b>	<b>arrow key</b>	<b>back space</b>	<b>cell</b>
<b>clip art</b>	<b>cursor</b>	<b>delete key</b>	<b>column</b>



<b>row</b>	<b>spreadsheet</b>	<b>technology</b>	
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### **A Year 1 Musician at Dawpool**

- I can use my voice to sing songs and chant rhymes.
- I can play tuned and untuned instruments musically.
- I can create short rhythmic patterns.
- I can combine sounds with my voice and with instruments.
- I can copy short rhythmic and melodic patterns.
- I can make a sequence of sounds.
- I can respond to different moods in music.
- I can say whether I like or dislike a piece of music.
- I can choose sounds to represent different things.
- I can follow instructions about when to play and sing.
- I can move to the pulse.

### **Year 1 Music Vocabulary**

<b>pulse</b>	<b>rhythm</b>	<b>pitch</b>	<b>improvise</b>
<b>compose</b>	<b>melody</b>	<b>perform</b>	<b>audience</b>
<b>imagination</b>	<b>singers</b>	<b>drum</b>	<b>keyboard</b>
<b>percussion</b>	<b>trumpet</b>	<b>saxophone</b>	<b>guitar</b>

### **A Year 1 Sports Person at Dawpool**

#### **Games**

- I can throw underarm.
- I can hit a ball with a bat.
- I can move and stop safely.
- I can throw and catch with both hands.
- I can throw and kick in different ways.

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### Gymnastics

- I can make my body curled, tense, stretched and relaxed.
- I can control my body when travelling and balancing.
- I can copy sequences and repeat them.
- I can roll, curl, travel and balance in different ways.

### Dance

- I can move to music.
- I can copy dance moves.
- I can perform my own dance moves.
- I can make up a short dance.
- I can move safely in a space.

### General

- I can copy actions.
- I can repeat actions and skills.
- I can move with control and care.
- I can use equipment safely.

### Year 1 PE Vocabulary

<b>underarm</b>	<b>overarm</b>	<b>bat</b>	<b>ball</b>
<b>stop</b>	<b>move</b>	<b>throw</b>	<b>catch</b>
<b>kick</b>	<b>curl</b>	<b>tense</b>	<b>stretch</b>
<b>relax</b>	<b>control</b>	<b>travel</b>	<b>balance</b>
<b>copy</b>	<b>repeat</b>	<b>sequence</b>	<b>roll</b>
<b>balance</b>	<b>space</b>	<b>perform</b>	<b>safe</b>
<b>one hand</b>	<b>both hands</b>		