



Year 1

Learning Journey

Reading

Writing

Mathematics

Science

Computing

D-STEM

Humanities

RE

PSHE-RHE

Art

PE

Music

Phonics & Early Reading

Autumn 1	Phase 3				Phase 4			
	Phase 3 recap	Phase 3 recap	Phase 3 recap	Phase 3 recap & Phase 4 Review	Phase 4 recap cvcc words – variety of blends Review of key skills – segmenting and decoding.	Phase 4 recap cvcc words – variety of blends Review of key skills – segmenting and decoding.	Phase 4 recap cvcc words – variety of blends Review of key skills – segmenting and decoding.	Phase 4 recap cvcc words – variety of blends Review of key skills – segmenting and decoding.
Half Term								
Autumn 2	Phase 5 set 1 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 1 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 2 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 2 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 2 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 2 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 2 4 sounds a week Day of CEW and review (2 words)	Consolidation
Christmas Holidays								
Spring 1	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 3 4 sounds a week Day of CEW and review (2 words)	Consolidation	Consolidation
Half Term								
Spring 2	Phase 5 set 4 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 4 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 4 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 4 4 sounds a week Day of CEW and review (2 words)	Phase 5 set 4 4 sounds a week Day of CEW and review (2 words)	Consolidation	Consolidation	Consolidation
Easter Holidays								
Summer 1	Gap Assessments							
	Consolidation	Consolidation	Consolidation	Plan dependent on assessment gaps	Plan dependent on assessment gaps	Plan dependent on assessment gaps	Consolidate	Consolidate
Half Term								
Summer 2	Phonics Screening Test							
	Review phase 5 and alternative phonemes –s/ es	Review phase 5 and alternative phonemes - ing	Review phase 5 and alternative phonemes -ed	Review phase 5 and alternative phonemes - er	Review phase 5 and alternative phonemes -est	Review phase 5 and alternative phonemes	Consolidate	Consolidate
End of the Year								

Writing

<u>Autumn 1</u>	Basic sentence structure	Completing a story (Elmer)	Poetry – rhyming words	Writing an acrostic poem	Writing a ‘life doesn’t frighten me’ poem	Room on the Broom Writing instructions	
<u>Half Term</u>							
<u>Autumn 2</u>	Using adjectives in sentences (Room on a Broom)	Writing a letter (Jolly Postman)	Writing a postcard (Jolly Postman) Conjunctions	Traditional tales Retelling a narrative (Goldilocks and the Three Bears by Lauren Child)	Traditional tales Alternative stories	Writing a winter setting description	Lost and Found sequencing
<u>Christmas Holidays</u>							
<u>Spring 1</u>	Lost and Found Character description	Grammar Conjunctions/ prefix	I want my hat back (question and explanation marks)	I want my hat back (Creative writing)	Mental Health Week (Letter)		
<u>Half Term</u>							
<u>Spring 2</u>	Grammar Suffix endings/ plurals	Information text (Chicks)	Recount of Farm	Letters to Farm	Character Description (Wanted Poster)	Writing a story (Farmer Duck)	
<u>Easter Holidays</u>							
<u>Summer 1</u>	Writing a story (Rainbow Fish)	Writing a setting description (Rainbow Fish)	Writing a setting description (Where the Wild Things Are)	Comparing setting descriptions	Writing own setting description		
<u>Half Term</u>							
<u>Summer 2</u>	Gigantic turnip	Writing an alternative opening to a story (the Gigantic Turnip & assessment)	Writing a newspaper report	Writing a newspaper report	Poetry	Poetry	
<u>End of the Year</u>							

Mathematics

Mathematics			
Autumn 1	<u>Number: Place Value (within 10)</u>	<u>Number: Addition and Subtraction (Within 10)</u>	
	To be able to sort objects up to 10.	To explore parts and wholes using single objects.	
	To be able to count objects up to 10.	To explore using the part-whole model to represent numbers.	
	To be able to count on in objects from a group of 10.	To explore using the addition symbol in a number sentence.	
	To be able to represent up to 10 objects with numbers.	To be able to recall addition facts for numbers up to 10.	
	To be able to recognise numbers as words.	To be able to recall number bonds to 10.	
	To be able to count forward to 10.	To explore finding number bonds to 10.	
	To be able to count backwards from 10.	To be able to compare number bonds to 10.	
	To be able to count one more or one less from numbers below 10.	To explore how to add numbers within 10 together.	
	To explore counting up and down in ones.	To be able to add using known number bonds.	
	To explore one-to-one correspondence.	To be able to find the part of a number using the part-whole model.	
	To be able to compare up to 10 objects.	To explore the concept of subtraction.	
	To explore using the <, > and = symbols for numbers within 10.	To explore using the subtraction symbol in a number sentence.	
	To be able to order numbers up to 10.		
	To explore using a number line to order numbers to 10.		
End of unit assessment for place value (within 10).			
<u>Half Term</u>			
Autumn 2	<u>Number: Addition and Subtraction</u>	<u>Geometry: Shape</u>	<u>Number: Place Value (within 20)</u>
	To explore subtraction by finding the difference.	To be able to recognise and name simple 2D shapes.	To explore counting forwards and backwards to numbers up to 20.
	To compare addition and subtraction number sentences.	To explore sorting 2D shapes according to their properties.	To explore the properties of the numbers 11 – 20.
	End of unit assessment for addition and subtraction.	To be able to recognise and name simple 3D shapes.	To the tens and ones that make numbers up to 20.
		To explore sorting 3D shapes according to their properties.	To explore counting one more and one less to numbers up to 20.
		To investigate making patterns with 2D and 3D shapes.	To be able to compare groups of up to 20 objects.
			To be able to order and group up to 20 objects.
			To explore ordering the numbers up to 20.
		End of unit assessment for place value (within 20).	

Mathematics

Mathematics		
Spring 1	Number: Addition and Subtraction (Within 20)	Number: Place Value (within 50, including multiples of 2, 5 and 10)
	To explore counting within 20.	To explore counting from 20 to 50.
	To be able to add by counting within 20.	To explore the numbers 20, 30, 40 and 50.
	To add in ones, using number bonds to 20.	To be able to count using groups of 10.
	To explore making number bonds to 20.	To be able to count using groups of 10s and 1s.
	To explore adding by making a 10.	To explore partitioning groups of 10s and 1s.
	To explore subtracting not across the 10.	To explore using a number line to 50.
	To explore subtracting by counting backwards.	To use a number line to help me estimate numbers up to 50.
	To explore subtracting across the 10 by counting backwards.	To be able add one more or one less to numbers up to 50.
	To be able to subtract across the 10.	To explore counting in multiples of 2.
	To be able to recall related subtraction facts.	To explore counting in multiples of 5.
	End of unit assessment for addition and subtraction (within 20).	To explore counting in multiples of 10.
		End of unit assessment for Place Value (within 50, including multiples of 2, 5 and 10)
Half Term		
Spring 2	Measurement: Length and Height	Measurement: Mass and Volume
	To explore and compare the lengths and heights of objects.	To explore using the words heavier and lighter to describe and compare the weight of something.
	To be able to use objects to measure the length of something.	To explore measuring the mass of objects.
	To be able to measure the length of objects using centimetres.	To be able to compare the masses of objects, using the words heavier and lighter.
	End of unit assessment for length and height.	To explore using the words full and empty to describe and compare the volume of something.
		To be able to compare the volume of something, using the words full and empty.
		To explore measuring the capacity of something.
		To be able to compare the capacity of different objects.
		End of unit assessment for mass and volume.

Mathematics

Mathematics			
Summer 1	Number: Multiplication and Division (recapping multiples of 2, 5 and 10)	Fractions	Geometry: Position and Direction
	To recap and explore counting in 2s.	To explore finding half of objects and shapes.	To use the word turn to describe the position of an object.
	To recap and explore counting in 10s.	To be able to find half of a given object or shape.	To be able to describe the position of objects using the words left and right.
	To recap and explore counting in 5s.	To explore finding half of an amount of objects.	To be able to describe the position of objects using the words forwards and backwards.
	To be able to recognise equal groups of objects.	To explore finding a quarter of an object or shape.	To be able to describe the position of something using the words above and below.
	To be able to add equal groups of objects together.	To be able to find a quarter of an object or shape.	To be able to describe position and direction using ordinal numbers.
	To explore making arrays.	To explore finding a quarter of an amount of objects.	End of unit assessment for position and direction.
	To explore making doubles of an amount of objects.	End of unit assessment for fractions.	
	To be able to make equal groups of objects through grouping.		
	To be able to make equal groups of objects through sharing.		
	End of unit assessment for multiplication and division (recapping on multiples of 2, 5 and 10)		
Half Term			
Summer 2	Number: Place Value (within 100)	Measurement: Money	Measurement: Time
	To be able to count from 50 to 100.	To explore unitising to represent amounts of money.	To be able to use the words 'before' and 'after' when talking about time.
	To explore counting in 10s to 100.	To explore the value of different types of coins.	To learn the days of the week.
	To be able to partition a two-digit number into tens and ones.	To explore the value of different types of notes.	To learn the months of the year.
	To explore using a number line to count to 100.	To be able to count using coins.	To be able to use the words 'hours', 'minutes' and 'seconds'.
	To be able to find one more and one less of numbers to 100.	End of unit assessment for money.	To be able to read the time to nearest hour.
	To be able to compare numbers with the same numbers of tens.		To be able to read the time to the nearest half-hour.
	To be able to compare any number up to 100.		End of unit assessment for time.
End of unit assessment for numbers to 100.			

Science

Autumn 1							
EQ: How is the human body different to other animals?	Animals, Including Humans						
	To understand how to work scientifically.	To understand what a scientist is and does.	To identify parts of the human body.	To identify internal parts of the body.	To identify how parts of the body change as we grow.	To compare the bodies of humans and other animals.	Assessment: How is the human body different to other animals?
Half Term							
EQ: Which material is best for protecting an egg?	Everyday Materials						
	To identify different materials.	To identify and describe the properties of different materials.	To design an experiment to investigate the properties of materials.	To conduct an experiment to investigate the properties of materials.	To evaluate the results of my investigation into the properties of materials.	Assessment: Which material is best for protecting an egg?	
Christmas Holidays							
EQ: Why does the weather change at different times of the year?	Seasonal Changes						
	LO: To know the order the months and seasons.	LO: To identify changes across the seasons.	LO: To identify the weather associated with each season.	LO: To understand why the length of the day changes from summer to winter.	LO: To design an experiment to test a hypothesis.	LO: To conduct an experiment to test a hypothesis.	Assessment: Why does the weather change at different points of the year.
Half Term							
EQ: Are all animals the same?	Animals, Including Humans						
	LO: To identify and research different types of animals.	LO: To group animals according to their characteristics.	LO: To group animals according to their diets.	LO: To compare animals according to their characteristics.	LO: To understand how some animals are adapted to different habitats.	Assessment: Are all animals the same?	
Easter Holidays							
EQ: What does a plant need in order to grow?	Plants						
	LO: To identify and name common plants.	LO: To learn about what a seed needs in order to grow.	LO: To design an investigation into the best conditions for growing a plant.	LO: To conduct an investigation into the best conditions for growing a plant.	LO: To evaluate the results of my investigation into the best conditions for growing a plant.	Assessment: What does a plant need in order to grow?	
Half Term							
EQ: Are all materials the same?	Working Scientifically – Marvellous Materials						
	LO: To design an investigation into waterproof and non-waterproof materials.	LO: To conduct and evaluate an investigation into waterproof and non-waterproof materials.	LO: To design an investigation into how absorbent materials are.	LO: To conduct and evaluate an investigation into how absorbent materials are.	LO: To design an investigation into which material is the strongest.	LO: To conduct and evaluate an investigation into which material is the strongest.	Assessment: Are all materials the same?
End of the Year							

Computing

Autumn 1	Unit 1.1 - Online Safety and Exploring Purple Mash					
	Safe log-ins	Navigating My Work Area			My Mash Topics	
Half Term						
Autumn 2	Unit 1.2 – Grouping & Sorting		Unit 1.3 - Pictograms			
	Sorting away from the computer	Sorting on the computer	Data in pictures	Class pictograms	Recording results	Consolidation
Christmas Holidays						
Spring 1	Unit 1.4 – Lego Builders			Unit 1.5 – Maze Explorers		
	Following instructions	Following and creating simple instructions on a computer	To consider how the order of instructions affects the result	Challenges 1 & 2	Challenges 3 & 4	Challenges 5 & 6
Half Term						
Spring 2	Unit 1.6 – Animated Story Books					
	Drawing and creating	Animation	Sounds and more!	Making a story	Copy and paste	Consolidation
Easter Holidays						
Summer 1	Unit 1.7 - Coding					
	Instructions	Objects and actions	Events	When code executes	Setting the scene	Using a plan
Half Term						
Summer 2	Unit 1.8 - Spreadsheets			Unit 1.9 – Technology outside school		
	Introduction to spreadsheets	Adding images to spreadsheets and using the image toolbox	Using the 'speak' and 'count' tools in 2Calculate to count items	What is technology?	Technology outside school	Consolidation
End of the Year						

D-STEM

Autumn 1

Designing and building a toy to sell in a shop (link to History Enquiry)

Half-Term

Autumn 2

Design and make a room in a shoebox using different materials (link to Science – Materials)

Christmas Holidays

Spring 1

Design and make a moving vehicle, using junk modelling (Link to History Enquiry)

Half Term

Spring 2

Design and make a moving picture inspired by a scene from the farm (Link to Geography Enquiry)

Easter Holidays

Summer 1

Designing and making a weaved blanket (linked to Art Textiles Unit)

Half Term

Summer 2

Design a healthy meal and menu and then make it (link to PSHE, Science and Healthy Schools Week)

End of the Year

Humanities

Autumn 1: History						
EQ: How has the way people have shopped changed over time?	LO: To learn about shops that used to exist in Chiswick.	LO: To learn about how shops have changed in Chiswick.	LO: To learn about what used to be sold in shops compared to now.	LO: To understand how buying food has changed.	LO: To learn about different ways people buy things.	LO: To demonstrate my understanding of how the way people have shopped has changed over time.
Half term						
Autumn 2: Geography						
EQ: Where do people live in Chiswick? Local field study	LO: To learn about where Chiswick is in the world.	LO: To observe what my local area is like.	LO: To describe where things are in our local area on a map.	LO: To understand and identify the different types of housing in our local area.	LO: To learn about the different types of jobs people have in our local area.	LO: To demonstrate my understanding of where people live in Chiswick.
Christmas						
Spring 1: History						
EQ: Why do people no longer travel by horse and carriage.	LO: To investigate how people in Chiswick travelled in the past.	LO: To explore how the way people travel by boat has changed throughout history.	LO: To understand the invention of the train has changed people's lives	LO: To understand how the invention of the car has changed people's lives.	LO: To understand how the invention of the aeroplane has changed people's lives.	LO: To demonstrate my understanding of why people no longer travel by horse and carriage.
Half term						
Spring 2: Geography						
EQ: Where does our food come from?	LO: To explore where our favourite foods come from.	LO: To explore the role farms play in making our food.	LO: To understand the different types of food that can come from a farm.	LO: To explore the processes of how we make bread and cheese.	LO: To investigate the different countries our food might come from.	LO: To demonstrate my understanding of where our food comes from.
Easter						
Summer 1: History						
EQ: How has the way we communicate with each other changed throughout history?	LO: To explore how people used to send messages in the past.	LO: To understand how animals have been used to help people communicate.	LO: To learn about the history of letters and how we make, send and receive them.	LO: To learn about the invention of the telephone.	LO: To learn about the ways we can use technology to communicate today.	LO: To demonstrate my understanding of how the way we communicate with each other has changed throughout history.
Half term						
Summer 2						
EQ: What does the discovery of dinosaur fossils inform us about the world?	LO: To learn about what a fossils is and how they are formed.	LO: To identify features of a map and relate it to dinosaurs.	LO: To locate continents on a map.	LO: To learn about Mary Anning and her discoveries	LO: To understand how dinosaurs became extinct.	LO: To demonstrate my understanding of what the discovery of dinosaur fossils informs us about the world.
End of the Year						

Religious Education

Autumn 1	Christianity - What do Christians think God is like? - Trip					
	To explain what I think about God.	To thin about where God might be.	To reflect upon what the Parable of the Lost Sheep tells us about Christian beliefs.	To reflect upon what the Parable of the Lost Son tells us about Christian beliefs.	To understand why Christians believe forgiving is important.	Assessment: What do Christians think God is like?
Half Term						
Autumn 2	Sanatama Dharma (Hinduism) - What can we learn from the Diwali story about good and evil?					
	To reflect on what being 'good' and 'evil' means to me.	To learn about the story of Diwali.	To know why the story of Diwali is important to Hindus.	To understand what the Diwali story teaches Hindus about good and evil in the world.	To reflect on what good and evil things we see in the world around us.	Assessment: What can we learn from the Diwali story about good and evil?
Christmas Holidays						
Spring 1	Judaism – Is it important to have days that are more significant than others?					
	To reflect on days which are significant to me.	To understand that some faiths have a day of the week that is more significant than others.	To learn about why the Sabbath is significant to Jewish people.	To explain why having a special day like the Sabbath is significant for a family or community.	To think about whether it is important to have days which are more significant than others.	Assessment: Is it important to have days that are more significant than others?
Half Term						
Spring 2	Islam – What are the most important sounds we hear and why do they matter?					
	To reflect on which songs and sounds are important to us.	To explore how music and sounds are important to people from different faiths.	To learn about the importance of the 'call to prayer' for Muslims, and to recognise words and symbols linked to the Muslim faith	To compare the music and sounds in a church compared to the music and sounds found in a mosque.	To think about which sounds are the most important to other people and why.	Assessment: What are the most important sounds we hear and why?
Easter Holidays						
Summer 1	Christianity – How do the miracles of Jesus teach Christians to help others?					
	To think about ways we help people who are less fortunate than ourselves.	To learn about the Christian story of the Good Samaritan.	To explain what the parable of the Good Samaritan tells us about why charity is important to Christians.	To learn about the story of Jesus feeding the five-thousand and think about why this is important.	To think about how Jesus' miracles show Christians the importance of charity.	Assessment: How does the idea of charity link to the miracles of Jesus?
Half Term						
Summer 2	Gurmat (Sikhism) – How can we tell that some building are more significant than others?					
	To think about any places and building that are special to me and to other people.	To learn the names and of parts of a Sikh Gurdwara, and to understand why it is an important building for Sikhs.	To learn names and parts of a church and a mosque, and understand why they are important buildings for Christians and Muslims.	To understand that significant religious buildings are for prayer and for community.	To know the names of the important artefacts of prayer for Sikhs & Christians – the Guru Granth Sahib & The Bible	Assessment: How can we tell that some buildings are more significant than others?
End of the Year						

PSHE-RHE

Half Term							
<p>Autumn 1 <u>Being Me in My World</u></p> <p>EQ: How are my school and classroom safe places to learn?</p>	To understand how I am special and safe in my class	To understand the rights and responsibilities of being a member of my class	To know how to make the class a safe place for everyone to learn	To know my views are valued in my class	To understand my choices and their consequences	To contribute to our Learning Charter	Assessment: How are my school and classroom safe places to learn?
Half Term							
<p>Autumn 2 <u>Celebrating Difference</u></p> <p>EQ: How am I different from my friends?</p>	To identify the similarities of people in my class	To identify the differences of people in my class	To understand what bullying is	To know who I can speak to if I feel unhappy or being bullied	To know how to make new friends	To explain ways in which I am different from my friends	Assessment: How am I different from my friends?
Christmas Holidays							
<p>Spring 1 <u>Dreams and Goals</u></p> <p>EQ: What does it feel like to succeed at something and how can we celebrate</p>	To set myself a simple goal	To set myself a simple goal and work out how to achieve it	To understand how to work well with a partner	To tackle a new challenge and understand how this might stretch my learning	To identify obstacles which make achieving my goal more difficult	To explain how I felt when I succeed at a new challenge	Assessment: What does it feel like to succeed at something and how can we celebrate?
Half Term							
<p>Spring 2 <u>Healthy Me</u></p> <p>EQ: How can I keep my body healthy and safe?</p>	To understand the difference between being healthy and unhealthy	To know how to make healthy lifestyle choices	To know how to keep myself clean and healthy	To understand that medicines can help me if I feel poorly	To know how to stay safe when crossing the road	To explain how the human body is amazing and explain ways to keep it safe (including the NSPCC PANTS rule)	Assessment: How can I keep my body healthy and safe?
Easter Holidays							
<p>Summer 1 <u>Relationships</u></p> <p>EQ: Who is special to me and how can they keep me safe?</p>	To identify the members of my family	To identify how to be a good friend	To know what is appropriate physical contact between friends	To know who can help me in my school community	To recognise my qualities as a person and a friend	To tell you why someone is special to me	Assessment: Who is special to me and how can they keep me safe?
Half Term							
<p>Summer 2 <u>Changing Me</u></p> <p>EQ: How have I changed from when I was a baby?</p>	To begin to understand the life cycles of animals and humans	To explain how I have changed from being a baby	To begin to explain some of the differences between boys and girls	To understand how learning something new means I will change a little bit	To describe changes that have happened in my life	To reflect on my time in Year 1	Assessment: How have I changed from when I was a baby?
End of the Year							

Art

<u>Autumn 1</u> Drawing	To explore different marks	To make my own tool for mark making	To create a different surface for mark making	To use different tools and surfaces to explore mark making	To use my imagination to respond to a story	To develop my artwork inspired by a story
<u>Half Term</u>						
<u>Autumn 2</u> Painting	To explore thick and thin paint	To respond to a story as a starting point for a painting	To develop painting techniques using different brushstrokes	To make imaginative responses to a story using colour	To respond to the work on an artist, using a range of lines and colour	To use my imagination to respond to a story
<u>Christmas</u>						
<u>Spring 1</u> Collage	To tear, stick and overlap materials to make a collage	To identify how to improve a piece of collage work	To identify hot and cold colours to select, sort and identify	To create a collage to express hot and cold temperatures	To select and sort contrasting materials	To develop a piece of work as it progresses
<u>Half Term</u>						
<u>Spring 2</u> Printing	To explore direct printmaking with a variety of objects	To make a print with negative stencils	To make a simple string relief block	To produce a piece of work using a simple string block	To create collagraph block for printmaking inspired by William Hogarth	To make a piece of artwork using a collagraph block inspired by William Hogarth
<u>Easter</u>						
<u>Summer 1</u> Textiles	D-STEM Unit					
<u>Half Term</u>						
<u>Summer 2</u> 3D Sculpture	To design a pinch pot inspired by our class book 'What habit is that?'	To create a pinch pot inspired by our class book.	To complete a pinch pot sculpture inspired by Animals.	To design a clay hedgehog inspired by a class text (related to hedgehogs).	To create a clay hedgehog inspired by our class book.	To complete a clay hedgehog inspired by our class book.
<u>End of the Year</u>						

Physical Education

<u>Autumn 1</u>	Introduction to PE & Large Ball Skills & Agility (Tag Rugby)
	Throwing & Catching (Handball)
<u>Half Term</u>	
<u>Autumn 2</u>	Object Control (Hockey)
	Attack & Control (Football)
<u>Christmas</u>	
<u>Spring 1</u>	Gymnastics – Jumping & Balancing (Gymnastics)
	Movement Patterns (Dance)
<u>Half Term</u>	
<u>Spring 2</u>	Agility & Coordination (Tennis)
	Running, Agility & Coordination (Health & Fitness)
<u>Easter</u>	
<u>Summer 1</u>	Athletics – linked to Sports Day
	Throwing & Catching (Rounders)
<u>Half Term</u>	
<u>Summer 2</u>	Throwing & Catching (Cricket)
	Multi Sports (Recap)
<u>End of the Year</u>	

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Focus Areas	Pulse	Rhythm	Pitch	Composing	Musicianship: Preparing for Ensemble Skills	Musicianship: Preparing for Reading Notation
Year 1	Exploring Pulse and Tempo 1: Feel the Beat	Exploring Rhythm 1: Playing and Copying	Exploring Pitch 1: High and Low	Creating Music 1: Sound Effects and Storytelling	Singing and Playing Skills 1: Pitch-Matching	Understanding Rhythm and Pitch (Percussion)

Overview

In Year 1, the focus is on building fundamental musical skills through explorative play and creative activities. Pupils engage with music by developing their sense of pulse and rhythm, learning to move and clap in time with a steady beat. They also begin to understand basic pitch differences by comparing high and low sounds.

Singing and performing are introduced, encouraging pupils to respond to simple visual directions such as loud, quiet, stop and start and to use percussion sounds for storytelling. Composition and improvisation activities involve creating simple rhythms and sounds, often inspired by everyday experiences.

Expected Standard

Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> Maintain a steady beat by clapping, tapping, or moving in time to the music. Mimic short rhythmic patterns accurately when led by the teacher. Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation. 	<ul style="list-style-type: none"> Differentiate between high and low sounds in familiar songs and everyday sounds. Sing simple songs with a small pitch range, accurately hitting pitches like mi-so. Explore basic pitch notation symbols and their association with pitch. 	<ul style="list-style-type: none"> Sing simple songs, chants, and rhymes from memory collectively and at the same pitch. Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing. Participate in basic call-and-response songs to control vocal pitch and accuracy. 	<ul style="list-style-type: none"> Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat. Demonstrate basic coordination when using classroom instruments like shakers and claves. Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance. 	<ul style="list-style-type: none"> Engage in creative musical exploration through vocal improvisation. Start to create short musical sequences and sound effects in response to stimuli.

Music

Exploring Pulse and Tempo 1: Feel the Beat (Autumn 1)

In Year 1, the musical journey begins with an exploration of pulse and tempo, focusing on feeling the beat. This unit aligns with the curriculum's emphasis on developing pulse awareness. Students learn to recognise and internalise basic rhythms and tempi, laying the foundation for more complex rhythmic concepts in later years.

Exploring Rhythm 1: Playing and Copying (Autumn 2)

In the second term of Year 1, the focus shifts to exploring rhythm through hands-on activities involving playing and copying rhythms. This unit corresponds with the curriculum's goal of building rhythmic skills. Pupils learn to replicate rhythms, enhancing their rhythmic accuracy and preparing them to engage in rhythmic improvisation and ensemble playing in the coming years.

Exploring Pitch 1: High and Low (Spring 1)

During the spring term, Year 1 learners delve into pitch exploration, specifically differentiating between high and low pitches. This unit aligns with the curriculum's objective of introducing pitch concepts. Students begin to develop their pitch recognition abilities, setting the stage for more intricate pitch-related activities, such as singing and playing melodies in subsequent years.

Creating Music 1: Sound Effects and Storytelling (Spring 2)

The second half of Year 1 focuses on composing music through sound effects and storytelling. This unit corresponds with the curriculum's emphasis on composition and improvisation. Pupils explore creating music that enhances storytelling, building their creative and expressive musical skills. This foundation will be instrumental as they progress to composing more complex pieces in Key Stage 2.

Singing and Playing Skills 1: Pitch-Matching (Summer 1)

Year 1 culminates with a focus on singing and playing skills, with an emphasis on pitch-matching during the summer term. This unit aligns with the curriculum's goal of nurturing vocal and instrumental abilities. Pupils refine their pitch-matching skills, preparing them to sing and play simple melodies and harmonies in the upcoming year. This unit builds on their knowledge of high and low pitches, encouraging them to become more confident musicians.

Understanding Rhythm and Pitch (Percussion) (Summer 2)

The final term of Year 1 introduces students to understanding rhythm and pitch through percussion instruments. This unit corresponds with the curriculum's objective of preparing for ensemble skills. Pupils explore rhythm and pitch concepts in the context of percussion, fostering teamwork and collaborative music-making. This unit sets the stage for more advanced ensemble work and reading notation in Key Stage 2.

Keywords

- Pulse
- Repeating pattern
- Match the voice
- Thinking voice
- Call and response
- Loud
- Soft
- Fast
- Slow
- Tempo
- Rhythm

Listening

- Classical
- 20th Century
- Art Pop
- Blues
- Brazilian Samba
- Warlock
- Tchaikovsky
- Stravinsky
- Mozart
- Holst
- Kate Bush
- Ma Rainey