

Buttertubs Class Curriculum 2020 – 2021

English Curriculum – Reception and Year 1 Autumn						
Unit:	Fiction: Stories with repeating patterns	Non-Fiction: Labels, lists, signs & posters	Poetry: Nursery rhymes and traditional rhymes	Fiction: Stories in familiar settings	Non-Fiction: Information texts	Poetry: Pattern and rhyme in poetry
Term:	Autumn 1: 2 weeks	Autumn 1: 2 weeks	Autumn 1: 2 weeks	Autumn 2: 2 weeks	Autumn 2: 2 weeks	Autumn 2: 2 weeks
Overview:	Explore patterns and repeated phrases. Memorise repeated phrases from a familiar story. Use commas to separate items in a list. Convert notes into full sentence	Know that signs, labels, captions and lists convey information. Write single words or short phrases. Write a sentence with correct punctuation.	Listen to a series of poems. Recite poems with expression. Opportunities to create rhymes. Explore rhyming words. Understand and use capital letters correctly at the beginning of a new line in poetry. Use 'and' to extend phrases and join pairs of rhyming words.	Relate these stories to their own experience. They imagine alternative scrapes for Mog, design a perfect pet and present medals for kindness and bravery. Experiment with simple alliteration to create effects in written and spoken pieces. Write captions, lists and sentences with spaces between words.	Learn the textual features of a non-fiction book. Identify the features of a farm setting. Research facts, make notes and work in small teams. Create own non-fiction page, which includes all the relevant features.	Explore repetition and rhyme. Children perform poetry as well as compose their own. Write sentences and understand poetry punctuation. Change part of a poem to compose a new version. Use notes to compose a finished poem.
Basic Skills:	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link
	Year 1: 1. Write, leaving spaces between words 2. Use capital letters for the names of people, places, days of the week, etc.	Year 1: 1. Begin to punctuate sentences when writing captions. 2. Begin to use exclamation marks in writing 3. Use capital letters for the names of people, places, days of the week, etc. 4. Use adjectives to create extended noun phrases.	Year 1: 1. Write, leaving spaces between words 2. Use capital letters for the beginnings of lines of poetry 3. Use exclamation marks and question marks at the end of a sentence. 4. Use 'because' in simple explanations.	Year 1: 1. Write, leaving spaces between words 2. Use a capital letter for the beginning of a name. 2. Begin to punctuate sentences using a capital letter and a full stop.	Year 1: 1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Join two simple sentences using 'and'. 3. Use 'because' in simple explanations.	Year 1: 1. Use capital letters for the beginnings of lines of poetry. 2. Begin to punctuate sentences using a capital letter and a full stop.
Text(s):	Little Rabbit Foo Foo and We're Going on a Bear Hunt by M Rosen Bears in the Night by Stan and Jan Berenstain Handa's Surprise by E Browne	Knock Knock Who's There? By S Grindley and A Browne, Red Rockets and Rainbow Jelly by S Heap and N Sharratt	Read Me First, Poems for Younger Readers A variety of poems provided	Mog the Forgetful Cat by J Kerr The Tiger Who Came to Tea by J Kerr Other Mog books will be useful. Cat, Fish and Shell – Group Readers	Baa! Moo! What will we do? by R. H. Benjamin and J. Chapman First Facts Farm by P. Arlon,	Poems for the Very Young by M Rosen A selection of poems provided

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English Curriculum – Reception and Year 1 Spring						
Unit:	Fiction: Stories and Traditional tales	Non-Fiction: Instructions	Poetry: Poems about feelings	Fiction: Fantasy Stories	Non-Fiction: Information texts on Scary Animals	Poetry: Question poems and nursery rhymes
Term:	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
Overview:	Discuss and read/watch different versions of the same story. Use role-play to understand character and plot. They write statements, questions and exclamations and work to publish a new version of a well know story.	Read Story and discuss instructions. Children explore giving verbal instructions and then write them, with the correct punctuation for commands, questions and exclamations of course!	Class discussion to identify and recount the times they have experienced different emotions. They represent emotions in colour and describe them through simile. They develop their ability to write by composing statements and rhyming couplets. They write their own poem and publish it.	Explore fantasy writing using story mapping and stepping. In Week 1 they learn the story, in Week 2 they innovate it; changing the character and setting.	Read and discuss Wolves, Children create their own quirky information books on a scary animal of their choice.	Explore poems structured around a series of questions and exclamations. They then use animation, Little Boy Blue, as inspiration, when adding extra lines to the well-known poem.
Basic Skills:	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link	See EYFS outcomes link
	Year 1: 1. Use capital letters for the names of people/places. 2. Punctuate sentences with a capital letter, full stop, exclamation or question mark.	Year 1: 1. Use capital letters for the names of people, places, days of the week, etc. 2. Punctuate sentences with a capital letter, full stop, exclamation or question mark.	Year 1: 1. Write, leaving spaces between words. 2. Use capital letters for personal pronoun 'I'. 3. Use 'and' to join sentences.	Year 1: 1. Punctuate sentences with a capital letter, full stop, exclamation or question mark. 2. Begin to use 'and' to join sentences.	Year 1: 1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Join two simple sentences using 'and'. 3. Use 'because' to join clauses.	Year 1: 1. Use exclamation and question marks correctly to punctuate sentences. 2. Use capital letters for personal pronoun and for start of lines of poetry.
Text(s):	Little Red by L. Roberts and D. Roberts Little Red Riding Hood by L. Don and C. Chauffrey Chicken Licken Hamilton Animated Tale Versions of: Chicken Licken and Jack & the Beanstalk	Open Very Carefully by N Bromley & N O'Byrne Watch Out – Group Readers	Read Me First, Poems for Younger Readers What do you think? Hamilton Group Readers Owl Babies by M Waddell and P Benson	Where the Wild Things Are by M Sendak The Day Ben Went Bump – Group Readers	Wolves by E Gravett Giant Animals by C Llewellyn The Wolf - Group Readers Other fiction and non-fiction texts about wolves, bears, etc.	No! by T Corderoy and T Warnes Do you Like? - Group Readers Little Boy Blue -Animated Tale A selection of poems provided.

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English Curriculum – Reception and Year 1 Summer						
Unit:	Fiction: Traditional Stories	Non-Fiction: Letters and Postcards	Poetry: Nonsense Poems	Fiction: Stories about Families	Non-Fiction: Information Texts: African Alphabets	Poetry: Action Poems
Term:	Summer 1: 2 Weeks	Summer 1; 2 Weeks	Summer 1: 2 Weeks	Summer:2 Weeks 2	Summer2: 2 Weeks	Summer 2: 2 Weeks
Overview:	Children listen to and read a wide variety of traditional tales and compare them with the Black Rabbit. Show an understanding of the kinds of characters encountered in traditional tales. Use 'and' to extend sentences and link ideas within own writing Using the Wolf Won't Bite as a model they will produce their own scary animal story.	Children learn how to format a letter and postcard, understand why people write to each other and be aware of the different types of sentences that authors use, including using 'and' to join two ideas together in a compound sentence or to add descriptive phrases and words. Children to know that Dear and Love/From are features of a postcard.	Using poetry by Edward Lear, children write questions, statements and exclamations. They will compose their own rhyming poem. They explore Lear's poem, The Quangle Wangle's Hat and use it to learn about sequencing, writing a character profile and learning a poem by-heart.	Using texts about Mums, Dads and Babies, children talk and write about their families, and author their own stories too. The focus is on extending and punctuating sentences using a range of texts relating to children's own experiences to help support learning.	Using information texts, including National Geographic African Animal Alphabet, children focus on alphabetical order and use this to help write a class African Alphabet book. They develop their ability to write fluently by extending sentences and punctuating with exclamation and question marks.	In this unit children will sing, dance and enjoy a variety of familiar and new Action Poems. They will refine the skills of working collaboratively to enhance their performances, and be able to compose their own versions of known action poems. They will develop an understanding of using capital letters to spell proper nouns, and how to use exclamation marks in sentences.
Basic Skills:	See EYFS outcomes link Year 1 1. Punctuate sentences with a capital letter, full stop, exclamation or question mark. 2. Begin to use 'and' to join sentences.	See EYFS outcomes link Year 1 1. Use capital letters for proper nouns. 2. Write, leaving spaces between words. 3. Punctuate sentences using capital letters, full stops, etc.	See EYFS outcomes link Year 1 1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Write, leaving spaces between words.	See EYFS outcomes link Year 1 1. Use capital letters for the names of people/places. 2. Punctuate sentences with a capital letter, full stop, exclamation or question mark. 3. Write, leaving spaces between words.	See EYFS outcomes link Year 1 1. Begin to punctuate sentences using a capital letter and a full stop, a question or exclamation mark. 2. Join two simple sentences using 'and' 3. Learn the grammar for Y1	See EYFS outcomes link Year 1 1. Use capital letters for proper nouns. 2. Write, leaving spaces between words.
Text(s):	The Black Rabbit by Phillipa Leathers Wolf Won't Bite by Emily Gravett	Barbapapa by Annette Tison and Talus Taylor Two Can Toucan by David McKee	The Quangle Wangle's Hat by Edward Lear and Louise Voce The Works chosen by Paul Cookson	A Bit Lost by Chris Haughton My Mum by Anthony Browne My Dad by Anthony Browne My Mum and Dad Make Me Laugh by Nick Sharratt	African Animal Alphabet from National Geographic. African Animal ABC by Philippa Alys Browne. South African Animals by Lindiwe Mabuza Wild and Free by Mick Manning and Brita Granstrom. Why are whales so big? by Miles Kelly	Required Poems supplied with plan.

Maths Curriculum – Year 1 Autumn

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Unit:	Place Value: Within 1	Addition and Subtraction: Within 10	Geometry: Shape	Place Value : Within 20	Place value: Within 20	Consolidation
Term:	Autumn 1: 4 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Weeks	Autumn 2: 2 Weeks	Autumn 2: 1 Week
Overview:	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.	I can recognise and name common 2-D shapes, including rectangle, square, circle and triangle.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number.	I can count to and across 100, forwards and backwards, beginning with 0 or 1 from any given number	Students will consolidate their learning from across the term with any further interventions to support gaps in learning being taught and reinforced.
	I can count, read and write numbers to 10 in numerals and words.	I can represent and use number bonds and related subtraction facts within 20.	I can recognise and name common 3D shapes, including, cubes, cuboids, pyramids and spheres.	I can count, read and write numbers to 10 in numerals and words.	I can count, read and write numbers to 10 in numerals and words.	
	I can identify one more or one less from any number.	I can add and subtract one-digit and two-digit numbers to 20, including 0.		I can identify one more or one less from any number.	I can identify one more or one less from any number	
	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$.		I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	I can identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.	

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Maths Curriculum – Year 1 Summer

Science Curriculum – Year 1

Unit:	Animals Including Humans	Seasons: Autumn and Winter	Everyday Materials	Seasons: Spring and Summer	Plants	Scientists and Inventors
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks
Overview:	I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	I can name the four seasons.	I can name objects made of wood, plastic, glass, metal, water and rock.	I can name the four seasons.	I can identify a variety of common and wild garden plants.	I can set up a simple test.
	I can count to 10 in a variety of ways including forwards, backwards, and in groups of 2 or 5.	I can describe the differences between the seasons.	I can count to 100 in a variety of ways including forwards, backwards, and in groups of 10.	I can discuss the differences between the seasons.	I can identify and describe the basic structure of a variety of common flowering plants including trees.	I can generate questions about the rainforest.
	I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.	I can identify and describe the weather associated with the seasons.	I can identify and describe the properties of a variety of everyday materials.	I can observe and describe the weather associated with the seasons.	I can label parts of flowers, plants and trees.	I can sort rainforest animals into groups.
	I can count, read and write numbers to 10 in a variety of ways including using concrete materials and pictorial representations.	I can identify and describe the amount of daylight we have changes depending on the season.	I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	I can discuss how the amount of daylight we have changes depending on the season.	I can name what plants need to be able to grow.	I can ask questions about endangered animals.
	I can identify which part of the human body is associated with which sense.	I can talk about what different animals do in each season.	I can describe how objects are made from materials because of their specific properties.	I can talk about what different animals do in each season.		
	I can label the joints in the body and know that they allow us to move.					
	I can name some of the organs in the body and know what they do.					
more than, less than (fewer), most, least.			more than, less than (fewer), most, least.			

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Computing Curriculum – Year 1						
Unit:	E-Safety – Using the Internet	Coding and Programming	IT – Digital Literacy	IT- Multimedia	IT- Data Handling	E-safety (Consolidation)
Term:	Autumn 1: 7 weeks	Autumn 2: 8 weeks	Spring 1: 6 weeks	Spring 2: 6 weeks	Summer 1: 5 weeks	Summer 2: 6 weeks
Overview:	I can identify what things count as personal information.	I can give commands one at a time to control direction and movement, including straight and forwards, backwards, turn.	I can add text strings, text boxes and show and hide objects.	I can use software to record sounds (2 weeks).	I can use a basic data logger to input data (2 weeks).	I can identify what things count as personal information.
	I can identify what is appropriate and inappropriate behaviour on the internet.	I can control the nature of events: repeat, loops, single events in coding. (2 weeks)	I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape;	I can change sounds recorded.	I can use a pictogram/ tally chart using a digital device (2 weeks).	I can identify what is appropriate and inappropriate behaviour on the internet.
	I can follow sensible online safety rules, e.g. taking pictures.	I can add and delete features. Eg: Change the direction of a Beebot.	I can use applications and devices in order to communicate ideas, work, messages and demonstrate control (2 weeks)	I can save, retrieve and organise work (2 weeks).	I can store data using software provided.	I can follow sensible online safety rules, e.g. taking pictures.
	I can safely open and close applications and log on and log off from websites.	I can give a set of instructions (algorithm) to follow and predict what will happen.	I can save, retrieve and organise work;	I can use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound.		I can safely open and close applications and log on and log off from websites.
	I can use links to websites to find information.	I can improve/change their sequence of commands by debugging;	I can use key vocabulary such as paint, colour, brush, tools, settings, undo, redo, text, image, size.			I can use links to websites to find information.
	I can recognise age-appropriate websites.	I can give commands one at a time to control direction and movement, including backwards, turn.				I can recognise age-appropriate websites.
	I can use safe search filters.	I can use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order turn, left, right.				I can use safe search filters.

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SEMH/PSCHE Curriculum: Basic Skills - Year 1 to Year 6

The basic skills below are taught throughout each day in class, on the yard and in 1:1 sessions as well as within planned lessons.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing: Be Yourself	Relationships: Being Together	Living in the Wider World: Be a Team	Health and Wellbeing: Be Safe	Relationships: Respecting Rights	Living in the Wider World:
I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can communicate my feelings to others. I can recognise how others show feelings and how to respond.	I can contribute to the life of the classroom.	I can say what I like and dislike. I can make real, informed choices that improve my physical and emotional health. I can recognise that choices can have good and not so good consequences.	I can say how to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond. - I can say who to tell and I know how to tell them.	Practical work and revisiting concepts for consolidation – needs met.
I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can recognise how my behaviour affects other people.	I can help construct, and agree to follow, group and class rules. I can understand how these rules help me.	I can think about myself and learn from my experiences. I can recognise and celebrate my strengths and set simple but challenging goals.	I can understand that people's bodies and feelings can be hurt. – I can say what makes me feel comfortable and uncomfortable.	Practical work and revisiting concepts for consolidation – needs met.
I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise what is fair and unfair, kind and unkind, what is right and wrong.	I can understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed).	I can think about good and not so good feelings. I can describe my feelings to others. I can use simple strategies for managing my feelings.	I can recognise when people are being unkind either to me or others. - I can say how to respond, who to tell and what to say.	Practical work and revisiting concepts for consolidation – needs met.
I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can listen to other people and play and work cooperatively (including using strategies to resolve simple arguments through negotiation).	I can work collaboratively towards shared goals.	I can recognise that I share a responsibility for keeping myself and others safe. I can understand when to say, 'yes', 'no', 'I'll ask' and 'I'll tell'.	I can recognise that my actions affect me and others.	Practical work and revisiting concepts for consolidation – needs met.
I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can identify my special people (family, friends, carers), what makes them special and how special people should care for one another.		I can share rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults' secrets; road safety, cycle safety and safety in the environment, including rail, water and fire safety).	I can judge what kind of physical contact is acceptable or unacceptable and how to respond.	Practical work and revisiting concepts for consolidation – needs met.
I can say who is responsible for helping me stay healthy and safe and ways that I can help these people.	I can recognise and respond appropriately to a wider range of feelings in others.			I can understand the concept of 'keeping something confidential or secret', when I should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.	Practical work and revisiting concepts for consolidation – needs met.

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SEMH/PSCHE Curriculum: KS1 Skills – Y1 and Y2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Health and Wellbeing:	Relationships:	Living in the Wider World:	Health and Wellbeing:	Relationships:	Living in the Wider World:
Be Yourself	Being Together	Be a Team	Be Safe	Respecting Rights	
I can think about change and loss and the associated feelings (including moving home, losing toys, pets or friends).	I can describe the difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises.	I understand that I belong to various groups and communities such as family and school.	I can understand how some diseases are spread and can be controlled and the responsibilities I have for my own health and that of others.	I can identify and respect the differences and similarities between people.	Practical and revisiting concepts for consolidation – needs met.
I can think about people who look after me, my family networks, who to go to if I am worried and how to attract their attention.	I can share my opinions on things that matter to me and explain my views through discussions with one other person and the whole class.		I can understand that household products, including medicines, can be harmful if not used properly.	I can understand that there are different types of teasing and bullying, that these are wrong and unacceptable.	Practical and revisiting concepts for consolidation – needs met.
	I can offer constructive support and feedback to others.			I can resist teasing or bullying, if I experience or witness it. I can say whom to go to and how to get help.	Practical and revisiting concepts for consolidation – needs met.
RE lessons to be taught in the afternoons of Assessment Weeks:					
	I can explain why Festivals of Light are important for different religions.		I can explain the message in the story 'Prince Siddhartha and the Swan.' I can explain the message in the story 'The Boy Who Threw Stones at Trees.'		I can recall the Christian Creation Story. I can explain why the Creation Story is important to Christians. I can explain why harvest is important for Christians.

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Careers Curriculum: EYFS and KS1 Skills – Y1 and Y2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	This is Me	Enterprise	Be a Team	Transport and Travel	Respecting Rights	Practical Work
EYFS Overview:	I can say what I like and what I don't like.	I can discuss my ideas for making money.	I can talk about different job choices.	I can identify modes of transport.	I can talk about how jobs in my area have changed over time.	I can name some skills I need to get a job.
	I can show you what I am good at.	I can begin to understand how to save money for something I want.	I can talk about the good and bad parts of a job.	I can think about the best way to travel for short and long distance journeys.	I can talk about treating people fairly.	I can identify a key person to talk to when I need help.
	I can tell you about my interests.	I can begin to plan an idea.	I can talk about different places of work in our local area.	I can begin to understand it costs money to travel on a mode of transport.	I can explore ways to keep myself safe.	I can talk about the rules and routines for my next class.
	I can name some people who help us.	I can be polite towards others.		I can make a map of my local area and plan a route.		
		I can work as part of a team and share my skills/ideas.		I can begin to understand the role of technology in travel and transport.		
KS1 Overview:	I can say what I like and what I don't like.	I can discuss my ideas for making money.	I can talk about different job choices.	I can identify modes of transport.	I can talk about how jobs in my area have changed over time.	I can name some skills I need to get a job.
	I can say what I am good at.	I can begin to understand how to save money for something I want.	I can talk about the good and bad parts of a job.	I can think about the best way to travel for short and long distance journeys.	I can talk about treating people fairly.	I can identify a key person to talk to when I need help.
	I can tell you about my interests.	I can begin to plan an idea.	I can talk about different places of work in our local area.	I can begin to understand it costs money to travel on a mode of transport.	I can explore ways to keep myself safe.	I can talk about the rules and routines for my next class.
	I can talk about different skills for different jobs.	I can be polite towards others.		I can make a map of my local area and plan a route.		
		I can work as part of a team and share my skills/ideas.		I can begin to understand the role of technology in travel and transport.		

Buttertubs Class Curriculum 2020 – 2021

Topic Curriculum: History, Geography, Music, Art and Design Technology (Cycle A)						
Subject:	Geography 'Our Local Area'	History 'Toys'	Music	History 'The Great Fire of London'	Art	Geography 'What a Wonderful World'
Term:	Autumn 1: 7 weeks topic	Autumn 2: 8 weeks topic	Spring 1: 6 weeks topic	Spring 2: 6 weeks topic	Summer 1: 5 weeks topic	Summer 2: 6 weeks topic
KS1 Overview	I can understand what our local area is like.	I can find out about toys today and explain how we can find out about the past.	I can begin to be able to sing songs with good diction and in tune with a limited range. I can sing in time to a steady beat.	I can find out some of the ways in which London has changed	I can make a collage using primary colours.	I can name and locate the continents and oceans of the world.
	I can observe what my local area and describe where things are on a map.	I can find out about toys in the past.	I can name a variety of instruments. I can perform with a good sense of beat and rhythm. I can perform together in a group I can change the tempo or dynamics while playing an instrument.	I can find out some of the ways in which how we live now is different and similar to how people lived in 1666	I can create a colour field painting using colours I have mixed.	I can locate continents, countries and oceans of the world accurately.
	I can describe my local area and write down key information.	I can compare similar toys from different times.	I can begin to recognise different genres of music. I can begin to recognise instruments being played in a piece of music. I can express an opinion about pieces of music.	I can find out about how the Great Fire started and spread across London.	I can create a painting using tints I have mixed.	I can understand how a journey can be made around the world.
	I can understand different types of housing in my local area.	I can compare Victorian toys with modern toys.	I can compose a simple tune using three or four notes.	I can understand how we know about the Great Fire of London.	I can create a drip painting using shades I have mixed.	I can understand the location of hot and cold countries around the world.
	I can name types of jobs people do in our local area.	I can recognise how toys have changed over time.	I can create sound effects for a picture or story, thinking about how music can create a mood.	I can find out how London was rebuilt after the Great Fire.	I can create a painting using warm and cool colours.	I can locate the continent we live in and describe some of the key features.
	I can understand ways that we can change the local area.	I can use words relating to the passing of time.	I can write down their compositions using symbols, pictures or patterns.	I can show what I have learned about the Great Fire of London.	I can create a circles painting using colours I have mixed myself.	I can observe aerial photographs.
DT links		I can make a toy with moving parts.	I can make a simple untuned instrument.	I can make a model of the Fire of London.		

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