

# Class 3 Curriculum Sequence - Year 1 and Year 2


## Spring 2025 - First Half Term



SCIENCE	DESIGN TECHNOLOGY Mechanisms	PE 1 Gymnastics	PE 2 Attacking and defending	MUSIC Recorders
<p><b>INTENT</b></p> <p>To understand the use of everyday materials.</p>	<p><b>INTENT</b></p> <p>To design and make a fairground wheel, which includes moving mechanisms.</p>	<p><b>INTENT</b></p> <p>To learn and practice a variety of skills, including rolls, jumps and balances.</p>	<p><b>INTENT</b></p> <p>To explore and apply attacking and defending skills.</p>	<p><b>INTENT</b></p> <p>To begin to play a tuned instrument musically, experimenting with sound.</p>
<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. What are materials used for?</li> <li>2. What are materials used for?</li> <li>3. What happens when we bend, squash, stretch etc.?</li> <li>4. What's the right material for the job?</li> <li>5. What's the most absorbent material?</li> <li>6. Who invented waterproofing?</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. Describe how axles help wheels to move a vehicle.</li> <li>2. Explore the properties of materials and select which to use for my fairground wheel.</li> <li>3. Build the frame and wheels, whilst focusing on strengthening methods and stability.</li> <li>4. Carry out a survey to gather opinions on design preferences.</li> <li>5. Finish the rotating wheel structure.</li> <li>6. Evaluate the structure.</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. To perform and improve upon balances on different parts of the body.</li> <li>2. To create matching balances with a partner.</li> <li>3. To roll in different ways while showing control.</li> <li>4. To jump safely in a variety of ways, including on and off apparatus.</li> <li>5. To combine a selection of movement to create a gymnastic sequence.</li> <li>6. To work with a partner to create a matching sequence.</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. Identify an empty space and move into it when playing a team game.</li> <li>2. Stay close to an attacker when marking them in an attempt to intercept the ball.</li> <li>3. Stop a player from passing a ball across a space.</li> <li>4. Pass a ball to a player in an empty space.</li> <li>5. Dodge a defender.</li> <li>6. Apply attacking and defending skills in a team game.</li> </ol>	<p><b>Sequence of lessons:</b></p> <ol style="list-style-type: none"> <li>1. Correctly hold and make crisp sounds with a recorder.</li> <li>2. Change the sound and copy a simple rhythm.</li> <li>3. Move fingers to play different notes and use the tongue to separate notes.</li> <li>4. Move fingers smoothly up and down to change notes.</li> <li>5. Blow steadily to the end of long notes.</li> <li>5. Play simple, well-known rhythms using the notes B, A, G.</li> </ol>
<p><b>Outcome:</b></p> <p>Children will have a deeper understanding of everyday materials.</p>	<p><b>Outcome:</b></p> <p>Children will understand how wheels work and use this knowledge to create a strong, stable and moving fairground wheel.</p>	<p><b>Outcome:</b></p> <p>Children will develop their control, agility and coordination.</p>	<p><b>Outcome:</b></p> <p>Children will attack and defend in a team game.</p>	<p><b>Outcome:</b></p> <p>Children will perform simple tunes as part of a group on a recorder, focusing on rhythm and pulse.</p>

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<b>GEOGRAPHY</b> The weather	<b>PSHE</b> Feelings	<b>COMPUTING</b>	<b>RELIGIOUS EDUCATION</b> Judaism and Christianity	<b>HOMEWORK</b>
<b>INTENT</b> To explore what the weather is like where we live, compared to other parts of the world.	<b>INTENT</b> To recognise and describe different feelings people experience and how to manage these.	<b>INTENT</b> To use a digital platform to create music.	<b>INTENT</b> To explore and compare how people from the Jewish and Christian faith care for others and the world.	<b>INTENT</b> To bridge the gap between home and school by practising and consolidating skills.
<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>1. What are the different types of weather?</li> <li>2. What type of weather do we get?</li> <li>3. How does the daily weather change? (fieldwork)</li> <li>4. How does the weather affect our daily lives?</li> <li>5. How does the weather change over time? (seasons)</li> <li>6. What weather don't we get? (latitude)</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>1. Recognise feelings people experience. Appreciate that not everyone feels the same about the same things.</li> <li>2. Explore how feelings can affect people's bodies and how they behave.</li> <li>3. Name things that can make people feel good or improve their mood.</li> <li>4. Identify ways people can manage big feelings, including how to calm down and/or feel happier.</li> <li>5. Recognise when they need to seek help with feelings.</li> <li>6. Identify feelings associated with change and loss, and how to help people feel better.</li> </ol>	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>1. How does music make you feel.</li> <li>2. Creating media—making music. Rhythm and patterns.</li> <li>3. How music can be used.</li> <li>4. Creating media—making music. Notes and tempo.</li> <li>5. Creating digital music.</li> <li>6. Reviewing and editing music.</li> </ol> 	<b>Sequence of lessons:</b> <ol style="list-style-type: none"> <li>1. Recall the Christian and Jewish Creation story.</li> <li>2. Explore the meaning behind the story 'The Good Samaritan'.</li> <li>3. Retell a story from the Bible about friendship and caring for others.</li> <li>4&amp;5. Compare how people from the Jewish and Christian faith show they care for others and the world.</li> <li>6. Explore how Mother Theresa was inspired to care for others because of her religious beliefs.</li> </ol>	<ul style="list-style-type: none"> <li>• Daily reading. Please remember to keep a record of this in your child's reading record book.</li> <li>• Learn weekly spellings (set and tested every Wednesday).</li> <li>• Maths and English workout (set and marked every Friday).</li> </ul>
<b>Outcome:</b> Children will provide reasons for the changing weather where we live and explain why it is different in different parts of the world.	<b>Outcome:</b> Children will describe healthy coping strategies that they and others can use to manage different emotions.	<b>Outcome:</b> Children will	<b>Outcome:</b> Children will have a greater awareness of other people's beliefs.	<b>Outcome:</b> Children's academic outcomes and self-discipline will improve.