

**Guildford Grove Curriculum – Quality of Education – INTENT – IMPLEMENTATION – IMPACT**  
 ‘Knowledge is power. Information is liberating.’ Kofi Annan

TOPIC: Toys				Year Group: 1			
	1	2	3	4	5	6	7
English GK LM	<p><b>Text Dogger</b> (<i>labels, lists, captions</i>) To be able to write about a familiar toy.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – focus on initial sounds and building words to create a sentence; saying a word before writing it.</p> <p><b>Writing opportunity</b> – writing about their own teddies.</p>	<p><b>This is the bear and the scary night</b> (<i>Rewrite</i>) To be able to write about a lost class mascot.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – focus on initial sounds and building words to create a sentence; composing sentences orally before writing it.</p> <p><b>Writing opportunity</b> – writing about a familiar toy, using a familiar text as a structure.</p>	<p><b>Traction Man is here</b> (<i>Fiction</i>) To be able to create a new superhero. To be able to talk about their adventures in our school.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – writing about superheroes, building vocab.</p>	<p><b>Toys in space</b> (<i>Fiction</i>) To be able to write about the toys in the story.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it.</p> <p><b>Writing opportunity</b> – writing about new toys, vocab.</p>	<p><b>Naughty Bus</b> (<i>Fiction</i>) To be able to write about the adventures of the Naughty Bus around our school.</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> – saying out loud what they are going to write; composing a sentence orally before writing it; sequencing sentences to form short narrative.</p> <p><b>Writing opportunity</b> – writing and experiencing the mischief that the naughty bus creates in our school.</p>	<p>What do Christians think God is like?</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> –</p> <p><b>Writing opportunity</b> –</p>	<p>Why is Christmas important?</p> <p><b>Reading skills</b> – apply phonic knowledge and skills as the route to decode words.</p> <p><b>Writing Skills</b> –</p> <p><b>Writing opportunity</b> –</p>
Maths	<p><b>Part Whole Model</b> Describe size e.g. biggest/smallest, equal/unequal.</p>	<p><b>Addition and subtraction</b> Describe length e.g. tall/short, taller/shorter Solve one-step problems.</p>	<p><b>Addition and subtraction</b> Describe and compare weight and mass e.g. heavy/light, heavier than/lighter than.</p>	<p><b>Number bonds within 10</b> Begin to recognise 2-D shapes e.g. rectangles (including squares), circles and triangles.</p>	<p><b>Addition and subtraction</b> Measure lengths and heights with support.</p> <p><b>Halving – one of two equal parts.</b> Recognise and name 2-D shapes e.g. rectangles, circles, and triangles.</p> <p><b>Halving – one of two equal parts.</b> Recognise and name 2-D shapes e.g. rectangles, circles, and triangles.</p>	<p><b>Addition and subtraction</b> Measure weight and mass with support.</p> <p><b>Halving – finding a half and quarter.</b> Describe and position half and quarter turns.</p> <p><b>Multiplication (one step problems) using arrays.</b> Recognise and name 3-D shapes, including cuboids (including cubes), pyramids and spheres.</p>	<p><b>Halving – one of two equal parts.</b> Recognise and name 2-D shapes e.g. rectangles (including squares), circles, and triangles.</p> <p><b>Halving – finding a half and quarter (solve problems).</b> Describe and position half and quarter turns.</p> <p><b>Division (one step problems) using arrays.</b> Begin to measure and record time, hours, minutes.</p>
Science	<p><b>Seasons</b> To observe changes across the 4 seasons in the context of the weather. To describe day length in autumn.</p>	<p><b>Autumn</b> To observe and describe weather associated with the seasons by observing the weather in autumn.</p>	<p><b>Autumn to winter</b> To observe changes across the 4 seasons by looking at how trees and the clothes that we wear change from autumn to winter.</p>	<p><b>Animals in Winter</b> To observe changes across the 4 seasons by exploring how some animals adapt to survive in winter.</p>	<p><b>Night and day</b> To explain that the earth orbits the sun. To understand why we experience day and night</p>	<p><b>Shadows</b> To describe shadows as a patch of darkness.</p>	

PSHE	Families and friendships Roles of different people; families	Families and friendships Roles of different people; families	Safe relationships Recognising privacy; staying safe; seeking permission	Safe relationships Recognising privacy; staying safe; seeking permission	Respecting ourselves and others How behaviour affects others; being polite and respectful	Respecting ourselves and others How behaviour affects others; being polite and respectful	
<b>Art and Design</b>	<p><u>Knowledge</u></p> <p>Drawing – sketching toys Experiment with simple marks and patterns and explore a range of media.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• <b>Experiment with different materials, use a variety of tools,</b></li> <li>• experiment with different materials to design and make, explore mark making</li> <li>• make structures using simple objects and joinings</li> </ul> <p><b>Vocabulary</b> Sketching, light, shade, now, then</p>	<p><u>Knowledge</u></p> <p>Painting – self portraits Observe work of other artists and identify differences between paintings.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Experiment with different materials, use a variety of tools,</li> <li>• <b>experiment with different materials to design and make, explore mark making</b></li> <li>• make structures using simple objects and joinings</li> </ul> <p><b>Vocabulary</b> Primary colours, light, dark, shade, bright, warm, cold</p>	<p><u>Knowledge</u></p> <p>3D Sculpture - toys Using cardboard to cut, bend, fold and stick to create a sculpture.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Experiment with different materials, use a variety of tools,</li> <li>• experiment with different materials to design and make, explore mark making</li> <li>• <b>make structures using simple objects and joinings</b></li> </ul> <p><b>Vocabulary</b> Bend, cut, fold, stick, create, sculpture</p>				
<b>Computing</b>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with computer parts and label inputs.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• <b>Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</b></li> <li>• Control simple everyday devices to make them produce different outcomes.</li> </ul> <p><b>Vocabulary</b></p>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with computer parts and label inputs.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• <b>Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</b></li> <li>• Control simple everyday devices to make them produce different outcomes.</li> </ul> <p><b>Vocabulary</b></p>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with computer parts and label inputs.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• <b>Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</b></li> <li>• Control simple everyday devices to make them produce different outcomes.</li> </ul> <p><b>Vocabulary</b></p>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with computer parts and label inputs.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• <b>Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</b></li> <li>• Control simple everyday devices to make them produce different outcomes.</li> </ul> <p><b>Vocabulary</b></p>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with logging on.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</li> <li>• <b>Control simple everyday devices to make them produce different outcomes.</b></li> </ul> <p><b>Vocabulary</b></p>	<p><u>Knowledge</u></p> <p>Introduction to laptop/rules and expectations. Become familiar with logging on.</p> <p><u>POS</u></p> <ul style="list-style-type: none"> <li>• To use technology to create digital content.</li> <li>• To understand what algorithms are.</li> </ul> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>• Use a range of simple tools in a paint package / image manipulation software to create/ modify a picture.</li> <li>• Show an awareness of a range of inputs to a computer (IWB, mouse touch screen, microphone, keyboard).</li> <li>• <b>Control simple everyday devices to make them produce different outcomes.</b></li> </ul> <p><b>Vocabulary</b></p>	

	Laptop, computer, mouse, keyboard, keys, screen	Laptop, computer, mouse, keyboard, keys, screen	Laptop, computer, mouse, keyboard, keys, screen	Laptop, computer, mouse, keyboard, keys, screen	Laptop, computer, mouse, keyboard, keys, screen, login, password, username	Laptop, computer, mouse, keyboard, keys, screen, login, password, username	
<b>Design and Technology</b>				<p>Design and create and evaluate our own pop-up puppet. -Research pop-up puppets and explore their uses and functions.</p> <p><b>Skills – Design</b> -Design purposeful, functional, appealing products for themselves and other users based on design criteria. -Describe their models and drawings of ideas and intentions *Add notes to their drawings *Name the tools they are using *Mark out materials using a template</p> <p><b>Vocab</b> Puppet, pop-up, toy, design, materials, equipment.</p>	<p>Design and create and evaluate our own pop-up puppet. -Make a pop-up puppet using a previous design.</p> <p><b>Skills – Make</b> -select from and use a range of tools and equipment to perform practical tasks (cutting, joining, shaping) -Describe their models and drawings of ideas and intentions -Talk about their designs as they develop and identify good and bad points -Talk about changes made during the making process</p> <p><b>Vocab</b> Puppet, pop-up, toy, design, materials, equipment, cutting, gluing, fastening.</p>	<p>Design and create and evaluate our own pop-up puppet.</p> <p><b>Skills- Evaluate</b> -evaluate their ideas and products against design criteria. *Discuss how closely their finished products meet their design criteria -Discuss the changes made to their design -Discuss how practical and successful their project has been.</p> <p><b>Vocab</b> Puppet, pop-up, toy, design, materials, equipment, evaluate, successful, positive, functional.</p>	<p>Design and create and evaluate our own pop-up puppet Christmas Card.</p> <p><b>Skills Design, Make, Evaluate</b> -Using the skills acquired from the past DT sessions, design and create a pop-up Christmas card.</p> <p><b>Vocab</b> Puppet, pop-up, toy, design, materials, equipment, cutting, gluing, fastening.</p>
<b>Geography</b>							
<b>History</b>	<p><u>Knowledge</u> To begin to understand the terms old and new. Discuss personal history and create a family timeline.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> </ul>	<p><u>Knowledge</u> To sort old and new toys. What does the term evidence mean? How can we see it is old/new? What is the same/different about toys now?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> </ul>	<p><u>Knowledge</u> To be able to express about which toys are good to play with (old and new). Chn to use historical vocabulary and discuss materials.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> <li>Place known events and objects in chronological</li> </ul>	<p><u>Knowledge</u> To be able to sort dolls onto a timeline. Chn to recognise and discuss the similarities and differences and provide simple reasons for opinions.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> </ul>	<p><u>Knowledge</u> Comparing and contrasting a toy children played with as a baby e.g. a rattle to a toy they play with now e.g. transformer/babies. Place this on a timeline.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> </ul>	<p><u>Knowledge</u> Children to add key events to previous timeline e.g. start school, and add future dates e.g. go to secondary school.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Identify some similarities and differences between ways of life in different periods (understanding of events, people and changes)</li> <li>Sort artefacts from 'Then and now'</li> </ul>	

	<ul style="list-style-type: none"> <li>Place known events and objects in chronological order (chronological understanding)</li> <li><b>Use common words and phrases relating to the passing of time (chronological understanding)</b></li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	<ul style="list-style-type: none"> <li>Place known events and objects in chronological order (chronological understanding)</li> <li>Use common words and phrases relating to the passing of time (chronological understanding)</li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	<p>order (chronological understanding)</p> <ul style="list-style-type: none"> <li>Use common words and phrases relating to the passing of time (chronological understanding)</li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	<ul style="list-style-type: none"> <li><b>Place known events and objects in chronological order (chronological understanding)</b></li> <li>Use common words and phrases relating to the passing of time (chronological understanding)</li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	<ul style="list-style-type: none"> <li>Place known events and objects in chronological order (chronological understanding)</li> <li><b>Use common words and phrases relating to the passing of time (chronological understanding)</b></li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	<ul style="list-style-type: none"> <li><b>Place known events and objects in chronological order (chronological understanding)</b></li> <li><b>Use common words and phrases relating to the passing of time (chronological understanding)</b></li> </ul> <p><b>Vocabulary</b> Now, then, old, new, same, different</p>	
<b>Physical Education</b>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising</p> <p>Birthday Bike Surprise <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>	<p><b>Knowledge</b> Recognise how their body feels when still and when exercising To be able to play competitive games with others. To use a variety of footwork. Discuss and review performance.</p> <p>Birthday Pirate Adventure <i>Skills:</i> Co-ordination and footwork</p> <p><b>PoS</b></p> <ul style="list-style-type: none"> <li><i>I enjoy working on simple tasks with help.</i></li> <li><i>I can follow instructions, practise safely and work on simple tasks by myself.</i></li> </ul> <p><b>Skills</b> Keeping head up Bending knees Working off the balls of feet</p> <p><b>Key Vocabulary</b></p> <ul style="list-style-type: none"> <li><i>Balance</i></li> <li><i>Static</i></li> <li><i>Co-ordination</i></li> <li><i>Footwork</i></li> </ul>
<b>Religious Education</b>						<p>What do Christian think God is like? Covered in Literacy</p>	<p>Why is Christmas important? Covered in Literacy</p>