

KS1 Curriculum overview

Autumn Term	Spring Term	Summer Term
Cycle A 2024/2025		
To Infinity and Beyond EQ: What would be your ideal planet?  Experiential learning Planetarium visit <u>Purpose</u> – Create a book to read to share with alien character or Author of Beegu (story and information about planets).	Passport to Anywhere EQ: Is all the world the same?  Experiential learning Going to the airport <u>Purpose</u> – Create a passport of hot and cold places around the globe.	Our World EQ: Where would our food come from if the supermarkets closed?  Experiential learning Normanby Hall visit <u>Purpose</u>- Whole school Exhibition.
Cycle B 2023/2024		
Heroes and Villains EQ: Are all characters the same?  Experiential learning Fairy Tale Crime Scene – Goldilocks has visited? <u>Purpose</u> - Organise a Heroes and Villains party	Amazing Britain EQ: Who puts the GREAT in Great Britain?  Experiential learning Visit to a castle <u>Purpose</u> -Design a tea party for the King	Journeys EQ: Are oceans and seas just water?  Experiential learning Beach visit and clean up <u>Purpose</u> – Whole school Exhibition to inform parents about the themes

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Cycle A 2024/2025			
Theme title	To Infinity and Beyond EQ: What would be your ideal planet? Experiential learning (Starter/Finish)  Planetarium visit <u>Purpose</u> – Create a book to read to share with alien character or Author of Beegu (story and information about planets).	Passport to Anywhere EQ: Is all the world the same? Experiential learning (Starter/Finish)  Going to the airport –starter Dance and Drumming workshop <u>Purpose</u> – Create a passport of hot and cold places around the globe.	Our World EQ: Where does our food come from? Experiential learning (Starter/Finish)  Normanby Hall visit <u>Purpose</u>- Whole school Exhibition.
Power of reading text/visual literacy	Beegu Man on the Moon (a day in the life of Bob)	Lila and the Secret of Rain The Emperor's Egg Zeraffa Giraffa	The Bee Who Spoke The Secret Sky Garden The Extraordinary Gardiner When the Bees Buzzed off
Embedding Explicit Vocabulary	The Darkest Dark -Chris Hadfield Room on the Broom –Julia Donaldson How to Catch a Star –Oliver Jeffers Stickman –Julia Donaldson	The Gruffalo's Child -Julia Donaldson Hunter's Icy Adventure -Ellie Jackson Jack and the Flumflum tree -Julia Donaldson The Ugly Five -Julia Donaldson	Farmer Ham Too Delicious!
Text/ Writing ideas	Postcard to friends on earth Letters to storybook characters Character descriptions Newspaper report into UFO landing Character fact files	Water conservation posters Factual writing comparing Poetry Character and setting descriptions Thought bubbles/ speech bubbles/ direct speech Fact files Non-chronological reports/ information texts Letter writing Lyrics Labels and explanations Writing in role Persuasive advert Retelling from a different perspective.	Diary entry Information booklet or poster Instructions Persuasive note and letter Poetry Questions and suggestions Recipes Story writing Speech and Thought Bubbles

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Reading (Y1)	- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - being encouraged to link what they read or hear to their own experiences - recognising and joining in with predictable phrases - discussing the significance of the title and events - participate in discussion about what is read to them, taking turns and listening to what others say	-read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) -predicting what might happen on the basis of what has been read so far -explain clearly their understanding of what is read to them -checking that the text makes sense to them as they read, and correcting inaccurate reading -drawing on what they already know or on background information and vocabulary provided by the teacher	-read other words of more than one syllable that contain taught GPCs -learning to appreciate rhymes and poems, and to recite some by heart -making inferences on the basis of what is being said and done
Reading (Y1) Ongoing	- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread these books to build up their fluency and confidence in word reading - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading		
Reading (Y2)	- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above - Read words containing common suffixes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - Discussing the sequence of events in books and how items of information are related - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry	-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases Understand both the books that they can already read accurately and fluently and those that they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read, and correcting inaccurate reading -Making inferences on the basis of what is being said and done -Answering and asking questions -Predicting what might happen on the basis of what has been read so far

	• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• -Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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Writing (Y1) LO	• Handwriting - sit correctly at a table, holding a pencil comfortably and correctly • Handwriting - form digits 0-9 • Handwriting - begin to form lower-case letters in the correct direction, starting and finishing in the right place • Handwriting - understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise • Write sentences by: saying out loud what they are going to write about • composing a sentence orally before writing it	• Sequencing sentences to form short narratives • Read their writing aloud clearly enough to be heard by their peers and the teacher. • Joining words and joining clauses using "and" • Handwriting - form capital letters • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils.	• Handwriting - form capital letters • Sequencing sentences to form short narratives • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils. • Sequencing sentences to form short narratives

	- Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound - Leaving spaces between words - Beginning to punctuate sentences using a capital letter and a full stop - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils. - Handwriting - form capital letters - Sequencing sentences to form short narratives - Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark - Write from memory simple sentences dictated by the teacher that include words - using the GPCs and common exception words taught so far. - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils.	- Handwriting - sit correctly at a table, holding a pencil comfortably and correctly - Handwriting - form digits 0-9 - Handwriting - begin to form lower-case letters in the correct direction, starting and finishing in the right place - Handwriting - understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise - Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it - Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound - Leaving spaces between words - Beginning to punctuate sentences using a capital letter and a full stop - Write from memory simple sentences dictated by the teacher that include words - using the GPCs and common exception words taught so far. - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils.	- Read their writing aloud clearly enough to be heard by their peers and the teacher. - Joining words and joining clauses using "and" - Handwriting - form capital letters - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception - words taught so far. - Re-reading what they have written to check that it makes sense - Discuss what they have written with the teacher or other pupils.
Writing (Y2) LO	- Full stops and capitals including proper nouns - Use spacing between words that reflects the size of the letters. - Question marks - Expanded noun phrases to describe and specify - Coordinating conjunctions (FANBOYS) - Develop positive attitudes towards and stamina for writing (see full explanation in NC) - Consider what they are going to write before beginning (see full explanation in NC) - Make simple additions, revisions and corrections to their own writing (see full explanation in NC) - Read aloud what they have written with appropriate intonation to make the meaning clear - Form lower-case letters of the correct size relative to one another	- Question marks - Exclamation marks - Commas in a list - Coordinating conjunctions (FANBOYS) - Possessive apostrophe for singular - Apostrophes for contracted forms - Sentences with different forms: statement, question, exclamation, command - Subordinating conjunctions eg when, if, that, or because - Develop positive attitudes towards and stamina for writing (see full explanation in NC) - Consider what they are going to write before beginning (see full explanation in NC) - Make simple additions, revisions and corrections to their own writing (see full explanation in NC)	- Use and understand the grammatical terminology in English Appendix 2 (NC) in discussing their writing and reading. - Develop positive attitudes towards and stamina for writing (see full explanation in NC) - Consider what they are going to write before beginning (see full explanation in NC) - Make simple additions, revisions and corrections to their own writing (see full explanation in NC) - Read aloud what they have written with appropriate intonation to make the meaning clear - Form lower-case letters of the correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

	- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	- Read aloud what they have written with appropriate intonation to make the meaning clear - Form lower-case letters of the correct size relative to one another - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
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SPAG Active English (Y2)	Recap all cards learnt in Year 1, and remind children of what they learned: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) <u>Cards to be introduced (some with new concepts):</u> <u>Noun</u>: introduce Collective (names of groups of things, e.g. family, men, sheep, fish etc) and Abstract nouns - things we cannot touch. <u>Pronoun</u> – New term to introduce - Possessive (just introduce the term) (talks about something belonging, being someone’s possession) Mine, His, Hers, Yours, Theirs, Ours. <u>Adjective</u> – New term to introduce -Possessive (my, your, his, hers, our their) so instead of saying the red apple, the adjective could be ‘my apple’ (just introduce the term) <u>Expanded noun phrase</u> – Noun phrase – determiner + noun Expanded noun phrase is determiner + noun + adjective(s) Important to address this misconception. <u>Verb</u> – remind of present tense. Remind about simple past with –ed or irregular form. Key terms – Regular, irregular - Coordinating conjunctions	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction Expanded Noun Phrase <u>Cards/New Ideas to be introduced:</u> <u>Adverb</u> – sounds like ‘advert’, picture of a TV, action of pointing and pressing a remote control. Use of –ly to turn adjectives into adverbs. Highlight that NOT all adverbs end in –ly and that it is the word that changes the verb. (always, never, fast, slow etc) <u>Simple sentence card reminder that they can stand by themselves:</u> 4 Sentence types (simple at this level): Statement Question - ? Exclamation - ! With ‘How’ or ‘What’ as the opening word. Address that other sentences can USE exclamation marks, but they are NOT Exclamatory sentences. - Command – Imperative/Bossy/Command verb to open. <u>Subordinating conjunction</u> – make a wave with the arm. Imagery suggests the subordination is ‘going below the water’. Model rearranging the sentence to say that they can go at the beginning (during recall and learn only Using When, If, That and Because. <u>Sentence structures:</u> Revise Compound Sentence – Main Clause, Coordinating Conjunction – New idea of using Or or But as a coordinating conjunction.	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective - Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) Expanded Noun Phrase Adverb Complex sentence Subordinating conjunction Subordinate clause Simile Snake Preposition <u>Cards/New ideas to be introduced:</u> <u>Antonym and Synonym</u> – Teach these together. Synonym – words that mean VERY similar things, not the same. Antonym – the opposite. <u>Simile Snake</u> – do the action of a snake with your arm. As ____ as or like a ____. <u>Preposition – of place/position:</u> picture shows that a preposition can be of place or time. Children can know that you are focusing just on position.

		• <u>Complex Sentence</u> – X as an action. Made up of: • <u>Main clause</u> – reminder it can survive by itself, action of ‘mane’ and ‘claws’ <u>Subordinate clause</u> – action of a smaller lion, cannot survive by itself, it needs the ‘Main Clause’ with it to make sense. • <u>Openers:</u> Remind about Time openers. Time (phrases) Adverb openers	
Active Spelling (Y2)	• a making the or sound (not the short vowel a sound) • c makes the s sound if placed before i/e/y • dge • Suffix ly, y for i at the end of words • o making the u sound • keeping the y and adding ing • Adding –ing to words ending in e • Double the consonant when adding the suffix –ed • Suffixes ment, ness • le, ei endings • Silent Kn • Possessive apostrophes for single nouns Learn and practise target Y2 common exception words – ongoing	• ar to make the or sound after w • or making the er sound after the w • ge • ly endings • s making the z sound • y to i and add –ed • adding –ed and –er to words ending in e • Doubling final consonants when adding a suffix –ing • Suffixes ful, less • ai il endings • silent gn • homophones Learn and practise target Y2 common exception words - ongoing	• a making the o sound after w and qu • ey making the ee sound • ge dge • tion • Adding –es to nouns and verbs ending in –y • y to l and add –er –est • Adding –est and –y to words ending in a e. • Doubling final consonant when adding a suffix –er –est • Suffixes ment, ness, ful, less • le, el, al, il ending • Silent wr • Contractions Learn and practise target Y2 common exception words - ongoing How to use a dictionary

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Maths (Y1) White Rose Maths	Place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • given a number, identify one more and one less • 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 • read and write numbers from 1 to 20 in numerals and words.	Place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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 • read and write numbers from 1 to 20 in numerals and words. • given a number, identify one more and one less	Place value • count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens • 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 • read and write numbers from 1 to 20 in numerals and words. • given a number, identify one more and one less

	Addition and subtraction • read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs • represent and use number bonds and related subtraction facts within 20 • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Geometry-Properties of shape • recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Addition and subtraction • add and subtract one-digit and two-digit numbers to 20, including zero • solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Measurement: Length and Height, Mass and Volume • compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume	Multiplication and division • solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions • recognise, find and name a half as one of two equal parts of an object, shape or quantity • recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement: time • time [for example, quicker, slower, earlier, later] • time (hours, minutes, seconds) Measurement: money • recognise and know the value of different denominations of coins and notes Time • sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] • recognise and use language relating to dates, including days of the week, weeks, months and years • tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry-Position and direction • describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Maths (Y2) White Rose Maths	Year 2 Number and place value • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems.	Year 2 Multiplication and division • recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ($\times$), division ($\div$) and equals (=) signs • show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot	Year 2 Fractions • recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ • write simple fractions for example $\frac{1}{2}$ of $6 = 3$ Time • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times

	Addition and subtraction • solve problems with addition and subtraction: • using concrete objects and pictorial representations, including those involving numbers, quantities and measures • applying their increasing knowledge of mental and written methods • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: • a two-digit number and ones • a two-digit number and tens • two two-digit numbers • adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Geometry- Properties of shape • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects.	• solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = Money • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	• know the number of minutes in an hour and the number of hours in a day. Geometry- Position and direction • order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Statistics • interpret and construct simple pictograms, tally charts, block diagrams and simple tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask and answer questions about totalling and comparing categorical data.
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History LO	• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		• Significant historical events, people and places in their own locality. • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

History skills progression	<u>Y1</u> • Use stories to encourage children to distinguish between fact and fiction • Compare adults talking about the past – how reliable are their memories? • Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> • Compare 2 versions of a past event • Compare pictures or photographs of people or events in the past • Discuss reliability of photos/ accounts/stories • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discus Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...		<u>Y1</u> • Sequence events in their life • Sequence 3 or 4 artefacts from distinctly different periods of time • Match objects to people of different ages • Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> • Sequence artefacts closer together in time - check with reference book • Sequence photographs etc. from different periods of their life • Describe memories of key events in lives • Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discus Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...

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Geography LO		• Name and locate the world’s 7 continents and 5 oceans • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geography Progression skills		<u>Y1</u> • Teacher led enquiries, to ask and respond to simple closed questions.	<u>Y1</u> • Teacher led enquiries, to ask and respond to simple closed questions.

		• Use information books/pictures as sources of information. • Recognise that it is about a place. • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. • Picture maps and globes <u>Y2</u> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Use an infant atlas to locate places. • Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) • Locate and name on UK map • major features e.g. London, River Thames, home location, seas. • Find land/sea on globe. • Use an infant atlas to locate places	• Use information books/pictures as sources of information. • Recognise that it is about a place. • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Investigate their surroundings • Make observations about where things are e.g. within school or local area. • Follow directions (Up, down, left/right, forwards/backwards) • Use own symbols on imaginary map. • Use a simple picture map to move around the school; • Draw around objects to make a plan. <u>Y2</u> • Children encouraged to ask simple geographical questions; Where is it? What's it like? • Use NF books, stories, maps, pictures/photos and internet as sources of information. • Use an infant atlas to locate places. • Investigate their surroundings • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. • Follow directions (as yr 1 and inc'. NSEW) • Use class agreed symbols to make a simple key. • Follow a route on a map. • Use a plan view. • Look down on objects to make a plan view map. • Use teacher drawn base maps. • Use large scale OS maps.
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	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?	Spring Term <u>Passport to Anywhere</u> Is all the world the same?	Summer Term <u>Our World</u> Where does our food come from?
Science (Y1/2) LO	Animals Including Humans • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Living Things and Their Habitats • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats	Living Things and Their Habitats • identify and name a variety of plants and animals in their habitats, including micro-habitats Plants • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees.

	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	- observe and describe how seeds and bulbs grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Working Scientifically	- asking simple questions and recognising that they can be answered in different ways - using their observations and ideas to suggest answers to questions	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions	- observing closely, using simple equipment - performing simple tests - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.
Science (Y1/2) Progression skills	- Observing over time - Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	- Observing over time - Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	-Sorting and classifying -Sort objects by observable and behavioural features -Record my sorting in sorting circles or tables -Record in words or pictures or in simple prepared formats such as tables, tally charts and maps -Use simple books and electronic media to find things out -Use non-standard units and simple equipment to record changes, data and things that might be related -Ask questions about how and why things change -Ask questions about how and why things are similar or different -With help identify changes to observe and measure and suggest how to do it -Decide what to observe to identify or sort things -Ask questions about why and how things are linked -With help decide what patterns to observe and measure and suggest how to do it. -Ask questions about how things are and the way they work -With help make suggestions about how to find things out -Ask questions about why and how -With help notice links between cause and effect -With help identify simple variables to change and measure

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Art and Design	to use a range of materials creatively to design and make products	art and design techniques in using colour, pattern, texture, line, shape, form and space	to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

LO			learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
Art and Design Progression skills	<i>Exploring and Developing Ideas (ongoing)</i> Y1 <i>Record and explore ideas from first hand observation, experience and imagination.</i> <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> <i>Identify what they might change in their current work or develop in their future work.</i> Y2 <i>Annotate work in sketchbook.</i> Painting Y1 - Create different textures - e.g. use of sawdust. Y2 - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc.	<i>Exploring and Developing Ideas (ongoing)</i> Y1 <i>Record and explore ideas from first hand observation, experience and imagination.</i> <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> <i>Identify what they might change in their current work or develop in their future work.</i> Y2 <i>Annotate work in sketchbook.</i> Painting Y1 - Create different textures - e.g. use of sawdust. Y2 - Experiment with shading and tinting Collage, Textiles Y1 - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Y2 - Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery.	<i>Exploring and Developing Ideas (ongoing)</i> Y1 <i>Record and explore ideas from first hand observation, experience and imagination.</i> <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> <i>Identify what they might change in their current work or develop in their future work.</i> Y2 <i>Annotate work in sketchbook.</i> Printing Y1 - Make rubbings (link Maths: money) - Build a repeating pattern and recognise pattern in the environment Drawing Y2 - Draw for a sustained period of time from the figure and real objects, including single and grouped objects. - Experiment with the visual elements; line, shape, pattern and colour. Work of Other Artists - use inspiration from famous, notable artists to create their own work and compare;

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D & T LO	generate, develop, model and communicate their ideas through talking, drawing, templates, mock-		select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	ups and, where appropriate, information and communication technology • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.		
D&T Progression skills	Developing, planning and communicating ideas Y1 • Suggest ideas and explain what they are going to do • Model their ideas in card and paper Y2 • Develop their design ideas through discussion, observation , drawing and modelling • Identify a purpose for what they intend to design and make • Identify simple design criteria • Make simple drawings and label parts Evaluating processes and products Y1 • Evaluate their product by discussing how well it works in relation to the purpose • Evaluate their products as they are developed, identifying strengths and possible changes they might make Y2 • Evaluate against their design criteria • Evaluate their products as they are developed, identifying strengths and possible changes they might make • Talk about their ideas, saying what they like and dislike about them		Developing, planning and communicating ideas Y1 • Draw on their own experience to help generate ideas • Suggest ideas and explain what they are going to do • Identify a target group for what they intend to design and make • Model their ideas in card and paper Y2 • Generate ideas by drawing on their own and other people's experiences • Develop their design ideas through discussion, observation , drawing and modelling • Identify simple design criteria Working with tools, equipment, materials and components to make quality products (inc food) • Use hand tools including vegetable peelers, knives and graters safely and appropriately • Choose and use appropriate finishing techniques

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Music LO	<u>BBC Ten Pieces – Holst – Mars – Planets</u> <u>Focus – Listening, performing, composition</u> <u>Cross- curricular link - Science</u> In this unit, children will listen to music from Gustav Holst’s Planets Suite. They will explore the concepts of spikey and smooth in music and learn a new song, singing it in different styles. Children will play and repeat simple patterns on drums and compose lyrics for a song using a familiar tune. They will make a space map with different sounds and play classroom instruments.	<u>Travel – Music Express year 2</u> <u>Focus – Performing, listening, improvisation</u> <u>Cross-curricular link – English</u> <u>Vocabulary</u> • Ostinato • Beat • rhythm In this unit, children learn a Tanzanian game song and accompany a travelling song using voices and instruments. They listen to an orchestral piece and improvise their own descriptive ‘theme park’ music.	<u>BBC Teach KS1 Music: Music Food Fest</u> <u>Focus – Performance, musicianship</u> <u>Cross- curricular link – Science, geography</u> In this unit, children will sing songs that explore many aspects of food – growing, eating, nutrition etc. They will use traditional material in new, fun ways.

Y1/2 Computing units Teach Computing	<u>Technology</u> <u>around us</u> <u>1.1</u> Recognising technology in school and using it responsibly.	<u>Digital</u> <u>Painting</u> <u>1.2</u> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<u>Moving</u> <u>a robot</u> <u>1.3</u> Writing short algorithms and programs for floor robots, and predicting program outcomes.	<u>Grouping</u> <u>Data</u> <u>1.4</u> Exploring object labels, then using them to sort and group objects by properties.	<u>Digital</u> <u>Writing</u> <u>1.5</u> Using a computer to create and format text, before comparing to writing non-digitally.	<u>Programming</u> <u>Animations</u> <u>1.6</u> Designing and programming the movement of a character on screen to tell stories.
Y1/2 Computing LO	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are, how they are implemented as programs on digital devices, Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Recognise common uses of information technology beyond school	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify

						where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
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PSHE LO SCARF	Me and My Relationships Why we have classroom rules Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these	Valuing differences It's not fair Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others.	Keeping myself safe Healthy me The characteristics and mental and physical benefits of an active lifestyle.	<u>Rights and responsibilities</u> <u>Around and about the school</u> Identify what they like about the school environment; Recognise who cares for and looks after the school environment.	<u>Being my best</u> <u>Eat well</u> What constitutes a healthy diet (including understanding calories and other nutritional content).Select foods from the Eatwell Guide (formerly Eatwell Plate) in order to make a healthy lunch;	Growing and Changing Year 1 <u>Then and now</u> Identify things they could do as a baby, a toddler and can do now;
	Thinking about feelings Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)	An act of kindness Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school.	The risks associated with an inactive lifestyle (including obesity).	<u>Getting on with others</u> Describe and record strategies for getting on with others in the classroom. That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours	Identify the people who help/helped them at those different stages
	Feelings and bodies Recognise that people's bodies and feelings can be hurt; Suggest ways of dealing with different kinds of hurt.	When someone is feeling left out Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out.	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	<u>When I feel like erupting</u> Explain, and be able to use, strategies for dealing with impulsive behaviour.	<u>Catch it! Bin it ! Kill it!</u> Understand how diseases can spread;	<u>Inside my wonderful body</u> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain);
	Bullying or teasing Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of	Who are our special people That families are important for children growing up because	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Super sleep The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. What could Harold do? The facts about legal and illegal harmful substances and associated risks.	How to recognise and talk about their emotions, including having a varied vocabulary of words to	Guide (formerly Eatwell Plate) in order to make a healthy lunch; Understand and explain the simple bodily processes associated with them. <u>Keeping privates private</u> Identify parts of the body that are private;	Identify people they can talk to about their private parts.

	the difference between the two; Identify situations as to whether they are incidents of teasing or bullying Don't do that Understand and describe strategies for dealing with bullying: Rehearse and demonstrate some of these strategies. Good friends Identify simple qualities of friendship; Suggest simple strategies for making up How are you listening Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	they can give love, security and stability. That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Understand that medicines can sometimes make people feel better when they're ill; Explain simple issues of safety and responsibility about medicines and their use. Good or bad touches? Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). Harold's picnic Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. How safe would you feel? Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Should I tell? Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes	use when talking about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <u>How should we look after money</u> Recognise that different notes and coins have different monetary value; Explain the importance of keeping money safe; Identify safe places to keep money; Understand the concept of 'saving money' (i.e. by keeping it in a safe placed and adding to it). <u>Basic first aid</u> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries	<u>Harold's bathroom</u> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <u>Harold's postcard</u> About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. <u>Healthy me</u> The characteristics and mental and physical benefits of an active lifestyle The risks associated with an inactive lifestyle (including obesity). Harold has a bad day That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right The conventions of courtesy and manners. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	<u>Taking care of baby</u> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding YEAR 2 <u>Sam moves away</u> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <u>Haven't you grown!</u> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>My body, your body</u> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they
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			them feel unsafe or uncomfortable Some secrets should never be kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.			can look different from person to person.
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	Autumn Term <u>To Infinity and Beyond</u> What would be your ideal planet?		Spring Term <u>Passport to Anywhere</u> Is all the world the same?		Summer Term <u>Our World</u> Where does our food come from?	
RE Themes (Y1/2)	God UC 1.1 (core) What do Christians believe God is like?	Creation UC 1.2 (core) Who do Christians believe made the world?	LAS Compulsory God-Islam	LAS Compulsory Community - Islam	LAS Additional Places of worship (including Christianity)	LAS Additional Places of worship (including Christianity)
RE LO	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: - Identify what a parable is. - Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. - Give clear, simple accounts of what the story means to Christians. - Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT	- How is Allah described in the Qur'an? - What do Muslims learn about Allah and their faith from the Qur'an? Key vocab and knowledge Shariah (straight path) Tawhid (one God – Allah) Allah created humans to keep the universe in harmony 99 names of Allah The Quran is the words of Allah providing guidance. The Prophet Muhammed receiving the Qur'an – The 'night of power'	- What do different Muslims do to express their beliefs? - What celebrations are important to Muslims? - What are the different practices associated with these celebrations and what do they tell us about Muslim beliefs about God, human beings and the world? Key vocab and knowledge Worship (ibadah) – prayer five times a day: statement of belief (shahadah): "There is no God but God and Muhammad is his prophet"; That all Muslims pray facing Makkah; preparation for prayer: washing (wudu)	To include a religious or non-religious worldview other than Christianity or Islam Using three objects, features or symbols, ask: - What they tell us about beliefs about God/human beings/the world from this particular worldview? - How they are used or what impact they have on this worldview community? Key vocab Christianity - Candle - Font - Altar Islam - Prayer mat - Qibla - Minaret Judaism - Torah scroll - Yad - Ner Tamid	

	sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe in God, and that they find out about God in the Bible. • Christians believe God is loving, kind, fair and forgiving, and also Lord and King. • Some stories show these Christian beliefs. • Christians worship God and try to live in ways that please him.	CHRISTIANS BELIEVE: • God created the universe. • The Earth and everything in it are important to God. • God has a unique relationship with human beings as their Creator and Sustainer. • Humans should care for the world because it belongs to God.		Key objects associated with prayer: prayer mat (cleanliness is important, Muslims don't pray directly on the ground), prayer beads (<i>subha</i>), compass (to indicate the direction of Makkah) Studying the Qur'an: the <i>madrasah</i> (school) – studying the Qur'an to find out how to follow the straight path (<i>shariah</i>); learning to recite the Qur'an Festivals: Eid ul-Fitr (end of the month of Ramadan), Eid ul-Adha (celebration of Prophet Ibrahim's test of faith)	• Tallit
RE Progression skills	I can retell some parts of religious stories. I can describe some religious ideas from stories. I can describe some religious beliefs, teachings and events	I recognise religious objects/people/ places. I know about some of the things that people of a religion do. I can describe some religious objects/places/ practices.		I can name some religious symbols. I know what some religious words mean. I can name some religious symbols. I know what some religious words mean.	

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PE LO	<u>Throwing and Catching Games/Football</u> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending	<u>Dance/Gymnastics</u> - Perform dances using simple movement patterns. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Athletics/Basketball</u> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending
PE progression skills	<u>Year 1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Year 2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending	<u>Year 1</u> - Copies and explores basic movements and body patterns - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. - Copies and explores basic movements with some control and coordination. - Can perform different body shapes - Performs at different levels - Can perform 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements <u>Year 2</u> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence	<u>Year 1</u> - Can run at different speeds. - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Year 2</u> - Can change speed and direction whilst running. - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/ defending

	Autumn Term		Spring Term		Summer Term	
Cycle B 2023/2024						
	Term 1		Term 2		Term 3	
Theme title	Heroes and Villains EQ: Are all characters the same?  Experiential learning (Starter/Finish) Fairy Tale Crime Scene Purpose - Organise a Heroes and Villains party		Great Britain EQ: What makes Britain great?  Experiential learning (Starter/Finish) Visit to a castle Purpose -Design a tea party for the King		Journeys EQ: Are oceans and seas just water?  Experiential learning (Starter/Finish) Beach visit and clean up Purpose – Whole school Exhibition to inform parents about the themes.	
	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to entertain Stories Descriptions Poetry In-character/role	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards	Writing to entertain Stories Descriptions Poetry In-character/role	Writing to inform Recount Letter / diary Leaflet / magazine article / double page spread Instructions Posters Brochures Report / diary / postcards
Power of reading text/visual literacy and Text/Writing Ideas T1	Rapunzel (POR)	The Last Wolf (POR)	Halibut Jackson (POR)	Claude in the city (POR)	The Snail and the Whale (POR and EEV)	The Secret of Black Rock (RoR)
	The Baddies EEV	The Big Bad Pig - EEV	Superworm EEV	Tabby McTat EEV	The Lighthouse Keeper’s lunch (other)	The Rainbow Fish (EEV)

	The Troll EEV	Foxy and Egg??? EEV	EEV	EEV	Tiddler (EEV)	Lost and Found (other)
	Traction Man (PoR)	Endangered Animals, Martin Jenkins and Tom Frost (Walker Studio) Can We Save The Tiger?, Martin Jenkins and Vicky White (Walker) Write On... Endangered Animals, Clare Hibbert (Franklin Watts)	The Adventures of The Egg Box Dragon (PoR)	(PoR)	The Storm Whale (POR)	

Reading (Y1)	- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - being encouraged to link what they read or hear to their own experiences - recognising and joining in with predictable phrases - discussing the significance of the title and events - participate in discussion about what is read to them, taking turns and listening to what others say	- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) - predicting what might happen on the basis of what has been read so far - explain clearly their understanding of what is read to them - checking that the text makes sense to them as they read, and correcting inaccurate reading - drawing on what they already know or on background information and vocabulary provided by the teacher	- read other words of more than one syllable that contain taught GPCs - learning to appreciate rhymes and poems, and to recite some by heart - making inferences on the basis of what is being said and done
Reading (Y1) Ongoing	- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - reread these books to build up their fluency and confidence in word reading - listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - discussing word meanings, linking new meanings to those already known - understand both the books they can already read accurately and fluently and those they listen to by: - drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read, and correcting inaccurate reading		
Reading (Y2)	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry,	- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases

	• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • Reread these books to build up their fluency and confidence in word reading • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	stories and non-fiction at a level beyond that at which they can read independently • Discussing the sequence of events in books and how items of information are related • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Being introduced to non-fiction books that are structured in different ways • Recognising simple recurring literary language in stories and poetry • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary • Discussing their favourite words and phrases • Recognising simple recurring literary language in stories and poetry • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	• Understand both the books that they can already read accurately and fluently and those that they listen to by: • Drawing on what they already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to them as they read, and correcting inaccurate reading • Making inferences on the basis of what is being said and done • Answering and asking questions • Predicting what might happen on the basis of what has been read so far • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
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	Autumn Term <u>Heroes and Villains</u> Are all characters the same?	Spring Term <u>Great Britain</u> What makes Britain great?	Summer Term <u>Journeys</u> Are oceans and seas just water?
Writing (Y1) LO	• Handwriting - sit correctly at a table, holding a pencil comfortably and correctly • Handwriting - form digits 0-9 • Handwriting - begin to form lower-case letters in the correct direction, starting and finishing in the right place • Handwriting - understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise • Write sentences by: saying out loud what they are going to write about • composing a sentence orally before writing it • Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and a full stop • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils. • Handwriting - form capital letters • Sequencing sentences to form short narratives • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils.	• Sequencing sentences to form short narratives • Read their writing aloud clearly enough to be heard by their peers and the teacher. • Joining words and joining clauses using "and" • Handwriting - form capital letters • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils. • Handwriting - sit correctly at a table, holding a pencil comfortably and correctly • Handwriting - form digits 0-9 • Handwriting - begin to form lower-case letters in the correct direction, starting and finishing in the right place • Handwriting - understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise • Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it • Name the letters of the alphabet: naming the letters of the alphabet in order using letter names to distinguish between alternative spellings of the same sound • Leaving spaces between words • Beginning to punctuate sentences using a capital letter and a full stop • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils.	• Handwriting - form capital letters • Sequencing sentences to form short narratives • Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils. • Sequencing sentences to form short narratives • Read their writing aloud clearly enough to be heard by their peers and the teacher. • Joining words and joining clauses using "and" • Handwriting - form capital letters • Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. • Re-reading what they have written to check that it makes sense • Discuss what they have written with the teacher or other pupils.

Writing (Y2) LO	• Full stops and capitals including proper nouns • Use spacing between words that reflects the size of the letters. • Question marks • Expanded noun phrases to describe and specify • Coordinating conjunctions (FANBOYS) • Develop positive attitudes towards and stamina for writing (see full explanation in NC) • Consider what they are going to write before beginning (see full explanation in NC) • Make simple additions, revisions and corrections to their own writing (see full explanation in NC) • Read aloud what they have written with appropriate intonation to make the meaning clear • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	• Question marks • Exclamation marks • Commas in a list • Coordinating conjunctions (FANBOYS) • Possessive apostrophe for singular • Apostrophes for contracted forms • Sentences with different forms: statement, question, exclamation, command • Subordinating conjunctions eg when, if, that, or because • Develop positive attitudes towards and stamina for writing (see full explanation in NC) • Consider what they are going to write before beginning (see full explanation in NC) • Make simple additions, revisions and corrections to their own writing (see full explanation in NC) • Read aloud what they have written with appropriate intonation to make the meaning clear • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters	• Use and understand the grammatical terminology in English Appendix 2 (NC) in discussing their writing and reading. • Develop positive attitudes towards and stamina for writing (see full explanation in NC) • Consider what they are going to write before beginning (see full explanation in NC) • Make simple additions, revisions and corrections to their own writing (see full explanation in NC) • Read aloud what they have written with appropriate intonation to make the meaning clear • Form lower-case letters of the correct size relative to one another • Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
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SPAG Active English (Y2)	Recap all cards learnt in Year 1, and remind children of what they learned: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) <u>Cards to be introduced (some with new concepts):</u> <u>Noun:</u> introduce Collective (names of groups of things, e.g. family, men, sheep, fish etc) and Abstract nouns - things we cannot touch. • <u>Pronoun</u> – New term to introduce - Possessive (just introduce the term) (talks about something belonging, being someone’s possession) Mine, His, Hers, Yours, Theirs, Ours.	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction Expanded Noun Phrase <u>Cards/New Ideas to be introduced:</u> • <u>Adverb</u> – sounds like ‘advert’, picture of a TV, action of pointing and pressing a remote control. Use of –ly to turn adjectives into adverbs. Highlight that NOT all adverbs end in –ly and that it is the word that changes the verb. (always, never, fast, slow etc) • <u>Simple sentence card reminder that they can stand by themselves:</u> 4 Sentence types (simple at this level):	Cards to continue to embed with old and new learning: Dr Sense Noun Clown Adjective - Verb on a Kerb Tense Simple sentence Main Clause, Openers Compound Sentence and Coordinating conjunction (just AND) Expanded Noun Phrase Adverb Complex sentence Subordinating conjunction Subordinate clause Simile Snake

	• <u>Adjective</u> – New term to introduce -Possessive (my, your, his, hers, our their) so instead of saying the red apple, the adjective could be ‘my apple’ (just introduce the term) • <u>Expanded noun phrase</u> – Noun phrase – determiner + noun Expanded noun phrase is determiner + noun + adjective(s) Important to address this misconception. • <u>Verb</u> – remind of present tense. Remind about simple past with –ed or irregular form. Key terms – Regular, irregular • Coordinating conjunctions	Statement Question - ? Exclamation - ! With ‘How’ or ‘What’ as the opening word. Address that other sentences can USE exclamation marks, but they are NOT Exclamatory sentences. • Command – Imperative/Bossy/Command verb to open. <u>Subordinating conjunction</u> – make a wave with the arm. Imagery suggests the subordination is ‘going below the water’. Model rearranging the sentence to say that they can go at the beginning (during recall and learn only Using When, If, That and Because. • <u>Sentence structures:</u> Revise Compound Sentence – Main Clause, Coordinating Conjunction – New idea of using Or or But as a coordinating conjunction. • <u>Complex Sentence</u> – X as an action. Made up of: • <u>Main clause</u> – reminder it can survive by itself, action of ‘mane’ and ‘claws’ <u>Subordinate clause</u> – action of a smaller lion, cannot survive by itself, it needs the ‘Main Clause’ with it to make sense. • <u>Openers:</u> Remind about Time openers. Time (phrases) Adverb openers	Preposition <u>Cards/New ideas to be introduced:</u> • <u>Antonym and Synonym</u> – Teach these together. Synonym – words that mean VERY similar things, not the same. Antonym – the opposite. • <u>Simile Snake</u> – do the action of a snake with your arm. As ____ as or like a ____. • <u>Preposition – of place/position:</u> picture shows that a preposition can be of place or time. Children can know that you are focusing just on position.
Active Spelling (Y2)	• a making the or sound (not the short vowel a sound) • c makes the s sound if placed before i/e/y • dge • Suffix ly, y for i at the end of words • o making the u sound • keeping the y and adding ing • Adding –ing to words ending in e • Double the consonant when adding the suffix –ed • Suffixes ment, ness • le, ei endings • Silent Kn • Possessive apostrophes for single nouns Learn and practise target Y2 common exception words – ongoing	• ar to make the or sound after w • or making the er sound after the w • ge • ly endings • s making the z sound • y to i and add –ed • adding –ed and –er to words ending in e • Doubling final consonants when adding a suffix –ing • Suffixes ful, less • ai il endings • silent gn • homophones Learn and practise target Y2 common exception words - ongoing	• a making the o sound after w and qu • ey making the ee sound • ge dge • tion • Adding –es to nouns and verbs ending in –y • y to l and add –er –est • Adding –est and –y to words ending in a e. • Doubling final consonant when adding a suffix -er –est • Suffixes ment, ness, ful, less • le, el, al, il ending • Silent wr • Contractions Learn and practise target Y2 common exception words - ongoing How to use a dictionary

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Maths (Y1) White Rose Maths	Place value - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - given a number, identify one more and one less - 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 - read and write numbers from 1 to 20 in numerals and words. Addition and subtraction - read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs - represent and use number bonds and related subtraction facts within 20 - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Geometry-Properties of shape - recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].	Place value - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - 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 - read and write numbers from 1 to 20 in numerals and words. - given a number, identify one more and one less Addition and subtraction - add and subtract one-digit and two-digit numbers to 20, including zero - solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. Measurement: Length and Height, Mass and Volume - compare, describe and solve practical problems for: - lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] - mass/weight [for example, heavy/light, heavier than, lighter than] - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] - time [for example, quicker, slower, earlier, later] - measure and begin to record the following: - lengths and heights - mass/weight, capacity and volume	Place value - count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number - count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens - 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 - read and write numbers from 1 to 20 in numerals and words. - given a number, identify one more and one less Multiplication and division - solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. Fractions - recognise, find and name a half as one of two equal parts of an object, shape or quantity - recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Measurement: time - time [for example, quicker, slower, earlier, later] - time (hours, minutes, seconds) Measurement: money - recognise and know the value of different denominations of coins and notes Time - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] - recognise and use language relating to dates, including days of the week, weeks, months and years - tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Geometry-Position and direction - describe position, direction and movement, including whole, half, quarter and three-quarter turns.
Maths (Y2) White	Year 2 Number and place value count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward	Year 2 Multiplication and division	Year 2 Fractions recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity

Rose Maths	- recognise the place value of each digit in a two-digit number (tens, ones) - identify, represent and estimate numbers using different representations, including the number line - compare and order numbers from 0 up to 100; use <, > and = signs - read and write numbers to at least 100 in numerals and in words - use place value and number facts to solve problems. Addition and subtraction - solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures - applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: - a two-digit number and ones - a two-digit number and tens - two two-digit numbers - adding three one-digit numbers - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Geometry- Properties of shape - identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line - identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] - compare and sort common 2-D and 3-D shapes and everyday objects.	- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Measurement - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels - compare and order lengths, mass, volume/capacity and record the results using >, < and = Money - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change	- Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ - write simple fractions for example $\frac{1}{2}$ of 6 = 3 Time - compare and sequence intervals of time - tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times - know the number of minutes in an hour and the number of hours in a day. Geometry- Position and direction - order and arrange combinations of mathematical objects in patterns and sequences - use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). Statistics - interpret and construct simple pictograms, tally charts, block diagrams and simple tables - ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity - ask and answer questions about totalling and comparing categorical data.
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History LO	Events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>	The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <i>e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</i> Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
History progression of skills	<u>Y1</u> - Recognise the difference between past and present in their own and others lives - They know and recount episodes from stories about the past - Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Recognise why people did things, why events happened and what happened as a result - Identify differences between ways of life at different times - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT	<u>Y1</u> - Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations <u>Y1/2.</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...	<u>Y1</u> - Find answers to simple questions about the past from sources of information e.g. artefacts <u>Y2</u> - Use a source – observe or handle sources to answer questions about the past on the basis of simple observations. <u>Y1/2</u> ➤ Communicate their knowledge through: ➤ Discuss Drawing pictures... Drama/role play.. ➤ Making models..... ➤ Writing.. ➤ Using ICT...

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Geography LO	Devise a simple map and use and construct basic symbols in a key.	- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas - Identify seasonal and daily weather patterns in the United Kingdom. - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries. - use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Geography skills progression	<u>Y1</u> - Recognise that it is about a place. - Investigate their surroundings - Use information books/pictures as sources of information. - Draw picture maps of imaginary places and from stories. - Use own symbols on imaginary map. <u>Y2</u> - Use a plan view. - Use an infant atlas to locate places. - Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) - Begin to understand the need for a key. - Use class agreed symbols to make a simple key.	<u>Y1</u> - Use a simple picture map to move around the school. - Follow directions (Up, down, left/right, forwards/backwards) - Recognise that it is about a place. - Learn names of some places within/around the UK. E.g. Home town, cities, countries using Picture maps and globes - Teacher led enquiries, to ask and respond to simple closed questions. - Make observations about where things are e.g. within school or local area. <u>Y2</u> - Locate and name on UK map - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Major features e.g. London, River Thames, home location, seas. - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Investigate their surroundings - Follow a route on a map. - Follow directions (as yr 1 and inc'. NSEW) - Children encouraged to ask simple geographical questions; Where is it? What's it like?	<u>Y1</u> - Use relative vocabulary (e.g. bigger/smaller, like/dislike) - Draw around objects to make a plan. - Picture maps and globes <u>Y2</u> - Look down on objects to make a plan view map. - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. - Use an infant atlas - Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) - Make appropriate observations about why things happen. Make simple comparisons between features of different places.

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	Are all characters the same?	What makes Britain great?	Are oceans and seas just water?
Science (Y1/2) LO	Materials - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Seasonal Changes - observe changes across the four seasons (Autumn)	Seasonal Changes - observe changes across the four seasons (Winter and Spring) Living Things and Their Habitats - explore and compare the differences between things that are living, dead, and things that have never been alive	Animals Including Humans - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals - identify and name a variety of common animals that are carnivores, herbivores and omnivores - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Seasonal Changes - observe and describe weather associated with the seasons and how day length varies.
Working Scientifically	- asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying	- observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	- observing closely, using simple equipment - performing simple tests - identifying and classifying - gathering and recording data to help in answering questions.
Science (Y1/2) Progression skills	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sorting and classifying - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions to find out what people do and how things work	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out	- Use non-standard units and simple equipment to record changes, data and things that might be related - Make comparisons between simple features of objects, materials or living things - Sort objects by observable and behavioural features - Record my sorting in sorting circles or tables - Record in words or pictures or in simple prepared formats such as tables, tally charts and maps - Use simple books and electronic media to find things out - Ask questions about how and why things change - Ask questions about how and why things are similar or different - With help identify changes to observe and measure and suggest how to do it - Decide what to observe to identify or sort things - Ask questions about why and how things are linked

			• With help decide what patterns to observe and measure and suggest how to do it. • Ask questions about how things are and the way they work • With help make suggestions about how to find things out • Ask questions about why and how • With help notice links between cause and effect • With help identify simple variables to change and measure
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	Autumn Term <u>Heroes and Villains</u> Are all characters the same?	Spring Term <u>Great Britain</u> What makes Britain great?	Summer Term <u>Journeys</u> Are oceans and seas just water?
Art and Design LO	• to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to use a range of materials creatively to design and make products	• to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	• art and design techniques in using colour, pattern, texture, line, shape, form and space
Art and Design Skills progression	<i>Exploring and Developing Ideas (ongoing)</i> Y1 • <i>Record and explore ideas from first hand observation, experience and imagination.</i> • <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> • <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> • <i>Identify what they might change in their current work or develop in their future work.</i> Y2 • <i>Annotate work in sketchbook.</i> Painting Y1 • Use a variety of tools and techniques including the use of different brush sizes and types. • Mix and match colours to artefacts and objects. • Work on different scales. • Use different types of paint • Mix secondary colours Y2 • Mix and match colours using artefacts and objects.	<i>Exploring and Developing Ideas (ongoing)</i> Y1 • <i>Record and explore ideas from first hand observation, experience and imagination.</i> • <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> • <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> • <i>Identify what they might change in their current work or develop in their future work.</i> Y2 • <i>Annotate work in sketchbook.</i> Drawing Y1 • Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. • Begin to explore the use of line, shape and colour Y2 • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. • Understand the basic use of a sketchbook and work out ideas for drawings. • Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint.	<i>Exploring and Developing Ideas (ongoing)</i> Y1 • <i>Record and explore ideas from first hand observation, experience and imagination.</i> • <i>Ask and answer questions about the starting points for their work, and develop their ideas.</i> • <i>Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook</i> • <i>Identify what they might change in their current work or develop in their future work.</i> Y2 • <i>Annotate work in sketchbook.</i> Printing Y1 • Make marks in print with a variety of objects, including natural and made objects. • Carry out different printing techniques e.g. monoprint, block, relief and resist printing. Y2 • Use a variety of techniques, inc. carbon printing, relief, press and fabric printing and rubbings. Collage, Textiles Y1

	- Mix a range of secondary colours, shades and tones. - Experiment with tools and techniques, inc. layering, mixing media, scraping through etc. - Name different types of paint and their properties. - Work on a range of scales e.g. large brush on large paper etc. Sculpture Y1 - Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. - Explore sculpture with a range of malleable media, especially clay. Y2 - Manipulate clay for a variety of purposes, inc. thumb pots, simple coil pots and models. - Build a textured relief tile.	Work of Other Artists - describe the work of famous, notable artists and designers; - express an opinion on the work of famous, notable artists;	- Create images from imagination, experience or observation. - Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. - How to thread a needle, cut, glue and trim material. - Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. Y2 - Use a variety of techniques, inc. weaving, French knitting, tie dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. - Create textured collages from a variety of media. - Make a simple mosaic - Stitch, knot and use other manipulative skills. - Use a variety of techniques, inc. weaving, French knitting, tie-dyeing, fabric crayons and wax or oil resist, appliqué and embroidery. Sculpture Y1 - Experiment with, construct and join recycled, natural and man-made materials. - Explore shape and form. Y2 - Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
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	Autumn Term <u>Heroes and Villains</u> Are all characters the same?	Spring Term <u>Great Britain</u> What makes Britain great?	Summer Term <u>Journeys</u> Are oceans and seas just water?
D & T LO	- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - explore and evaluate a range of existing products	- design purposeful, functional, appealing products for themselves and other users based on design criteria - evaluate their ideas and products against design criteria - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
D&T progression skills	Working with tools, equipment, materials and components to make quality products (incfood) Y1 Make their design using appropriate techniques	Developing, planning and communicating ideas Y1 - Draw on their own experience to help generate ideas - Suggest ideas and explain what they are going to do	

	- With help measure, mark out, cut and shape a range of materials - Use tools <i>eg scissors and a hole punch</i> safely - Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape Y2 - Begin to select tools and materials; use vocab' to name and describe them - Measure, cut and score with some accuracy - Assemble, join and combine materials in order to make a product - Cut, shape and join fabric to make a simple garment. Use basic sewing techniques	- Identify a target group for what they intend to design and make - Model their ideas in card and paper Y2 - Generate ideas by drawing on their own and other people's experiences - Develop their design ideas through discussion, observation, drawing and modelling - Identify simple design criteria	
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	Autumn Term <u>Heroes and Villains</u> Are all characters the same?	Spring Term <u>Great Britain</u> What makes Britain great?	Summer Term <u>Journeys</u> Are oceans and seas just water?
Music Topic/unit/ focus/skill	<u>Story time – Music Express Year 1</u> <u>Focus – Listening, performing, composition, musicianship</u> <u>Cross- curricular link – English</u> <u>Vocabulary</u> - Dynamics – loud, quiet In this unit, children will listen to Tchaikovsky's <i>Dance of the Sugarplum Fairy</i> and Mussorgsky's <i>Night on the Bare mountain</i>. They will learn about <i>The Nutcracker Suite</i> by Tchaikovsky and about the instruments of the orchestra. Children will learn to use classroom instruments and use these and their voices to compose their own music. They will also use the songs and exercises detailed above to continually improve their musicianship. <u>SEND-</u> Children explore traditional tales through rap, songs and thoughtful instrument playing. <u>Year 2</u> <u>Focus – Composition, performance</u> <u>Cross-curricular link – English</u> <u>Vocabulary</u> - Texture - timbre Children are introduced to famous pieces to stimulate composition. They interpret a storyboard with sound effects, and develop their own ideas using voices and percussion.	<u>Our Land – Music Express Year 2</u> <u>Focus – Listening, performing</u> <u>Cross-curricular link – Geography</u> <u>Vocabulary</u> - Dynamics – loud, gradually gets louder, quiet – gradually gets louder - Beat - Rhythm In this unit of work, children will explore texture and timbre. They will listen and explore descriptive sounds and perform music inspired by Scottish myths.	<u>Computing has cross-curricular links with music this term</u> <u>Water – Music Express Year 1</u> <u>Focus – Pitch, performance, composition</u> <u>Cross – curricular link – Art</u> <u>Vocabulary</u> - Pitch – high, low, higher, lower, step jump - Tempo – fast, slow, medium, faster, slower, stays the same In this unit, children will use their voices, movement and instruments to explore changes of pitch. They will develop a performance with different vocal pitch shapes and tuned percussion. Children will listen to <i>Aquarium from Carnival of the Animals by Saint-Saens</i> and revise their knowledge of orchestral instruments. They will also create their own music to represent plants, fish and water. <u>SEND-</u> Children will sing/vocalise songs about water and explore percussion using simple musical structures. <u>Year 2</u> <u>Focus – Pitch, composition</u> <u>Cross-curricular link – Science</u> <u>Vocabulary</u> - Pitch - Melody - Score - conductor

			Children will sing and play a variety of pitch shapes, using movement and reading from scores. They create a class composition which describes the sounds and creatures of a pond.
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Y1/2 Computing Units	<u>Information technology around us</u> 2.1 Identifying IT and how its responsible use improves our world in school and beyond.	<u>Digital Photography</u> 2.2 Capturing and changing digital photographs for different purposes.	<u>Robot Algorithms</u> 2.3 Creating and debugging programs, and using logical reasoning to make predictions.	<u>Pictograms</u> 2.4 Collecting data in tally charts and using attributes to organise and present data on a computer.	<u>Making Music</u> 2.5 Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<u>Programming Quizzes</u> 2.6 Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Y1/2 LO	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

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PSHE LO	<u>Me and my Relationships</u> <u>Our ideal classroom (1 and 2)</u> Suggest actions that will contribute positively to the life of the classroom; Practical steps they can take in a range of different contexts to improve or support respectful relationships	<u>Valuing Differences</u> <u>Same or different</u> Identify the differences and similarities between people; Empathise with those who are different from them;	<u>Keeping myself safe</u> <u>Who can help?</u> Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe.	<u>Rights and responsibilities</u> <u>Taking care of something</u> Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.	<u>Being my best</u> <u>My body needs</u> Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health	Growing and Changing Year 1 <u>Then and now</u> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages

	<u>Our feelings</u> Identify a range of feelings; Identify how feelings might make us behave: Suggest strategies for someone experiencing 'not so good' feelings to manage these. <u>How are you feeling today?</u> Use a range of words to describe feelings; Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. <u>Our special people balloons</u> Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us <u>Types of bullying</u> About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help Explain the difference between bullying and isolated unkind behaviour; Recognise that that there are different types of bullying and unkind behaviour;	Begin to appreciate the positive aspects of these differences. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs <u>What makes us who we are?</u> Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. <u>How do we make other feel</u> Recognise and explain how a person's behaviour can affect other people How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. <u>Unkind, tease or bully?</u> Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. <u>Harold's school rules</u> Explain some of their school rules and how those rules help to keep everybody safe	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <u>Harold loses Geoffrey</u> Recognise the range of feelings that are associated with loss. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. <u>Sharing pictures</u> That people sometimes behave differently online, including by pretending to be someone they are not. that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. <u>What should Harold say?</u> Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe <u>I don't like that!</u> Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;	<u>Harold's money</u> Explain where people get money from; List some of the things that money may be spent on in a family home. <u>Harold saves for something special</u> <u>Basic first aid</u> Concepts of basic first-aid, for example dealing with common injuries, including head injuries How to make a clear and efficient call to emergency services if necessary. <u>Feeling safe</u> Identify special people in the school and community who can help to keep them safe; Know how to ask for help. <u>How can we look after our environment</u> Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. <u>Harold goes camping</u> Recognise that money can be spent on items which are essential or non-essential;	<u>My day</u> Understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. <u>What does my body do?</u> Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. <u>Harold's bathroom</u> Explain the importance of good dental hygiene; Describe simple dental hygiene routines. <u>Harold Learns to ride a bike</u> Recognise that learning a new skill requires practice and the opportunity to fail, safely; Understand the learning line's use as a simple tool to describe the learning process, including overcoming challenges. <u>Pass on the praise!</u> Demonstrate attentive listening skills;	<u>Inside my wonderful body</u> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them. <u>Keeping privates private</u> Identify parts of the body that are private; That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Identify people they can talk to about their private parts. <u>Taking care of baby</u> The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding Year 2 <u>Sam moves away</u> Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to <u>Haven't you grown!</u>
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	Understand that bullying and unkind behaviour are both unacceptable ways of behaving. <u>Being a good friend</u> The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends are for each other	That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <u>My special people</u> Identify people who are special to them; Explain some of the ways those people are special to them. The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. <u>Fun or not?</u> Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.	Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.	Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel.	Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. <u>My body, your body</u> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.
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RE Themes (Y1/2)	LAS Compulsory Being Human - Islam	LAS Compulsory Life Journey- Islam	LAS Additional Thankfulness (Including Christianity)	MAST Belonging Together	Salvation UC 1.5 (core) Why does Easter matter to Christians?	Incarnation UC 1.3 (core) Why does Christmas matter to Christians?
RE LO	- What does the Qur'an say about how Muslims should treat others and live their lives? - How might Muslim beliefs inspire the actions of inspirational individuals? Key vocab and knowledge <i>Imam</i> (faith) – <i>Shahadah</i> (statement of faith) – ‘there is no God but God, and Muhammad is his prophet’; one of the Five Pillars of Islam; used as a key part of Muslim prayer;	- How do different Muslims celebrate and say thank you for the life of a new baby? - What does it mean to belong? - Why does it matter to belong? Key vocab and knowledge The importance of community (ummah) in Islam; belonging to one community of Muslims worldwide – all Muslims	- What different things and times do we associate with saying thank you? - How do religious and non-religious people say thank you? To include at least one religious or non-religious worldview other than Christianity and Islam. Key vocab and knowledge The importance of gratitude (saying thank	- Why does it matter to be part of a community? - What can we learn about Christians and community life? Key vocab Christianity: church communion bread and wine God Jesus.	OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.	

	connection with belief in the oneness of God (<i>tawhid</i>) who has created a universe in harmony and the importance of the prophets (those who guide Muslims along the straight path [<i>shariah</i>] that will help keep the universe in harmony Akhlaq (character, moral conduct) – making good choices, that is, choices that will keep creation in harmony, as God intended The importance of serving others and showing compassion, e.g. zakat (charitable gifts – 2.5% of disposable income annually) Stories about the prophets (e.g. Ibrahim, Nuh,) – how to care for others and make sure the world is a fair, just and harmonious place	working together in harmony to follow the straight path (shariah) • Celebrating a new member of the Muslim community (ummah) – the birth of a baby as a blessing, something that Muslims give thanks for • The act of whispering the call to prayer (adhaan) into the baby’s ear just after they have been born – this reminds them to worship the one God; then the baby is given a taste of something sweet • The aqiqah ceremony at 7 days old: mentioned by Muhammad in a collection of his sayings and teachings (Hadith) • Traditionally, Muslims give a gift of food to the poor as part of the aqiqah ceremony (to help bring about harmony in the world – to rebalance those who have more than they need and those who do not have enough) • Some Muslims shave the baby’s hair at this time as well; the hair is weighed and this weight in silver is given to the poor • Babies are traditionally given a name at this time; often they are named after Prophets or other important Muslim figures • Could compare to a Christian baptism.	you) – do you only have to say thank you if you believe in God? Christianity: Harvest festival – saying thank you for the harvest; connect with beliefs about God as creator and human beings as stewards (i.e. there to look after God’s creation); explore different ways in which Christians around the world celebrate harvest; in India, harvest time occurs in late December and early January, so for Indian Christians, harvest time is around the time they are celebrating the birth of Jesus at Christmas – explore the painting Dalit Madonnna (Jyoti Sahi), which shows Mary and baby Jesus and is full of imagery of harvest time; make connections with the gifts of the created world (fruit, vegetables, flowers, etc.) and the gift of Jesus Judaism: key beliefs: in one God, who has created the world; in the people of Israel (Jewish people) as the chosen people of God; the covenants (a series of contracts between God and his chosen people that ties them together in relationship), e.g. with Noah, Abraham, and Moses); the mitzvot (commandments) – the laws that God asks his chosen people to follow, e.g. the Ten Commandments; Sukkot –	community symbol sharing togetherness belonging believing BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO; • retell religious stories and identify some religious beliefs • match some activities that children do with where they belong • identify three groups I belong to and three examples of belonging to a religious community. • respond sensitively to questions about who I am. suggest meanings in religious symbols, especially those associated with worship, light and darkness	KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Easter is very important in the ‘big story’ of the Bible. • Christians believe Jesus rose again, giving people hope of a new life. OUTCOMES BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians. Recognise that stories of Jesus’ life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. KNOWLEDGE BUILDING BLOCKS PUPILS WILL KNOW THAT: • Christians believe that Jesus is God and that he was born as a baby in Bethlehem. • The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke). • Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.
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			the festival of the booths; it remembers the time when God's chosen people, the people of Israel, wandered in the desert after escaping slavery in Egypt (possibly recap the story of Moses) and God protected them by providing food and shelter; sukkot (booths) are created out of leaves and branches and you should be able to see the sky out of the top – they should be flimsy, temporary structures to reflect the experience of the people of Israel in the desert; the festival involves four key plants: the Etrog (a citrus fruit), a palm branch, a myrtle branch and a willow branch as symbols of God's protection during their time in the desert; asking questions about protection – making connections with the idea of community and belonging – everyone needs someone else, etc.		
	I can retell some parts of religious stories. I can describe some religious ideas from stories. I can describe some religious beliefs, teachings and events.	I recognise religious objects/people/ places. I know about some of the things that people of a religion do. I can describe some religious objects/places/ practices.	I can say what is important in my life. I compare this to religious beliefs. I can describe my feelings to other people. I know that other people have feelings. I talk about how my feelings may be similar to characters in religious stories.	I can name some religious symbols. I know what some religious words mean. I can describe the messages or meanings from some religious symbols.	

	Autumn Term <u>Heroes and Villains</u> Are all characters the same?	Spring Term <u>Great Britain</u> What makes Britain great?	Summer Term <u>Journeys</u> Are oceans and seas just water?
PE LO	<u>Throwing and Catching Games/Hockey</u> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending	<u>Dance/Gymnastics</u> -Perform dances using simple movement patterns. -Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u>Athletics/Rounders</u> - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - Participate in team games, developing simple tactics for attacking and defending
PE Progression skills	<u>Year 1</u> - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Year 2</u> - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/defending	<u>Year 1</u> - Copies and explores basic movements and body patterns - Remembers simple movements and dance steps - Links movements to sounds and music. - Responds to range of stimuli. - Copies and explores basic movements with some control and coordination. - Can perform different body shapes - Performs at different levels - Can perform 2 footed jump - Can use equipment safely - Balances with some control - Can link 2-3 simple movements <u>Year 2</u> - Copies and explores basic movements with clear control. - Varies levels and speed in sequence - Can vary the size of their body shapes - Add change of direction to a sequence - Uses space well and negotiates space clearly. - Can describe a short dance using appropriate vocabulary. - Responds imaginatively to stimuli. - Explores and creates different pathways and patterns. - Uses equipment in a variety of ways to create a sequence - Link movements together to create a sequence	<u>Year 1</u> - Can run at different speeds. - Can travel in a variety of ways including running and jumping. - Beginning to perform a range of throws. - Receives a ball with basic control - Beginning to develop hand-eye coordination - Participates in simple games <u>Year 2</u> - Can change speed and direction whilst running. - Confident to send the ball to others in a range of ways. - Beginning to apply and combine a variety of skills (to a game situation) - Develop strong spatial awareness. - Beginning to develop own games with peers. - Understand the importance of rules in games. - Develop simple tactics and use them appropriately. - Beginning to develop an understanding of attacking/defending