

# Year 1 Topic Overview



THE PINES SCHOOL

SUBJECTS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me & My Senses	Come & Play	Home Sweet Home	Weather and Seasons	Stories & Rhymes	People Who Help Us
<b>English</b>	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing	All genres should be covered over the half term.  Fiction Non-Fiction Poetry Creative Writing -
<b>Maths</b>	White Rose Maths					
<b>Science</b>	Animals and Humans	Materials	Materials	Seasonal Changes	Animals and Humans	Plants
<b>IT and Computing</b>	Computer science		Computer science		????	
<b>History</b>		Changes Within Living Memory	Changes Within Living Memory			Lives of Significant People
<b>Geography</b>	My Environment			Weather and Seasons	Features of the Local Environment	
<b>Art and Design</b>	Sculpture			Collage	Printing	

<b>Design Technology</b>		Model Making	Cooking			Model Making
<b>RE</b>	Saying thankyou	Expressing joy	Friendships and being brave	Saying thank you to God	Places of worship	Christianity
<b>Music</b>						
<b>PSHE</b>	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>PE</b>	Dance	Gymnastics	Games	Gymnastics	Games	Athletics

## Year 1 - Science

Autumn 1 Topic: Me and My Senses	Autumn 2 Topic: Come and Play	Spring 1 Topic: Home Sweet Home	Spring 2 Topic: Weather and Seasons	Summer 1 Topic: Stories and Rhymes	Summer 2 Topic: People Who Help Us
<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore and name some common animals.</li> <li>Explore parts of the body.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals.</li> <li>Identify carnivores, herbivores and omnivores.</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Explore / compare and contrast features of carnivores, herbivores and omnivores. E.g.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore materials and their properties.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials.</li> <li>Describe the simple physical properties of everyday materials.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Begin to relate properties to uses.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore materials and their properties.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials.</li> <li>Describe the simple physical properties of everyday materials.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Begin to relate properties to uses.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore the seasons and changes.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Know the changes across the four seasons.</li> <li>Know the weather associated with the seasons and how day length varies.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Explore temperature / measurements.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore and name some common animals.</li> <li>Explore parts of the body.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals.</li> <li>Identify carnivores, herbivores and omnivores.</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Explore / compare and contrast features of carnivores, herbivores and omnivores. E.g. Teeth size, behaviour.</li> </ul>	<p><b>Key Knowledge</b></p> <p><b>Pre N.C.</b></p> <ul style="list-style-type: none"> <li>Explore and name some common plants.</li> <li>Explore parts of plants.</li> </ul> <p><b>Y1</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of plants.</li> <li>Know the structure of flowering plants.</li> </ul> <p><b>Extension</b></p> <ul style="list-style-type: none"> <li>Begin to relate the structure to its function.</li> </ul>

Teeth size, behaviour.					
<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Use 3D animal figures to discuss body parts.</li> <li>• Pin the body part on the animal/human</li> <li>• Labelling animals/ people's body parts (with symbols/words)</li> <li>• Trace around a person and label body parts.</li> <li>• Mini-beast, bird, animal scavenger hunt in Forest School using simple tick sheets.</li> <li>• In Forest School, hide, find and match laminated and velcro-backed insects, birds, animals, leaves, natural objects.</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Texture trays with materials in.</li> <li>• Identify key materials around school/outside/allotment.</li> <li>• Material hunt around the classroom.</li> <li>• What's in the box - can you guess the material from clues/ feeling it?</li> <li>• Use campfire in Forest School - cook marshmallows. Firstly, name and describe the materials used to build the fire and then name and describe the change in the state of the marshmallow.</li> <li>• Feely bag Sorting materials - soft / hard.</li> <li>• Sorting materials - plastic / wood / metal.</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Texture trays with materials in.</li> <li>• Identify key materials around school/outside/allotment.</li> <li>• Material hunt around the classroom.</li> <li>• What's in the box - can you guess the material from clues/ feeling it?</li> <li>• Use campfire in Forest School - cook marshmallows. Firstly, name and describe the materials used to build the fire and then name and describe the change in the state of the marshmallow.</li> <li>• Feely bag Sorting materials - soft / hard.</li> <li>• Sorting materials - plastic / wood / metal.</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Weather desk in class.</li> <li>• Collect rain in a jar.</li> <li>• Weather songs</li> <li>• Create a weather chart. Identify the weather each day</li> <li>• Build a simple weather station to measure temperature, rainfall and wind direction using jug, thermometer and weather vane.</li> <li>• Look at local and national weather forecasts on BBC website.</li> <li>• Each day a different pupil could be the weather reporter. Record the weather each day in classroom.</li> <li>• Simple search for signs of the season in Forest School using ID tick sheets.</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Use 3D animal figures to discuss body parts.</li> <li>• Pin the body part on the animal/human</li> <li>• Labelling animals/ people's body parts (with symbols/words)</li> <li>• Trace around a person and label body parts.</li> <li>• Mini-beast, bird, animal scavenger hunt in Forest School using simple tick sheets.</li> <li>• In Forest School, hide, find and match laminated and velcro-backed insects, birds, animals, leaves, natural objects.</li> <li>• Sorting animals with skeletons inside. Identifying animals, plastic animal groups.</li> <li>• Food tasting – use senses.</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• 3D plant display.</li> <li>• Grow your own cress.</li> <li>• Labelling plants (words or symbols).</li> <li>• Grow a plant in class and identify the features</li> <li>• Plant hunts in Forest School using simple id tick sheets.</li> <li>• Regular planting, watering and caring for seeds, seedlings, plants, flowers, vegetables and fruit at allotment and in Forest School or on classroom windowsill.</li> <li>• Selection of bulbs and seeds to sort and identify.</li> <li>• Velcro large plant - put together, label.</li> <li>• Forest school - look at plants, collect leaves,</li> </ul>

<ul style="list-style-type: none"> <li>• Sorting animals with skeletons inside. Identifying animals, plastic animal groups.</li> <li>• Food tasting – use senses.</li> <li>• Visit to Twycross Zoo.</li> <li>• Visit to a farm.</li> <li>• Visit to Safari park.</li> <li>• Arrange one off visit to donkey sanctuary if possible and locate parts of the body on a real animal.</li> <li>• Split pin puppets.</li> <li>• Hand and foot prints.</li> <li>• Playing with and sorting animals in a tuff tray.</li> <li>• Matching adult animals to their young and naming.</li> <li>• Using information books to research animals.</li> <li>• The Body- Action Rhymes-Heads, Shoulders, Knees and Toes.</li> <li>• Tac-Pac</li> <li>• Role play different animals</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory room Hot/cold Soft/ hard Wet/dry.</li> <li>• Feely bag with blind fold - use symbols to describe properties.</li> <li>• Make a simple feely book with textures stuck in e.g. rough, smooth, bumpy - label with symbols.</li> <li>• Explore different materials and test properties.</li> <li>• Make a feely/interactive display.</li> <li>• Making collages - rough/smooth, shiny/dull etc.</li> <li>• Going on a materials hunt around school.</li> <li>• Come Outside" on YouTube, episodes about trees/wood and bricks.</li> <li>• Look at and collect natural materials in forest school/park/out walking.</li> <li>• Play with toys made from different materials.</li> <li>• Attention Autism</li> </ul>	<ul style="list-style-type: none"> <li>• Sensory room Hot/cold Soft/ hard Wet/dry.</li> <li>• Feely bag with blind fold - use symbols to describe properties.</li> <li>• Make a simple feely book with textures stuck in e.g. rough, smooth, bumpy - label with symbols.</li> <li>• Explore different materials and test properties.</li> <li>• Make a feely/interactive display.</li> <li>• Making collages - rough/smooth, shiny/dull etc.</li> <li>• Going on a materials hunt around school.</li> <li>• Come Outside" on YouTube, episodes about trees/wood and bricks.</li> <li>• Look at and collect natural materials in forest school/park/out walking.</li> <li>• Play with toys made from different materials.</li> <li>• Attention Autism S1 different material toys and objects in box.</li> </ul>	<ul style="list-style-type: none"> <li>• SaLT activity - umbrella and watercan – pouring.</li> <li>• Take pictures of Forest School every day throughout the year</li> <li>• Hot/cold, wet/dry tuff trays</li> <li>• Link pictures to seasons.</li> <li>• Focus on a different weather each week - sensory experience e.g. fan for wind, spray for rain, ice for cold...</li> <li>• Match clothes to different weather - dress up, picture sorting, dress dolls, teddy.</li> <li>• Weather jigsaws.</li> <li>• Label seasons.</li> <li>• Make seasons artwork/display</li> <li>• Observing changes in trees in forest school or at local parks.</li> <li>• Take a picture of the same tree during each season.</li> <li>• Make an autumn tree using hand prints for leaves.</li> <li>• Weather diaries using symbols.</li> <li>• Rainbow paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• Visit to Twycross Zoo.</li> <li>• Visit to a farm.</li> <li>• Visit to Safari park.</li> <li>• Arrange one off visit to donkey sanctuary if possible and locate parts of the body on a real animal.</li> <li>• Split pin puppets.</li> <li>• Hand and foot prints.</li> <li>• Playing with and sorting animals in a tuff tray.</li> <li>• Matching adult animals to their young and naming.</li> <li>• Using information books to research animals.</li> <li>• The Body- Action Rhymes-Heads, Shoulders, Knees and Toes.</li> <li>• Tac-Pac</li> <li>• Role play different animals</li> <li>• Look at pictures of how they have grown.</li> <li>• Attention Autism S1 moving animals S1 animal noises Skeleton Body parts – chattering teeth Anything animal or human related that grabs</li> </ul>	<ul style="list-style-type: none"> <li>stem, flowers, dig up weeds, press, stick into books.</li> <li>• Measure growth; beans in water - observe growth of shoots and roots.</li> <li>• Stories based on seeds e.g Plants can't stand still, Leafman – ensure books are not being covered in other classes.</li> <li>• Lots of growing, plants songs.</li> <li>• Look at real flowers with magnifying glasses.</li> <li>• Science Clips-growing plants</li> <li>• EdCity-Granny's garden</li> <li>• Attention Autism: S1: Box of outside toys/activities - switch toys, pop up plant, tickling leaves, dancing flower, spinning toys etc. Anything to do plants/flowers that will grab the children's attention. S2: tip over lentils in a pot 'soil or earth', squeeze paint to make</li> </ul>
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<ul style="list-style-type: none"> <li>• Look at pictures of how they have grown.</li> <li>• Attention Autism <ul style="list-style-type: none"> <li>- S1 moving animals</li> <li>- S1 animals noises</li> <li>- Skeleton</li> <li>- Body parts – chattering teeth</li> <li>- Anything animal or human related that grabs the children’s attention.</li> <li>- S2 Make an animal in a tray using different materials</li> <li>- S2 Make a human face/body in a tray with labels</li> <li>- S2 Stencil and sprinkling -with flour, powder paint, glitter etc. OR squirting paint in stencil to reveal an animal/human.</li> <li>- Foam squirt - attach animal pictures to plant pots.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- S1 different material toys and objects in box.</li> <li>- Big pieces of silk, wool, blankets, feather duster, metal style materials, mirrors, musical instruments etc.</li> <li>- S2 label and sort materials in plastic rings.</li> <li>- S2 Pouring water on metal materials, listening to different sounds, balloon pop - listening to sound and seeing what pops out of the balloon.</li> <li>- Collage type activities using different art materials.</li> <li>- Rice sprinkling on different materials etc.</li> <li>- S3: feely box - invite children up one at a time to feel what’s in the box?</li> </ul>	<ul style="list-style-type: none"> <li>- Big pieces of silk, wool, blankets, feather duster, metal style materials, mirrors, musical instruments etc.</li> <li>- S2 label and sort materials in plastic rings.</li> <li>- S2 Pouring water on metal materials, listening to different sounds, balloon pop - listening to sound and seeing what pops out of the balloon.</li> <li>- Collage type activities using different art materials.</li> <li>- Rice sprinkling on different materials etc.</li> <li>- S3: feely box - invite children up one at a time to feel what’s in the box?</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying suitable fabrics for different weather. Is it water-proof-experiment with different clothes/fabrics and water.</li> <li>• Attention Autism: <ul style="list-style-type: none"> <li>- S1: Box of weather type activities - water spray, fake snow, leaves, twigs, soil, shaving foam, floaty material, torches etc.</li> <li>- S2: Stencil and sprinkling -with flour, powder paint, glitter etc OR squirting paint in stencil to reveal weather symbols.</li> <li>- S2 Create weather scenes, using arts and crafts materials - sun, rain etc</li> <li>- S2 Create seasonal scenes- trees, beaches, snowmen etc.</li> <li>- S3: Song turn - invite children to sit under an umbrella and squirt water over singing it’s raining pouring - Turn taking, floaty material for sun singing song, etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- the children’s attention.</li> <li>- S2 Make an animal in a tray using different materials</li> <li>- S2 Make a human face/body in a tray with labels</li> <li>- S2 Stencil and sprinkling -with flour, powder paint, glitter etc. OR squirting paint in stencil to reveal an animal/human.</li> <li>- Foam squirt - attach animal pictures to plant pots.</li> </ul>	<ul style="list-style-type: none"> <li>- stem, add some leaves and then print flower head 'petals.' For more advanced draw a large flower with the parts and label with symbol support.</li> <li>- S2 - Stencil and sprinkling -with flour, powder paint, glitter, sand, leaves, twigs etc.</li> <li>- S2 - Building structures using twigs, wooden blocks, mud castle, sand castles, pouring water using watering can etc.</li> <li>- S3: pot a plant all together? Invite children to do their own, e.g. filling container with soil, seeds and water...repeat process until all the children have had a turn?</li> </ul>
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<u>Resources</u>	<u>Resources</u>	<u>Resources</u>	<u>Resources</u>	<u>Resources</u>	<u>Resources</u>
Selection of animals Printed animals Velcro labels Skeleton	Different materials	Different materials	Weather station Jars Jugs Collage material Camera	Selection of animals Printed animals Velcro labels Skeleton	Seeds Plants Soil Plant pots

## Year 1 - ICT

Autumn Term Topic: Me and My Senses/Come and Play	Spring Term Topic: Home Sweet Home/Weather and Seasons	Summer Term Topic: Stories and Rhymes/People Who Help Us
<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to use computer programs to manipulate something on an interactive screen.</li> <li>To be able to make connections between control devices and information on screen.</li> <li>To be able to describe what happens when they press a button on a robot or within a programme.</li> </ul>	<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>To be able to give and receive simple instructions to move around the classroom or other space</li> <li>Explore common technology and digital devices; be able to choose a device for a specific task from a limited selection</li> </ul>	<p><b><u>Key knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Use bee-bots. In simplest way, press forward button and then Go button. Some may be able to sequence a set of different moves. This could be used to form a letter shape or a mathematical shape. Play hit the target – starting from a mark on the floor, can you put in the moves needed to reach an object (a teddy, the door etc).</li> <li>Have a range of devices to explore in the classroom, e.g. remote-controlled toy, bubble tube, fan, tablet, interactive whiteboard. Encourage pupils to explore these with or without support and make things happen</li> <li>Explore drawing, painting, making marks etc. using the interactive whiteboard and pen or using fingers on iPad apps e.g. Purple-Mash/Home/Art/2Paint</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Blind man’s bluff game – children give simple instructions to prompt blindfolded child to place the tail in the correct place on the donkey e.g. up/down/left right</li> <li><a href="http://www.snappymaths.com/other/shapeandspace/position/interactive/leftorrightimm/leftorrightimm.htm">http://www.snappymaths.com/other/shapeandspace/position/interactive/leftorrightimm/leftorrightimm.htm</a> - Play this online game to learn left and right</li> <li>Make a Playdough/plasticine model of a house</li> <li>Programming - in pairs, one person (the programmer) instructs the other (the human computer) to create a playdough model of an image based on verbal instructions - highlights the importance of sequencing instructions and algorithmic thinking</li> <li>Provide a limited selection of technology from the home and ask pupils to choose one for a purpose, e.g. taking a photo, listening to music, watching a video</li> <li>Draw a picture of tech in the home using Purple Mash 2Paint. Purple Mash also has paint and colouring tools for technology, robots etc in the Art category.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Using digital cameras to explore people who help us in school and in the wider environment. Photos could be used to make a display in PowerPoint or could use them in Purple mash, importing pictures into art or animating apps. Demonstrate that a picture is stored in a camera by turning it off and then on and picture is still there.</li> <li>Use Purple Mash 2 Paint to create pictures of different jobs (police officer, nurse etc) and show how to save/open</li> <li>Dressing up as characters who help us – e.g. as police, doctor etc. Place pictures into a slide show or video</li> <li>Use Purple Mash Simple City in which there are doctor and vet games including puzzles and pairs games.</li> <li>Controlling remote control vehicles e.g. police car, fire engine</li> </ul>

	<ul style="list-style-type: none"> <li>Use this Childline game to create your own room – simple and fun <a href="https://www.childline.org.uk/toolbox/games/build-your-happy-place/">https://www.childline.org.uk/toolbox/games/build-your-happy-place/</a> This simple game uses the arrow keys, Z and X keys and the space bar to control a crazy washing machine <a href="https://shugo.itch.io/washy">https://shugo.itch.io/washy</a></li> </ul>	<ul style="list-style-type: none"> <li>Purple Mash has ‘Mash cams’ – a really easy way to put your face in a variety of costumes/professions Go to Purple mash/tools/mash cams</li> </ul>
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Bee Bots</li> <li>Computers/iPads</li> <li>Range of electronic toys</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Playdough/plasticine</li> <li>Home technology – digital radio/camera/tablet/CD player/clock</li> <li>Computers/iPads</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>Computers and iPads</li> <li>Purple mash</li> <li>PowerPoint</li> <li>Digital cameras</li> <li>Costumes</li> </ul>

## Year 1 - History

Autumn 2 Topic: Come and Play	Spring 1 Topic: Home Sweet Home	Summer 2 Topic: People Who Help Us
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Introduce the language of old and new.</li> <li>• Introduce the language of change and passing of time. Last year, before, younger, after.</li> <li>• Continuity and change – Some toys have changed, and some are still the same.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use the language of change and time – old/new, past, long ago. then/now</li> <li>• Handle and sort artefacts into past/present.</li> <li>• Ask and answer simple questions about pictures, photographs and objects.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Find out the names of significant people in the past – Mary Seacole and Florence Nightingale.</li> <li>• Remember some key events in the lives of famous/significant people.</li> <li>• Begin to understand how these people have shaped modern life.</li> </ul>
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Treasure hunt to find pictures from their past.</li> <li>• Explore children’s / staff birthdays / annual celebrations – explore photos and artefacts.</li> <li>• Show and tell - children bring baby toys into school to discuss – compare to the toys they enjoy playing with now.</li> <li>• Photo display of baby pictures – link baby toys to baby pictures.</li> <li>• ‘I can now’ display sharing things they can do now they are older.</li> <li>• Compare old and new playground equipment.</li> <li>• Play old playground games.</li> <li>• Wooden vs battery powered toys.</li> <li>• Watch old and new cartoons.</li> <li>• Sort old and new toys.</li> <li>• Construct a timeline with a variety of toys.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Request photos from home and create collages of ‘Who lives in my house?’</li> <li>• ‘Guess the Baby’ using photos from home. How have we grown and changed?</li> <li>• Play with old/new style dolls houses from EYFS and Y1. Sort furniture to correct rooms.</li> <li>• Handle and compare artefacts from the history cupboard – old/new phones, iron, kettles etc. How have they changed? Why?</li> <li>• Look at their position in the family- older/younger siblings, grand-parents etc.</li> <li>• Make simple timeline of things they did as a baby/toddler/now. Drinking from a bottle, sleeping in a cot, learning to walk.</li> <li>• Find out about washday, cooking, bath time etc.in the past.</li> <li>• Wash clothes the ‘old fashioned’ way and wash using a washing machine.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Who helps us at home and in school?</li> <li>• Which different people have helped me through my life? Sequence.</li> <li>• Role play People Who Help Us – firefighters, paramedics, doctors, teachers etc.</li> <li>• Make display adding photos of children’s faces to people who help us.</li> <li>• Find out about the lives of Florence Nightingale and Mary Seacole. Sequence key events in their lives and place on a simple timeline.</li> <li>• Look at the changes Florence Nightingale made – washing hands before treating the sick. Sequence handwashing.</li> <li>• Firefighters through history. Link with Great Fire of London. How were vehicles and equipment different then and now?</li> <li>• Topmarks Interactive; The Great Fire of London.</li> <li>• Visit Safeside or local fire station.</li> </ul>

<ul style="list-style-type: none"> <li>• Visit to Sudbury museum of childhood, Cannock toy museum, Black Country Living Museum.</li> <li>• Attention Autism <ul style="list-style-type: none"> <li>- S1 - Who is in the bag with pictures of current staff and EYFS staff.</li> <li>- S1 – toys in a box</li> <li>- S2 - Build a simple toy</li> <li>- S2 – sort new and old toys</li> <li>- S3 – all children have a turn of a simple game</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Look at pictures of old and newer houses, chimneys, solar panels, open fireplaces etc. on photos or in the local areas.</li> <li>• Visits to Black Country Museum, Selly Manor, Back to back houses in Birmingham.</li> <li>• Attention Autism <ul style="list-style-type: none"> <li>- S1 - Who's in the bag with family photos or photos of children's houses.</li> <li>- S1 – objects found in a house</li> <li>- S2 – build a house out of materials</li> <li>- S2 – house stencil – sprinkle flour, glitter and reveal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Arrange a visit from P.C. Clarke.</li> <li>• Attention Autism <ul style="list-style-type: none"> <li>- S1 – items related to People Who Help Us.</li> <li>- S2 Firefighters putting out foam/paper flames with water spray.</li> <li>- S3 – taking turns to dress up</li> </ul> </li> </ul>
<p><b><u>Resources</u></b></p> <p>Twinkl – New and old toys work pack  HistoryHit.com  Victorian / old toy box.  Photos, toys from home.  Topmarks Interactive 'How Toys Have Changed'</p>	<p><b><u>Resources</u></b></p> <p>Old/Victorian home artefacts.  Baby/family photos  Selection of dolls houses.  Photos of old/new houses.  Topmarks Interactive: Kitchens Past and Present.</p>	<p><b><u>Resources</u></b></p> <p>Books about Florence Nightingale and Mary Seacole  People Who Help Us/Florence Nightingale roleplay sets.  Great Fire Of London Big Books.  BBC Bitesize clips about Florence Nightingale and Mary Seacole.</p>

## Year 1 - Geography

Autumn 1 Topic: Me and My Senses	Spring 2 Topic: Weather and Seasons	Summer 1 Topic: Stories and Rhymes
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Name and describe features within the classroom /school environment.</li> <li>Explore the environment using photographs and maps.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Develop vocabulary to name and describe the seasons and weather.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Recognise and name features within a range of locations in the local environment; house, school, road, path, town, hill, forest, field, farm etc.</li> <li>Develop vocabulary to describe features within the local environment.</li> </ul>
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Sensory carousel, children can use arrows to move around the room to experience sensory activities.</li> <li>Children to match pictures of specific items within the classroom.</li> <li>Follow arrows around the classroom to get to a specific area.</li> <li>Sensory trail</li> <li>Find Barnaby Bear in the classroom.</li> <li>Set up different areas of the classroom for the children to use together... sensory/chill out area, book corner. Eye spy. items in the classrooms. scavenger hunt in classroom</li> <li>Take photos of parts of the room and children make a jigsaw to create the whole.</li> <li>Label parts of the room such as door, table, window, whiteboard and go to given place.</li> <li>Sensory scavenger hunt around the classroom.</li> <li>Decorate the classroom together with sensory materials.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Water related sensory activities e.g. spray bottle, to simulate rain.' Make a 'river' by pouring water and children take turns to remove shoes and socks and splash through it.</li> <li>Making windmills and wind-chimes.</li> <li>Dress self/dolls for weather.</li> <li>Explore seasons through art play.</li> <li>Make sensory bottles for different seasons, e.g. white glitter and snowflake sequins for winter, orange liquid with brown twigs etc... for Autumn.</li> <li>Make weather sticks to predict changes in the weather. Make weather charts.</li> <li>Make rain gauges. Measure rainfall.</li> <li>Make a 3D TV and pretend to be weather forecasters.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>Sensory play, with a variety of natural and man-made objects; sand, water, ice.</li> <li>Explore environment rhymes and poems.</li> <li>Sensory walks around the school environment – we're going a bear hunt style.</li> <li>Find environmental objects that rhyme.</li> <li>Make a beach using sand, shaving foam and food colouring.</li> <li>Building towers using Lego blocks/building blocks knocking them down.</li> <li>Looking at the places (houses/ landscapes) in stories.</li> <li>Identifying natural and man-made objects within stories e.g. Jack and Jill.</li> <li>Use construction materials to make own features of a town.</li> </ul>

<ul style="list-style-type: none"> <li>• Use construction kits to make a classroom. Use prepositional language.</li> <li>• Give simple directions from main door to classroom, work with partners – blindfolded.</li> </ul>		
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Bee bots</li> <li>• Remote control cars</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Weather and seasons jigsaws</li> <li>• Espresso – understanding the weather videos</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• The Journey by Neil Griffiths – Story sack</li> <li>• Beside the Sea - Twinkl</li> </ul>

## Year 1 - DT

Autumn 2 Topic: Come and Play	Spring 1 Topic: Home Sweet Home	Summer 2 Topic: People Who Help Us
<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>• Understand where food comes from.</li> </ul>	<p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Pop up toys 3D and 2D</li> <li>• Clothes and fabrics for teddy</li> <li>• Educational visit to Cannock Chase Toy Museum</li> <li>• Explore toys from different cultures / countries – in curriculum cupboard – develop our own toys /games from these</li> <li>• Explore types of toys – wind up, battery operated, remote control etc</li> <li>• Explore how things move</li> <li>• Look at toys and explore their mechanisms</li> <li>• Look at a range of toys – wooden, plastic etc</li> <li>• Explore toys and play equipment. Look at how things have been made – build your own</li> <li>• Explore train sets</li> <li>• Play with puppets e.g. Punch and Judy then make their own</li> <li>• Use construction kits to make vehicles</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Sensational salads</li> <li>• Explore different types of home cooking</li> <li>• Role play with kitchen and home corner</li> <li>• Explore food and dishes from different cultures / countries where the children’s family may have links – cross curricular with Geography</li> <li>• Make sandwiches with a variety of fillings</li> <li>• Cooking / making food you might have at home e.g. sandwiches, biscuits. soup</li> <li>• Fruit salad</li> <li>• Healthy salad</li> <li>• Toast</li> <li>• Visit / interview a farmer. Look at how they help us get food from the farm to plate</li> <li>• Explore healthy eating / cooking</li> </ul>	<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>• Explore toy emergency vehicles including battery operated light up</li> <li>• Explore hand puppets of people who help us, examples in curriculum cupboard with skin tone puppets</li> <li>• Explore a range of small world figures police officer, firefighter, doctor etc. Look at their kit / equipment. How can they help us?</li> <li>• Interact with a small world fire station / hospital / school</li> <li>• Explore remote control cars – exploring mechanisms</li> <li>• Watch Fireman Sam</li> <li>• Thank you banner for key workers – make a 3D sign</li> <li>• Make equipment for different helpers e.g. road crossing</li> </ul>

- Structures from different materials – marshmallow towers (spaghetti/marshmallow)
- Pull along toy
- Make a toy car
- Build a ramp– how can you make it go further /faster
- Make a boat using kitchen sponge and a drinking straw for a toy car
- Make structures from Lego / Duplo / Construction kits
- Design a car / vehicle then make from reclaimed materials – attach wheels and axles
- Children cut out car shape and add wheels
- Construct simple Lego/Duplo cars/vehicles
- Egg box cars
- Create fairground wheel using straws and lollipop sticks
- Create robots
- Moving pictures with a lever – car on road
- Make a teddy bear
- Make sock puppets
- Make a toy puppet
- Stick puppets/wooden spoon puppets in curriculum cupboard
- Make a peg doll
- Indian string puppets in curriculum cupboard
- Make spinning tops – look at Indian ones
- Mechanisms – make split pin teddy bears
- Make sandwiches with a range of fillings for a teddy bears picnic
- Role play cooking games, name cooking utensils

- Create emergency vehicles: police / fire engine / ambulances / air ambulances / RNLI boat
- Wheel painting – comparing the different tracks from wheels from different vehicles
- Use construction kits, reclaimed materials, construction materials to construct a hospital, school, petrol station, shop etc
- Use Popoids to design people
- Create puppets

<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Assorted toys with moveable parts or cause and effect functions</li><li>• Art straws, lolly sticks, split pins</li><li>• Construction kits. Lego, Duplo including wheels</li><li>• Vehicles with wheels and axles</li></ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Cooking resources</li><li>• Kitchen utensils for role play</li></ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"><li>• Emergency vehicles</li><li>• Small World</li><li>• Remote control vehicles</li><li>• Hand puppet examples</li><li>• Fabric / puppet kit</li></ul>
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## Year 1 - Art

Autumn 1 Topic: Me and My Senses	Spring 2 Topic: Weather and Seasons	Summer 1 Topic: Stories and Rhymes
<p><b><u>Key Knowledge</u></b></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• responding positively to ideas and starting points;</li> <li>• exploring ideas and collecting information;</li> <li>• describing differences and similarities and make links to their own work;</li> <li>• trying different materials and methods to improve;</li> <li>• attempting to use key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b><u>Work of Other Artists</u></b></p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists –through the use of techniques and replication at an appropriate level to the child throughout KS1.</p> <p><b><u>Sculpture</u></b></p> <p>Children have the opportunity to use a variety of</p>	<p><b><u>Key Knowledge</u></b></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• responding positively to ideas and starting points;</li> <li>• exploring ideas and collecting information;</li> <li>• describing differences and similarities and make links to their own work;</li> <li>• trying different materials and methods to improve;</li> <li>• attempting to key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b><u>Collage</u></b></p> <p>Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p>	<p><b><u>Key Knowledge</u></b></p> <p>Children start to understand how ideas are developed through processes. Children build up resilience to getting things wrong and trying again. Children practice and share their learning and skills with others, receive and offer feedback to improve.</p> <p><b><u>Exploring and Developing Ideas</u></b></p> <p>Children will work towards:</p> <ul style="list-style-type: none"> <li>• responding positively to ideas and starting points;</li> <li>• exploring ideas and collecting information;</li> <li>• describing differences and similarities and make links to their own work;</li> <li>• trying different materials and methods to improve;</li> <li>• attempting to key vocabulary to demonstrate knowledge and understanding in this strand where appropriate and at the teacher’s discretion: work, work of art, idea, starting point, observe, focus, design, improve.</li> </ul> <p><b><u>Printing</u></b></p> <p>Children experiment with shape and pattern, looking at repeated patterns and different materials to make texture, e.g. sponges.</p>

<p>materials for sculpting and experiment with joining and constructing. They begin to use the correct vocabulary associated with sculpting and construction to demonstrate their understanding of the skill using PECS and Makaton to reinforce understanding.</p>		
<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Make playdough</li> <li>• Make salt dough</li> <li>• Explore clay and plastersine.</li> <li>• 3D models at an appropriate level.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Explore a variety of arts and crafts media</li> <li>• Group collages</li> <li>• Individual Collages</li> <li>• Use a range of materials.</li> </ul>	<p><b><u>Teaching Ideas</u></b></p> <ul style="list-style-type: none"> <li>• Random experimental printing with hands, feet, found materials</li> <li>• Explores making marks on a variety of papers</li> </ul>
<p><b><u>Resources</u></b></p> <p>Clay Play-dough Salt-Dough Plastercine Modelling equipment – cutters, rolling pins etc.</p>	<p><b><u>Resources</u></b></p> <p>Paper Magazines Newspapers Craft boxes</p>	<p><b><u>Resources</u></b></p> <p>Sponges Printing Blocks</p>

## Year 1 - Music

Autumn 1 Topic: Me and My Senses/Come and play	Spring 2 Topic: Weather and Seasons/Home sweet home	Summer 1 Topic: Stories and Rhymes/People who help us
<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Using our bodies to make music</li> </ul> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>PULSE: the steady beat of a piece of a piece of music</li> <li>PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>DYNAMICS: Loud and soft</li> <li>TEMPO: Fast and slow</li> <li>TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Beginning to explore musical instruments</li> </ul> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>PULSE: the steady beat of a piece of a piece of music</li> <li>PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>DYNAMICS: Loud and soft</li> <li>TEMPO: Fast and slow</li> <li>TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>	<p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Nursery Rhymes and songs</li> </ul> <p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>PULSE: the steady beat of a piece of a piece of music</li> <li>PITCH: the melody and the way the notes change from low to high and vice versa</li> <li>RHYTHM: or duration is the pattern of long and short sounds in a piece of music</li> <li>DYNAMICS: Loud and soft</li> <li>TEMPO: Fast and slow</li> <li>TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)</li> <li>TEXTURE: Layers of sound (number of instruments or voices playing together)</li> <li>STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.</li> </ul>
<p><b>Teaching Ideas</b></p> <ul style="list-style-type: none"> <li>Practice using different parts of the body to make sound i.e. clapping hands, stamping feet, patting knees, clicking fingers</li> <li>Clapping/stamping/patting/clicking along to music             <ul style="list-style-type: none"> <li>Keeping a beat</li> <li>Copying a pattern</li> </ul> </li> <li>Songs and Rhymes             <ul style="list-style-type: none"> <li>If You're Happy and You Know It</li> </ul> </li> </ul>	<p><b>Teaching ideas</b></p> <ul style="list-style-type: none"> <li>Body Percussion Rainstorm Activity (Twinkl)</li> <li>Songs and Rhymes about the weather             <ul style="list-style-type: none"> <li>Incy Wincy Spider</li> <li>Rain, Rain Go Away</li> <li>Mr Sun</li> </ul> </li> <li>Exploring Musical Instruments             <ul style="list-style-type: none"> <li>Looking, touching</li> </ul> </li> </ul>	<p><b>Teaching ideas</b></p> <ul style="list-style-type: none"> <li>Phase 1 Body Percussion: The Three Billy Goats Gruff Activity (Twinkl)</li> <li>Goldilocks Song (Twinkl)</li> <li>Singing, clapping or playing along with familiar nursery rhymes</li> </ul>

<ul style="list-style-type: none"> <li>- Clap Your Hands</li> <li>• Pat-a-Cake</li> </ul>	<ul style="list-style-type: none"> <li>- Beginning to use instruments appropriately to make sound</li> <li>- Beginning to name musical instruments</li> <li>- Sorting musical instruments (by shape, material, how they are played, etc)</li> <li>• 'I am the Music Man'</li> <li>• PurpleMash '2Explore'</li> <li>• Busythings 'Bobble Beat' 'Singing Squares' or 'Bouncing Beat'</li> <li>• Attention Autism 'What's in the Box?' – Adult plays the instrument under the box lid for pupils to guess what it is</li> <li>• Playing musical instruments <ul style="list-style-type: none"> <li>- Keeping a beat</li> <li>- Copying a pattern</li> </ul> </li> <li>• Using musical instruments to make a 'storm' <ul style="list-style-type: none"> <li>- Rainmaker or shaker for rain, drum for thunder</li> <li>- Playing faster and louder as the 'storm' gets closer</li> </ul> </li> </ul>	
<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• Clapping Songs and Rhymes (Twinkl)</li> <li>• EYFS Phase 1 Aspect 3: Body Percussion Planning and Resource Pack (Twinkl)</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• KS1 Percussion Box (Music Cupboard)</li> <li>• Wooden Claves, Bells, Drums, etc (Music Cupboard)</li> <li>• Musical Instruments Flashcards (Twinkl)</li> </ul>	<p><b><u>Resources</u></b></p> <ul style="list-style-type: none"> <li>• KS1 Percussion Box (Music Cupboard)</li> <li>• Wooden Claves, Bells, Drums, etc (Music Cupboard)</li> </ul>