



Year 1

** Online Safety threads through every topic*

Science & Foundation Curriculum

Topic	Woodlands	Marvellous Materials	Weather and Seasons	Space	Africa	Explorers
Local Links	Hardwick Woods	Wysing Art gallery Art exhibition for families	Local climate & weather Spring in local area Stars I see from my garden	Leicester Space Museum	Compare Caldecote to African Masai village	Explore the school grounds.
Science	Plants and animals	Everyday materials	Seasonal change/plants Humans	Use of everyday materials	Animals including humans	Everyday materials
Art & Design	Collage, Painting	Collage, Painting, Printing	Painting, Drawing, Collage	Printing, Drawing, Sculpture, Mould, Textiles	Drawing, Printing, Sculpture	Sculpture, Painting, Textiles
Computing*	Computers systems and networks – Technology around us	Digital painting	Programming - robots	Grouping data	Digital writing	Programming - animation
D&T	Materials, Construction and Mechanics	Materials eg Food	Electrical and electronics, Materials, Construction	Materials, Construction and mechanics	Textiles	Construction and mechanics Textiles Food
Geography	Woodlands; local area		Weather and seasons		Similarities & differences between area of UK and non-European country	
History		The Gunpowder Plot, 1605 Events beyond living memory		Space Travel Events within living memory		Significant people: Christopher Columbus
Music	Musical Vocabulary (Under the Sea)	Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	Timbre and rhythmic patterns (Fairytale)	Pitch and tempo (Superheroes)	Vocal and body sounds (By the Sea)
PE	Games: Fundamentals 1 Gymnastics: Jumping Jacks	Dance: Christmas play Gymnastics: continue	Dance: Weather Games: Fundamentals 2	Gymnastics: Rock & Roll Games: continue	Games: Fundamentals – rolling & receiving Athletics	Dance: Moving Worlds Athletics
PSHE	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	Who helps to keep us safe?	What can we do with money?	How can we look after each other and the world?
RE	Who was Jesus?	Why is Christmas important to Christians?	What makes a church a special place for Christians?	Why is Easter important to Christians?	How do stories from the Gurus and the concept of Seva affect Sikh pupils?	How does the Kahlsa influence the lives of Sikh families?



Character Education – Year 1

Every Caldecote pupil will:

- Celebrate the diverse culture represented within their class
- Have a chance to 'dress up' for a special occasion at least once every year
- Prepare some food and then eat it as part of a celebration
- Have the chance to meet someone from their community
- Perform in front of their class at least once every year
- Tell your class about their favourite character from a book
- Take part in a performance in the hall
- Compete in a whole school sporting competition at least once a year

"6 by 6" by the age of 6 years each Year 1 pupil will:

- Bake bread and eat it
- Use a drill and saw
- Go on a treasure hunt
- Create a piece of art for an exhibition
- Meet and hold an exotic pet or animal
- Build and light a fire

**Reading - Year 1**

Decoding	<ul style="list-style-type: none">– apply phonic knowledge to decode words– speedily read all 40+ letters/groups for 40+ phonemes– read accurately by blending taught GPC– read common exception words– read common suffixes (-s, -es, -ing, -ed, etc.)– read multi-syllable words containing taught GPCs– read contractions and understanding use of apostrophe– read aloud phonically-decodable texts	Inference	Discuss the significance of the title and events. Make inferences on the basis of what is being said and done.
Range of Reading	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Encouraged to link what they read or hear read to their own experiences.	Prediction	Predict what might happen on the basis of what has been read so far or implied.
Familiarity of texts.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognise and join in with predictable phrases.	Authorial Intent	Explain how a writer creates particular effects on readers e.g humour, sadness.
Poetry and Performance	Learn to appreciate rhymes and poems, and to recite some by heart.	Non-Fiction	Discuss that non-fiction books are factual.
Word Meanings	Discuss word meanings, linking new meanings to those already known.	Discussing Reading	Participate in discussion about what is read to them, taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
Understanding	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Book Bands	Pink, Red, <u>Yellow, Blue, Green, Orange, Turquoise, Purple.</u>



Year 1 reading assessment

Decoding	<input type="checkbox"/> I can say quickly the sound of all the letters and letter groups. <input type="checkbox"/> I can read new words correctly by blending the letter and letter group sounds I have been taught. <input type="checkbox"/> I can read some common exception words and see where the letter sounds are different. <input type="checkbox"/> I can use letter sounds to work out and read new words. <input type="checkbox"/> I can read words made up of the letter sounds I know and which have the endings: -s, -es, -ing, -ed, -er and -est. <input type="checkbox"/> I can read words of more than one syllable using sounds that I have been taught. <input type="checkbox"/> I can read words like I'm, I'll and we'll and understand that the apostrophe represents the missing letter or letters.	Inference	<input type="checkbox"/> I can discuss the significance of the title and events. <input type="checkbox"/> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
Range of Reading	<input type="checkbox"/> I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. <input type="checkbox"/> I can link stories to my own experiences.	Prediction	<input type="checkbox"/> I can say what might happen next in a story. <input type="checkbox"/> I can predict what might happen next from the illustrations and the text.
Familiarity of texts.	<input type="checkbox"/> I can recognise and join in with predictable phrases. <input type="checkbox"/> I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.	Authorial Intent	<input type="checkbox"/> I can explain how a writer creates particular effects on readers e.g humour, sadness. <input type="checkbox"/> I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.
Poetry and Performance	<input type="checkbox"/> I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced. <input type="checkbox"/> I can enjoy and understand rhymes and poems, and can recite some by heart.	Non-Fiction	<input type="checkbox"/> I can tell what a non-fiction book is and identify facts. <input type="checkbox"/> I can explain why authors might use charts and diagrams.
Word Meanings	<input type="checkbox"/> I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense. <input type="checkbox"/> I can explain the meaning of words that I know and I can talk about the meaning of new words. <input type="checkbox"/> I can use the pictures and words to clarify meaning.	Discussing Reading	<input type="checkbox"/> I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say. <input type="checkbox"/> I can make choices about the books I like and explain why.
Understanding	<input type="checkbox"/> I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading. <input type="checkbox"/> I can usually spot if a word has been read wrongly by following the sense of the text.	Book Bands	Pupils will move on to the next book band through teacher assessment and PM Benchmarking



When planning writing always refer to:

Writing Document Number	What it is	Details
1	Genres – whole school map	An overview of what genres are taught in each year group
2	Sentence progression skills	What type of sentences are taught in each year group
3	Composition, transcription, spelling & handwriting overview	Outline of what is taught year by year
4	Grammar & punctuation overview	Outline of grammar and punctuation taught in each year group
5	Genre progression documents	Outlines of key features taught in all genres: 5a: Discussion writing (Years 5 & 6 only) 5b: Explanations 5c: Instructions 5d: Narrative 5e: Non-chronological reports 5f: Playscripts (key stage 2 only) 5g: Persuasion 5h: Poetry performance and writing 5i: Recounts



The writing process must always include the following components

INTRODUCTION

Always plan time to:

- Explore different types of texts by looking at real life examples
- Identify the purpose of the genre
- Identify the key features and structure so pupils understand each genre
- Agree the audience and why you are writing it for them

MODELLING

This component must be well planned as the teacher must be the **'expert'**. This step must include:

- **Direct instruction:**
 - o from the sentence progression ladder for your year group
 - o main features of the genre
 - o vocabulary that is specifically chosen for the genre
 - o grammar, punctuation and spelling (linked to what has been taught in your short sessions)
 - o drafting (including oral rehearsal) and editing

This is a crucial part of the modelling process that must not be left to the end

TIME TO WRITE & EDIT

Pupils need adequate time to write for all stages of the writing process. During this time pupils should:

- practice specific elements that have been modelled
- have opportunities to work with a teacher, in a small group, where they will be guided and given feedback about their writing
- edit their work

pupils will need guidance from teachers for this element

PRESENTATION



All writing should be presented to a high standard in all books, written for a purpose and celebrated.

Annually, pupils should have the opportunity to present their writing creatively through art & DT.



WRITING DOCUMENT 1: GENRES – WHOLE SCHOOL MAP

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Narrative	Story writing based on traditional tales	Fantasy writing linked to another culture	Historical narrative	Fables	Myths	Legends	Narratives to include: - Classic - Detective /crime - Flashbacks - link to different culture
	Story writing based on traditional tales with repeating patterns	Fiction within a familiar setting	Adventure writing linked to another culture	Fantasy writing linked to history including humour	Historical narrative including mystery	Narrative linked to another culture	
				Playscript including a dilemma	Playscript linked to another culture	Film script	Film/TV script linked to sci-fi
Non-fiction	Recount of a shared, recent event	Recount of shared event in a letter	Recount – diary writing	Recount – autobiography	Recount – newspaper report	Recount – autobiography or biography	Recount autobiography or biography or in role of character
			Persuasion in adverts		Persuasion in letters		Persuasion in a formal letter
	Instructions linked to science	Instructions linked to history		Instructions linked to science		Instructions linked to Art &	



						DT or computing	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Non-chronological report: labels or sentences about drawings, models etc.	Non-chronological report linked to geography	Non-chronological report linked to history			Non-chronological report linked to science that compares and contrasts	Report writing
			Explanation linked to science	Explanation linked to another culture	Explanation		Explanation
						Discussion writing linked to PSHCE	Discussion writing
Poetry	Poems based on nursery rhymes with rhyming words	Poems based on traditional rhymes with rhyming couplets	Riddles and calligrams	Poems as couplets, Kennings and Cinquains	Poems with figurative language	Narrative poems in a classic styles linked to history	Poems such as Haikus and limericks and with figurative language



WRITING DOCUMENT 2: SENTENCE PROGRESSION SKILLS

Autumn		Sentence Progression skills		Summer
	Autumn Term	Summer Term		
YR	Know what a sentence and clause is and that a sentence can be a single clause The dog barked .	Capital letters and full stops Subject & verbs identified in a clause/sentence (In EYFS – Y2 explain that a verb is an action word) The bird ate the worm.		
Y1	Write subject & verb clause The dog waited . Simple sentence The dog waited for his food.	Add adjective to a clause/sentence The hungry bird ate the worm. Question mark Phrase The tiny mouse , was reading, very tall , only occasionally		
Y2	Subject verb clause/sentence The dog waited for his food. Noun phrase (emphasise that it does NOT contain a verb) A bank account, the hair brush, the dog. Verbs 'To be' and 'To have' and all forms and tenses	Exclamation marks (be explicit that exclamation sentences start with 'how' and 'what') <u>What</u> big teeth you have! <u>How</u> beautiful you look! Adverbs The hungry bird ate the worm quickly . Compound sentences The bird ate the worm and the mouse ran away .		
Y3	Subject, verb <u>object</u> The man ate a <u>cream cake</u> Main clause The dog barked at the cat. Compound sentences The bird ate the worm and the mouse ran away .	Adverbial phrases In the morning, due to the train strike, Paragraphs *see below		
Y4	Subordinate clause (dependent clause) I played out <u>until it went dark</u>	Complex sentences I took my dog to the vet <u>because he was feeling sick</u> .		



	Paragraphs *see below	
Y5	Relative clause The dog, <u>who had three legs</u> , was looking old and shabby. Modal verbs Can, could, will, would, shall, ought, should.	Adverbs for degrees of possibility Certainly, definitely, maybe, possibly, clearly, obviously, perhaps, probably.
Y6	Passive Voice: The meal was being eaten by the whole family. Active: The whole family ate the meal.	**Subjunctive form: <u>If I were</u> a millionaire, I'd buy a mansion.

Brief glossary – for more detailed definitions follow link

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/244216/English_Glossary.pdf

Sentence	A sentence is a group of words that contain a complete thought. It contains a subject and a verb. A sentence can be a single clause or several clauses. A sentence begins with a capital letter and ends with a full stop.
Clause	A clause is a group of words that contains a LINKED subject and a verb that have a relationship
Subject	The subject of the clause or sentence is normally the noun or pronoun that is doing the action (performing the verb). It can be a person, place, thing or idea - Thomas enjoyed the film.
Noun	A person a place or a thing. There are common, proper, concrete, abstract and collective nouns.
Verb	A verb is a word that generally conveys an action, an occurrence, or a state of being. They make the nouns/pronouns act and interact with each other
Adjective	A word that describes a noun
Adverb:	A word that describes a verb
Phrase	A group of two or more words that work as a meaningful unit of writing within a sentence or clause. If the most important part of the phrase is an adjective, the phrase is an Adjective Phrase; if the most important part of the phrase is a noun, the phrase is a Noun Phrase, and so on
Noun Phrase	Includes one noun and adjectives used to describe it
Adverbial Phrase	A group of words that functions as an adverb. It does not contain a verb.
Object	An object is normally a noun, pronoun, or noun phrase which is involved in the action, but does not do the action eg Marie wrote a poem.
Determiner	A modifying word that introduces a noun: one dog, my dog
Article	A sub-set of determiners: a, an, the



Compound sentence	A sentence containing 2 or more independent clauses that are linked by a co-ordinating conjunction
Co-ordination conjunction	Link parts of a sentence together e.g. and, but, or
*Paragraph	A section of writing which consists of one or more sentences grouped together, which deal with one subject or element of the writing as a whole.
Subordinate Clause	Typically introduced by a subordinating conjunction – Therefore, Because, Although - that forms part of and is dependent on a main clause
Complex sentence	A sentence containing one independent clause and at least one dependent clause
Relative clause	A special type of subordinate clause that modifies a noun often using the pronouns ' that ', ' which ', ' who ', ' whose ', ' where ' and ' when '.
Modal Verbs	Verbs used to express ideas such as possibility, intention, obligation and necessity: can/could, may/might, shall/should
Passive Voice	When the subject of the sentence has something done to it by someone or something
Active Voice	When the subject of the sentence is performing the action
Subjunctive:	The subjunctive is a verb form or mood used to express things that could or should happen. It is used to express wishes, hopes, commands, demands or suggestions <i>Top teaching tip on https://www.teachwire.net/news/how-to-teach-the-subjunctive-form/</i>



WRITING DOCUMENT 3: COMPOSITION, TRANSCRIPTION, SPELLING & HANDWRITING OVERVIEW

	Composition Taught through different writing genres	Transcription Taught daily using Sentence Progression ladder	Spelling	Handwriting
YR	Compose a sentence orally individually or as a group before they write it Say aloud what they are going to write about Write simple phrases and sentences that can be read by themselves and others	Write recognisable letters, most correctly formed Spell words by identifying sounds in them and represent the sounds with letters	Little Wandle	Little Wandle
Y1	Say aloud what they are going to write about Jot down key words and new vocabulary Compose a sentence orally before writing it Sequence sentences to form short pieces of writing Re-read what they have written to check it makes sense Discuss what they have written with others	All letters correctly formed Write simple sentences that are correctly punctuated Identify and correct errors Use question marks accurately in sentences	Little Wandle	Little Wandle
Y2	Plan or say aloud what they are going to write and write down main ideas/words including new vocabulary Write a sequence of sentences for a type of genre Re-read to check writing makes sense and that verbs tenses are accurate Read aloud using intonation so that the meaning is clear	All letters, including capitals, ascenders, descenders, correctly formed Start to join letters Write compound sentences Use exclamation marks accurately in sentences Proof-read to check for errors in spelling, grammar and punctuation	Essential Spelling Y2	Teach Handwriting Y2



Y3	<p>When planning writing, look at similar texts to understand and learn from the structure; consider the vocabulary and grammar</p> <p>Check for tense consistency</p> <p>Accurate use of pronouns</p> <p>Read aloud their own writing to a group or whole class, using intonation and controlling the volume so they can heard</p>	<p>Cursive handwriting is joined</p> <p>Paragraphs – how to set them out and sentences are around one theme</p> <p>Using commas and inverted commas</p> <p>Proofread for spelling and punctuation errors</p>	Essential Spelling Y3	Teach Handwriting Y3
Y4	<p>Plan writing to fit the genre</p> <p>Assess effectiveness of own and others' writing; suggest improvements</p> <p>Compose and rehearse sentences orally (including dialogue) progressively building a varied and rich vocabulary and range of sentence structures</p> <p>Adjust how they read their writing according to the situation (eg to younger pupils, to a large audience)</p>	<p>Cursive handwriting is joined</p> <p>Write complex sentences</p> <p>Accurately spell a range of conjunctions that can be used for compound sentences</p> <p>Punctuate dialogue accurately</p>	Essential Spelling Y4	Teach Handwriting Y4
Y5	<p>Adjust writing to suit the audience</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use organisational and presentational devices to structure text and to guide the reader (eg sub-headings, diagrams)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Precis longer passages</p>	<p>Cursive handwriting is joined</p> <p>Check grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout a piece of writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p>	Essential Spelling Y5	Teach Handwriting Y5



	Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	Proof-read for spelling and punctuation errors		
Y6	<p>Note and develop initial ideas, drawing on reading and research, where necessary</p> <p>Identify the audience and purpose of the writing and select the appropriate form</p> <p>Use a range of devices to build cohesion within and between paragraphs</p> <p>Use further organisational and presentational devices to structure text and to guide the reader (eg bullets, different writing styles)</p> <p>Assess effectiveness of their own and others' writing</p> <p>Suggest changes to enhance effects and clarify meaning</p> <p>Consider devices authors have used in different writing genres</p> <p>Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear</p>	<p>Cursive handwriting is joined</p> <p>Check all grammar and punctuation is accurate</p> <p>Ensure the consistent and correct use of tense throughout writing</p> <p>Ensure correct subject and verb agreement when using singular and plural</p> <p>Proof-read for spelling and punctuation errors</p>	Essential Spelling Y6	Teach Handwriting Y6



WRITING DOCUMENT 4: GRAMMAR & PUNCTUATION OVERVIEW

Reception	
Grammar	Punctuation
Sentence Clause	Capital letter Full stop Finger spaces Letter Capital letter for personal pronoun I

Year 1	
Grammar	Punctuation
Simple sentence Subject Verb Subject & verb clause Phrase Adjective Simile Noun Proper Noun	Question mark

Year 2	
Grammar	Punctuation
Subject & verb sentence Noun phrase Verbs 'to be' and 'to have' and all forms and tenses Compound sentences Adverbs Alliteration Suffixes	Exclamation mark Apostrophes to mark where letters are missing Commas to separate items in a list



Tense: past and present

Year 3		Year 4	
Grammar	Punctuation	Grammar	Punctuation
Object Subject Main clause Compound sentences Adverbial phrases Paragraphs Conjunctions Prepositions Article: a, an, the Pronoun Prefix Metaphor	Inverted commas for direct speech Commas Apostrophe to mark singular possession	Subordinate clause Paragraphs Complex sentences Plural and possessive 's' Determiner Possessive pronoun Collective nouns Antonyms & Synonyms Onomatopoeia	Inverted commas and other punctuation e.g. comma End punctuation within inverted commas Apostrophe to mark plural possession Commas after adverbial phrases at start of sentence



Year 5

Grammar	Punctuation
Relative clause Modal verb Adverbs for degrees of possibility Co-ordinating conjunction Past tense, past progressive, past perfect Reported speech Personification	Brackets, dashes or commas to indicate parenthesis Commas to clarify meaning or ambiguity

Year 6

Grammar	Punctuation
Passive voice Active voice Subjunctive form Formal & informal speech	Ellipsis Hyphen Colon Semi-colon Bullet points



Writing genres

5a: Discussion writing (Years 5 & 6 only)

5b: Explanations

5c: Instructions

5d: Narrative

5e: Non-chronological reports

5f: Playscripts (key stage 2 only)

5g: Persuasion

5h: Poetry performance and writing

5i: Recounts



5b: EXPLANATION WRITING – YEAR 1

Purpose		Type in Year 1
To explain a simple process based on first hand experience		
Features which should be included	<ul style="list-style-type: none">- Sentences stating what has happened or what is shown in a picture- Sentences include questions (and answers)- Some parts are developed using adjectives and similes	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Adjectives to describe nouns- Capital letters for proper nouns- Similes using 'like'	
Grammar & Punctuation	<ul style="list-style-type: none">- Use question marks- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5c: INSTRUCTION WRITING – YEAR 1

Purpose		Type in Year 1
Read and follow short series of instructions in shared context Make amendments to instructions if needed		Shared writing of a set of instructions linked to history
Features which should be included	<ul style="list-style-type: none">- Oral use of time connectives: first, next, after- Shared writing of simple sentences as commands- Pupils to add to shared writing independently	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Capital letters for proper nouns	
Grammar & Punctuation	<ul style="list-style-type: none">- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5d: NARRATIVE WRITING – YEAR 1

Purpose		Type in Year 1
Write own stories using language from familiar stories Stories have beginning, middle, end Stories have a main character Stories have and simple resolution		Fantasy story linked to another culture Story within a familiar setting
Features which should be included	<ul style="list-style-type: none">- Plan which sets out the beginning, middle, end- Use story language 'Once upon a time ...' ' One day ...'- Use past tense	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Adjectives to describe nouns- Capital letters for proper nouns- Similes using 'like'	
Grammar & Punctuation	<ul style="list-style-type: none">- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5e: NON-CHRONOLOGICAL REPORT WRITING – YEAR 1

Purpose		Type in Year 1
Collect information about something eg where they live, what the weather is like in another place, etc Share write an introduction to a report		Non-chronological report linked to geography
Features which should be included	<ul style="list-style-type: none">- Factual information about a place or geographical aspect- Shared writing simple sentences to describe- Pupils to add to shared writing independently	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Capital letters for proper nouns	
Grammar & Punctuation	<ul style="list-style-type: none">- Capital letter at beginning of sentence and names- Full stop at end of sentence	



5f: PERSUASION WRITING – YEAR 1

Purpose		Type in Year 1
Through role-play explore what it means to persuade Think about what methods are effective: words, images, jingles, etc		
Features which should be included	<ul style="list-style-type: none">- Sentences include questions (and answers)- Some parts are developed using adjectives and similes	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Adjectives to describe nouns- Capital letters for proper nouns- Similes using 'like'	
Grammar & Punctuation	<ul style="list-style-type: none">- Use question marks- Capital letter at beginning of sentence and names- Full stop at end of sentence	

5h: POETRY PERFORMANCE & WRITING – YEAR 1

Features	Type in Year 1
Recite and perform poems in unison, following the rhythm and keeping time Create own actions for performance Explore rhyming words Write own rhyming couplets for a class poem	Poems based on traditional rhymes with rhyming couplets



5i: RECOUNT WRITING – YEAR 1

Purpose		Type in Year 1
Retell events in time order Give an account of an event or experience Write in chronological order		Recount of a shared event in a letter
Features which should be included	<ul style="list-style-type: none">- Writing includes a title linked to the content- Introductory sentence to show: who, what, when, where and why- Sentences show passing of time- Simple ending	
Composition	<ul style="list-style-type: none">- Simple sentences including subject and verb- Adjectives to describe nouns- Capital letters for proper nouns- Similes using 'like'	
Grammar & Punctuation	<ul style="list-style-type: none">- Use question marks- Capital letter at beginning of sentence and names- Full stop at end of sentence	



Maths - Year 1

Maths at Caldecote will include:

- ✓ **Daily:** times tables and arithmetic
- ✓ **Every Lesson:** problem solving and reasoning
- ✓ **Termly Revisit:** number and place value, addition and subtraction, multiplication and division, fractions and decimals
- ✓ **All Year Groups:** Concrete – Pictorial – Abstract

Number and place value	<ul style="list-style-type: none"> Numbers to 10 Numbers to 20 Numbers up to 50 Numbers up to 100 2 digit numbers; Tens and ones 0-20 in words Odd and even numbers 		Addition & subtraction	<ul style="list-style-type: none"> Addition and subtraction within 10 Addition and subtraction within 20 Addition and subtraction within 50 	<p>Calculation</p> <p>Pupils learn these strategies and use these resources for calculation in Y1</p> <ul style="list-style-type: none"> Part part whole $+$ $-$ \times \div $=$ used to record number sentences Ten frame Draw number lines – count on and back Tens and ones – partitioning to add Pictorial – subtraction by crossing out Multiplication as repeated addition – adding equal groups Grouping and sharing objects Arrays 100 square
Multiplication and Division	<ul style="list-style-type: none"> 2 x tables 5 x tables 10 x tables Introduction to multiplication and division \times \div Grouping and sharing Arrays 		Fractions	<ul style="list-style-type: none"> Introduction to fractions Introduction to halves and quarters Half and quarter of a shape and group of objects $\frac{1}{2}$ and $\frac{1}{4}$ notation 	
Measurement	<ul style="list-style-type: none"> Introduction to time Introduction to length and height Introduction to coins and notes Introduction to mass Introduction to capacity and volume Sequencing events Dates, days of week, months and years 		Geometry	<ul style="list-style-type: none"> Recognising and naming 2D and 3D shapes Turns Left/right Ordinal numbers Positions: in front, above, etc 	



Our Year 1 mathematicians should be able to

Number and place value

- Count to and across 100, forward and backward, beginning with 0, or from any given number
- Read and write numbers to 100 in numerals
- Recognise the place value (tens and ones) of each digit in a 2 digit number 0-50
- Identify 1 more or 1 less than any given number
- Read and write numbers from 1-20 in words
- Identify odd and even numbers

Addition & subtraction

- Read, write and interpret mathematical statements involving + - = signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 50
- Solve one step problems involving addition and subtraction, using concrete objects and pictorial representations and missing number problems

Multiplication and Division

- Count in multiples of 2s, 5s and 10s
- Quickly recall x2, x5 and x10 facts
- Solve one step problems involving multiplication and division, by calculating using concrete objects, pictorial representations and arrays

Fractions

- Recognise, find and name a half of an object or group of objects, shape or quantity
- Recognise, find and name a quarter of an object or group of objects, shape or quantity

Measurement

- Compare, describe and solve practical problems for lengths and heights: non-standard units and cm
- Compare, describe and solve problems for mass/weight: non-standard units
- Read a simple scale: ruler, weighing scale, measuring jug
- Compare, describe and solve problems for capacity and volume: non-standard units
- Recognise and know the value of different denominations of coins and notes
- Sequence events in chronological order using language: before, after, today, yesterday, morning, etc
- Recognise and use language relating to dates, including days of the week, weeks, months and years
- Tell the time using o'clock and half past

Geometry

- Identify, name and describe common 2D shapes: square, circle, triangle, rectangle, pentagon, hexagon
- Identify and name common 3D shapes: cube, cuboid, sphere, cylinder, pyramid
- Describe position, direction and movement including half, quarter and three quarter turns, first, second, in-front, under, etc
- Identify right and left turns



Year 1

Our science teaching is structured around:

✓ **At the start of a unit:** Pre-assessment activities

✓ **Every lesson:** Retrieval practice

✓ **During the unit:** A rich task

✓ **At the end of each unit:** A big question

Area of science		Big Question	Big idea	Key Vocabulary	Enquiry type
Biology	Plants	Are all plants the same?	Living things on Earth come in a variety of different forms	Deciduous Evergreen Blossom Petal Stem Trunk Roots	Identify, classify and group: Types of wild and garden plants including deciduous and evergreen trees Basic structure of a variety of common flowering plants, including trees Research using secondary sources: British plants Observation over time: Observing a tree throughout the year Observe a trail (woodland) to identify how plants change through the year Comparative tests: Which tree has the biggest leaves?
	Animals including humans	Are animals (including humans) all the same?	Animals need food they can break down which comes either directly by eating plants or by eating other animals	Mammal Amphibian Insect Reptile Carnivore Herbivore Omnivore	Identify, classify and group: Types of animals based on physical structure and what they eat Use secondary sources of information: Endangered animals Use secondary sources to name animals seen in local environment (e.g. magpie, blackbird). Grouping and classifying things: Identify and classify animals into groups based on different criteria Pattern seeking: Similarities and differences between animals
Chemistry	Everyday materials	Can we change the shape of a material? How can materials be reused? What is the best material to use?	All objects are made of one or more materials There are various ways of bring about change in materials e.g. movement (pushing or pulling) and heating	Float/sink Strong Bendy/stiff Waterproof Squash Liquid See through Mix Melt	Identify, classify and group: Properties of materials including materials that can be recycled Research using secondary sources: Research secondary sources to find out about reduce, reuse and recycle. Comparative test: Test objects made of different materials to see how effective they are e.g. waterproofness, absorbency, elasticity Which materials are best to wrap presents? (Sustainability focus) Observation over time: Observe the change of a wipe and toilet paper in water. Link this to the environmental issue of wipes.



Physics	Seasonal changes	How does the weather change?	The weather changes with the seasons	Seasons Sunrise Sunset Day length Weather	Observing changes over a period of time: Monitoring the weather over time by regularly collecting data Observe unexpected weather How does a puddle change over time? Pattern seeking: Weather in different seasons, length of daylight and plants. At the end of the year, look for patterns in evidence. Identify, classify and group: items relating to weather and seasons
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Area of science		Year 1 Scientists should be able to	
Biology	Plants	<ul style="list-style-type: none"><input type="checkbox"/> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.<input type="checkbox"/> Identify and describe the basic structure of a variety of common flowering plants, including trees.	<ul style="list-style-type: none"><input type="checkbox"/> Ask simple questions which begin with does/do, how and what/which e.g. What is a bud? How do the seasons change? Does it snow in the summer? Which materials are waterproof?<input type="checkbox"/> Recognise that these questions could be answered in different ways<input type="checkbox"/> Predict an outcome of an enquiry<input type="checkbox"/> Observe closely using simple equipment such as magnifying glasses including bug collectors and binoculars<input type="checkbox"/> Use discrete data to perform comparative tests to gather data e.g. set up a test to see which material for mopping up water?
	Animals and humans	<ul style="list-style-type: none"><input type="checkbox"/> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.<input type="checkbox"/> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.<input type="checkbox"/> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).<input type="checkbox"/> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	
Chemistry	Everyday materials	<ul style="list-style-type: none"><input type="checkbox"/> Distinguish between an object and the material from which it is made.<input type="checkbox"/> Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.<input type="checkbox"/> Describe the simple physical properties of a variety of everyday materials.<input type="checkbox"/> Compare and group together a variety of everyday materials on the basis of their simple physical properties.	



Physics	Seasonal changes	<ul style="list-style-type: none"><input type="checkbox"/> Observe changes across the four seasons.<input type="checkbox"/> Observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"><input type="checkbox"/> Use observations to suggest reasons 'why' something has happened<input type="checkbox"/> Say what has been learned
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Art & Design Year 1

Generate Ideas:

- Develop use of sketchbook to record own responses to the world
- Understand how you could use your sketchbook for some activities e.g. drawing, cutting, sticking, collecting etc.
- Look at **Artists & Designers** such as Vincent Van Gogh, Jackson Pollock, Carl Warner, J W Turner, Kurt Jackson and African traditional art and craft as well as the local area for inspiration

Making

Key Vocab

Drawing

Use a range of different media to draw lines and shapes on different surfaces (pencil, charcoal, chalk, etc)
Draw shapes from observation and use shading techniques
Make rubbings to collect textures and pattern and add to them with dots and lines

Painting & Collage

Use a variety of tools and techniques including different brushes sizes, sponges, foams, etc.
Experiment with colour mixing and using different tools and techniques eg layering, mixing media, etc.
Mix and match colours to artefacts and objects
Create textured paintings by adding materials eg sand, twigs, etc.

Printmaking

Print with a range of hard and soft materials eg cork, sponge
Create simple printing blocks to create repeating patterns
Experiment with overlapping motifs and colour

Textiles & Sculpture

Match and sort materials according to specific qualities eg waterproof, warm, shiny
Use appropriate materials to make an object (eg a pirate ship)
Cut and shape fabric using scissors

Digital

Change size of brushes in response to own ideas

Primary & secondary colour names
Tone
Texture
Shading
Shape
Observation

Evaluate: Pupils should be given the opportunity to:

- Enjoy listening to other people's views about the artwork made by others
- With adult support, share an opinion about something a peer has made making reference to the technique used eg thin/thick lines
- Talk with another person about what you enjoyed about the making process



Year 1 Artists and Designers should be able to

- Talk about how people feel in paintings and drawings
- Describe what they see and give an opinion about the work of an artist
- Ask questions about a piece of art
- Create lines of different thickness and use shading in their drawings
- Name primary and secondary colours
- Create a repeating pattern in print
- Cut and use materials for a given purpose
- Can use IT to create a picture with varying line colour and thickness



Computing - Year 1

Computing - Year 1					
Area of Computing		Key Understanding and skills	Vocabulary	Implementation	Online Safety
Computer Science/ IT /Digital Literacy	Understanding Technology	<p>To identify and discuss the types of IT found in the home.</p> <p>To use an appropriate search engine to research themes from the topic.</p> <p>To send and receive an email as a class.</p>	<p>Technology</p> <p>Search</p> <p>Select</p> <p>Website</p> <p>Pop up</p>	<p>Name and sort types of IT found in the home.</p> <p>Use an appropriate website to select and listen to stories.</p> <p>Use a website to research an element of the class topic.</p> <p>Explain and model how to use email.</p> <p>Send an email as a class.</p>	<p>Core Objectives:</p> <p>To use technology safely.</p> <p>To keep personal information private.</p> <p>Year 1 understanding and skills:</p> <p>I follow the schools safer internet agreement.</p> <p>I understand the different methods of online communication eg email.</p> <p>I understand that you only open an email from a known source.</p> <p>I understand that websites can contain pop ups.</p> <p>I understand that I can't always copy a picture or text from the internet.</p> <p>I know to tell a trusted adult if anything on the internet upsets me or if anyone tries to meet me via the internet.</p> <p>I use the search engines agreed by the school.</p> <p>I send and receive email as a class.</p> <p>I can use a password to access the school pupils network</p> <p>I understand to keep passwords private and not to share personal information online.</p> <p>Key Vocabulary:</p> <p>Personal information</p> <p>Private</p> <p>Online</p> <p>Password</p> <p>Trusted Adult</p>
	Digital Literacy	<p>To create, store and retrieve digital content including sound, pictures and word processing.</p> <p>To use the camera to take photographs, retrieve and share images.</p>	<p>Log on/off</p> <p>Save/as</p> <p>Home Button</p> <p>Folder</p> <p>Windows program</p> <p>Font</p> <p>Size</p> <p>Delete</p> <p>Shift</p> <p>Photo library</p> <p>Share</p> <p>Enhance</p> <p>Camera roll</p> <p>Print</p>	<p>Record sounds and play them back using iPad.</p> <p>Use a Paint program to make a picture.</p> <p>Collect some photos together to make a class presentation/ E Book.</p> <p>Use Word to write a caption.</p>	
	Programming	<p>To understand that programs require precise instructions.</p> <p>To understand what an algorithm is.</p> <p>To create instructions and plan a journey for a programmable robot.</p> <p>To introduce and use Scratch to create a backdrop and Sprite.</p>	<p>Program</p> <p>Programming</p> <p>Algorithm</p> <p>Instructions</p> <p>Turn</p> <p>Sprite</p> <p>Back drop</p>	<p>Explore what an algorithm is.</p> <p>Plan and create precise instructions for the Bee Bot to follow a route on a map.</p> <p>Log in and make a simple picture on Scratch.</p>	



Our Year 1 computer users should be able to

Programming:

- Create a series of instructions
- Plan a journey for a programmable toy

Understanding Technology:

- Identify common uses of technology
- Log on to/off as a pupil on the school network
- Use a website
- Use a camera
- Record sound and play back
- Send and receive a class email

Digital Literacy:

- Create and store digital content
- Create, store and retrieve a digital image

A safe computer user in Year 1

Knowledge and Understanding:

- Know that websites sometimes include pop-ups that take them away from the main site
- Begin to evaluate websites and know that everything on the internet is not true
- Know that it is not always possible to copy some text and pictures from the internet
- Know that personal information should not be shared online

Skills:

- Follow the school's safer internet rules
- Use search engines agreed by the school
- Recognise advertising on website and learn to ignore it
- Use a password to access a secure network



Design Technology Year 1

Designing:

- Generate, develop, model and communicate simple ideas through talking, drawing, and IT to present a design brief
- Design functional products for themselves and others

Making

Key Vocab

Materials	Cut materials safely with increasing accuracy using different tools Use tools for different purposes: cutting, sticking, curling, bending, joining, etc. Measure and mark out Select and use a range of materials and components (paper, card, plastic, wood) according to their characteristics Build structures by selecting appropriate materials and investigating ways to strengthen them	Strengthen Textile Running stitch Ingredients Levers Drill Stability Measure
Textiles, Electricals & Electronics	Use textile templates to create an object Thread and use a needle safely; join material using a simple running stitch Diagnose faults in battery operated devices such low battery strength	
Construction & Mechanics	Use materials to practice drilling, screwing, gluing materials to strengthen a product Create products using levers and wheels Use a range of tools and equipment such as cutting and joining to allow movement	
Computing	Use IT to plan a design image	
Food Technology	Handle ingredients and equipment safely and hygienically and use simple measures (eg cups) to weigh Follow instructions to prepare a mixture ready for cooking Understand where the ingredients they use for cooking come from	
Technical Knowledge	Begin to understand the basic principles of building and making structures stronger Explore the use of mechanisms eg levers and wheels for movement	

Evaluating: Pupils should be given the opportunity to:

- Evaluate a range of existing products as a means of comparison to their own finished product
- Evaluate their own design against their original design brief through demonstration, explanation or discussion



Year 1 Designers should be able to

- Handle ingredients and associated equipment safely and hygienically
- Describe how something works
- Make a product which moves
- Make a model stronger
- Explain to someone else how they want to make their product
- Choose appropriate resources and tools
- Make a simple plan before making something and record this using IT

Year 1 - Geography

A Year 1 Geographer should be able to:

1. Know and name the four countries in the UK and locate them on a map
2. Know and name the three main seas that surround the UK
3. Keep a weather chart and answer questions about the weather (including main weather symbols)
4. Know about some of the main things that are in hot and cold places (know what clothes to wear in a hot and cold place)
5. Know how the weather changes throughout the year and name the seasons (hottest and coldest season in the UK)
6. Point to the equator, North and South Pole on an atlas and globe
7. Know some of the features of an island
8. Know where I live and can tell someone their address (including postcode)
9. Know the four main directions on a compass are North, East, South and West
10. Know what I like and do not like about the place where I live
11. Know the main differences between a city, town and village

Topic →	Weather & Seasons	My address & where I live	Maps	UK & non-European Country	Local Woodland	Castles
Skills Covered	3, 4, 5	8	1, 2, 6, 7, 9, 11	1, 2, 4, 5, 7, 10	1, 10, 11	1, 6, 9, 11



Activity Ideas/Context	Make a weather chart Draw weather symbols Look at weather on Earth and In space	Talk about where I live and draw a picture Recite address	Locate countries and capital cities of UK and surrounding seas Give directions using NSEW vocab	Africa vs Caldecote	Trip to Hardwick Woods Compare features of local area	Find castles around UK on a map Discuss features
Vocabulary	Weather Season Chart Symbol Earth	Address Live Home House Family	England – London Scotland – Edinburgh Ireland – Dublin Northern Ireland- Belfast Wales – Cardiff English Channel Atlantic Ocean North Sea	Continent Desert Rainforest Savannah Mountain	Cambridge (Caldecote) England United Kingdom Woodland Local	United kingdom Castle Defence Attack Settlement



History Year 1			
History period	20th and 21st Century	1605, The Gunpowder Plot	1492, Christopher Columbus
Termly topic	Space	Marvellous Materials	Explorers
Enquiry question	<i>How has space travel changed?</i>	<i>Why do we celebrate Bonfire night each year?</i>	<i>What did Columbus achieve?</i>
Key knowledge/coverage and significant figures	<ul style="list-style-type: none"> Understand these events in history have taken place within living memory Learn about some of the first space achievements (e.g. first person in space, moon landing) Discuss the achievements of a significant figures: Neil Armstrong, Yuri Gagarin Ask questions about recent history Sequence events relating to space exploration Use photographic sources and artefacts find out about the past 	<ul style="list-style-type: none"> Investigate the significance of the Gunpowder Plot Know who Guy Fawkes was and why he is remembered Know the events of the Gunpowder Plot and the consequences after the plot Discuss why the Gunpowder Plot is remembered by an annual celebration Discuss some differences between life now and in the 1600s Understand these events are beyond living memory 	<ul style="list-style-type: none"> Discuss the achievements of Christopher Columbus Compare the achievements of Christopher Columbus and Neil Armstrong Recognise why people explored new places Sequence events related to Christopher Columbus' journey Understand these events are beyond living memory
Thematic focus and links to other periods of history	Change	Conflict	Culture
Key vocabulary	NASA, Apollo 11, technology, century, decade, memory	Parliament, conflict, plot, King James, treason, date, year	Explorer, timeline, long ago, similar, date, year

A Year 1 Historian Should...

- Distinguish between fact and fiction
- Discuss what memory is and how reliable it is
- Sequence events, including events in their own lives
- Recognise the difference between past and present
- Begin to use sources to learn more about the past
- Use common words or phrases relating to the passing of time: **then, now, past, present, older, newer**



Music - Year 1			
Featured Composers: Hans Zimmer (1957) & Debussy (1862-1918)			
	Performing	Improvising and Composing	Listening and reviewing
Skills – What?	Sing different songs and chants (using actions) Use voices to create sounds e.g. humming, clicks Start and stop together on direction	Create simple rhythms Make a sequence of sounds Use instruments to reflect a topic or add sound effects to a story	Talk about music heard with appropriate vocabulary Begin to explore how music makes you feel Say whether they like or dislike a piece of music
Inter-related dimensions	<ul style="list-style-type: none"> Pitch – recognise and respond to high, low and middle sounds Duration - recognise and respond to a pulse and patterns of long and short sounds Dynamics – understanding sound and silence Tempo- understanding fast and slow Timbre – identify different percussion sounds and how they are made Texture – recognise and respond to one sound leading to many sounds Structure – understand beginning, middle and end and use of repetition 		
Possible Coverage	Warm ups and rhythm games Call and response Christmas performance Learn and perform Pirate songs Perform rhythm patterns and class composition based on the story 'Handa's Surprise' Playing African instruments Exploring and playing ocarinas On-going singing assemblies	Creating space sounds using un-tuned percussion and objects Create sounds of the sea using voices, un-tuned and tuned percussion Create a class composition based on 'Handa's Surprise' (Bristol Music) Create sounds of nature using un-tuned and tuned percussion	Space music -Compare Hans Zimmer 'Where we're going' (Interstellar) and Strauss 'Also Sprach Zarathustra' Debussy 'La Mer' African music Medieval music
Key Vocabulary	Verse Chorus Repeat Loud – getting louder Quiet – getting quieter Pulse	Ocarina Tuned/Un-tuned percussion instruments Dynamics – loud/quiet Pitch – high/low Tempo – fast/slow Sound story	Composer Instruments Loud – getting louder Quiet – getting quieter Pitch – high/low Tempo – fast/slow



Year 1 Musicians should know how to

- use their voice to speak, sing and chant
- use instruments to perform
- clap short rhythmic patterns
- make different sounds with their voice and with instruments
- repeat short rhythmic and melodic patterns
- make a sequence of sounds
- respond to different moods in music
- say whether they like or dislike a piece of music
- choose sounds to represent different things
- follow instructions about when to play and sing



Year 1		
Themes	Skills	Key Vocabulary
Dance		
Moving Words* Christmas production Weather*	To move to music independently To link together a small number of movements To copy simple dance moves performed by an adult To move safely in a space To travel across a space in different ways	Crawl Slide Speed
Gymnastics		
Rock and Roll* Jumping Jacks*	To rock, roll and jump with control and in different ways To stretch and tense own body To bend, stretch, relax and move to create different shapes independently To move along apparatus of different heights with control and to safely dismount apparatus	Rock Pencil and egg roll
Games		
Fundamentals units 1 & 2 Fundamentals Rolling and Receiving *	To throw over-arm and under-arm To roll with greater accuracy To receive a ball, pass or throw with control and coordination To aim at a target To travel with or move a ball in different directions To participate in simple games	Target Over-arm / under-arm Aim
Athletics		
Sprinting Long jump Javelin	To use arms and body position to propel forwards when sprinting To jump forwards swinging arms To travel a variety of objects towards a target (bean bags, javelins) To run across a longer distance	Stop Forwards / Backwards
Knowledge and understanding of health, fitness and the body		
To recognise what the body feels like when it is exercising To follow simple warm up instructions and explain why it is important to warm up		Balance Strength Warm-up



A Year 1 sports person should be able to

Dance:

- Move to music
- Copy dance moves
- Perform their own dance moves
- Make up a short dance
- Move safely in a space

Gymnastics:

- Make their body curled, tense, stretched and relaxed
- Control their body when travelling and balancing
- Copy sequences and repeat them
- Roll, curl, travel and balance in different ways

Games:

- Throw underarm
- Hit a ball with a bat
- Move and stop safely
- Throw and catch with both hands
- Throw and kick in different ways

General:

- Copy actions
- Repeat actions and skills
- Move with control and care
- Use equipment safely



Year 1 - PSHE		
Relationships	Health & Well-Being	Living in the Wider World
What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies. Who is special to us? Ourselves and others; people who care for us; groups we belong to; families.	What helps us stay healthy? Being healthy; hygiene; medicines; people who help us with health. Who helps to keep us safe? Keeping safe; people who help us.	What can we do with money? Money; making choices; needs and wants. How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing.
SMSC (spiritual, moral, social and cultural) development throughout the year		
On- going- Mindfulness / Calming - Reflection time to be included within the weekly timetable of all year groups		
Key Vocabulary		
Polite Respect Love Similar Different (Correct Terminology for body parts)	Healthy Hygiene Medicine Accident Emergency	Spending Saving Needs Wants Local & Global Environment
Year 1 children should be able to		
<ul style="list-style-type: none"> ➤ Understand the roles of different people within families and how they show they care ➤ Understand about staying safe and seeking permission ➤ How their behaviour affects others and the importance of being polite and respectful and looking after the environment ➤ Understand about keeping healthy; food and exercise, hygiene routines; sun safety, knowing when to take a break from TV/screen time ➤ Recognise what makes them unique and special; manage feelings when things go wrong ➤ Use the internet and digital devices; communicating online and how to keep safe online ➤ What rules are and how age restrictions help us 		



RE - Year 1						
Big Question	Who was Jesus?	Why is Christmas important to Christians?	What makes a church a special place for Christians ?	Why is Easter important to Christians?	How do the stories from the Gurus and concept of seva affect Sikh pupils?	How does the Khalsa influence the lives of Sikh families?
Key Learning	People in Christianity. A great leader and teacher?	Important religious festivals	Places of worship	Important religious festivals	Religious stories and symbols.	Ourselves, our families and our communities.
Key Vocabulary	Christ Jesus Vicar Priest	Advent Christmas Bible Mary Joseph	Church Holy Prayer Worship	Christian / Christianity Hymn Neighbour Good choices / bad choices	Gurdwara Kaur Nishan Sahib One Creator (Ek Oankar), Sikh, Sikhism (Sikhi)	Family life Respect Sharing Khalsa