SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

# Two Year Curriculum Plan Sapphire Class Year 1 and Year 2 YEAR A

Year A	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1		Summer 2
Topic Titles	Yum, Yum!	The Lad the L	•	Home and Away	Home and Away	Fire,	Fire!	Beside the Seaside
English	Narrative: Traditional tale – Pinocchio Y1 Non-fiction: Take One Book – Beegu	Narrative: Trac with a twist – Reading Hood Poetry	Little Red	Narrative: Adventure – Wombat Goes Walkabout Y1 Non-fiction: Persuasive letter – The Day the Crayons Quit Y2	Non-fiction: Non- chronological report – Big Cats Y2 Poetry: Rhyming Poem – When I am by Myself Y1	Narrative: Story – The Marvellous Fluffy Squishy Itty Bitty Y2 Instructions – How to Wash a Woolly Mammoth (HfL Y2)		Narrative: Irish myth – Song of the Sea Y1 Non-fiction: Non- chronological report -Pirates Y2
Topic: Hook/ Visit/ Wow moments	Historical food pictures stuck up around the room – Guess the food! Parents invited – 100 Years of Food	Turn the classr Crimean War H Christmas Dece Play	rospital.	Receive a postcard from a familiar storybook character – Where have they been? Trip to London or Zoo	Trip to London or Zoo	Firefighter visit Parents invited for D&T afternoon		Show old photos of our local area. Can they tell where it is? Trip to the Seaside
Maths	Y2 Number and Place Value (10) Addition and Subtraction (12) Addition and Subtraction (9) Money (9) Y1 Numbers to 10 (12) Part-whole within 10 (6) Addition and subtractions within 10 (6)	Y2 Money cont. Multiplication (9) Multiplication (9) Statistics (7) Length and He Y1 Addition and s within 10 (12) 2D and 3D sho Numbers to 20	and Division ight (5) ubtractions upes (5)	Y2 Properties of Shapes (12) Fractions (14) Position and Direction (4) Y1 Addition within 20 (6) Subtraction within 20 (8)	Y2 Problem Solving and Efficient Methods (12) Time (9) Weight, Volume and Temperature (10) Y1 Numbers to 50 (11) Introducing length and height (5) Introducing weight and volume (7)	Y2 Weight, Volum Temperature C Revisit and Mo Y1 Multiplication Division (5) Halves and qu Position and o	cont. ister (6) varters (5)	Y2 Revisit and Master Y1 Numbers to 100 (9) Time (7) Money (3)
Science	Seasonal Changes I can observe and comment of the seasons. I can name the seasons and s type of weather in each season Working scientifically I can use simple equipment to observation I can carry out simple tests	suggest the m.	the material it I can explain t made from. I can name w water and roc I can describe materials.	ish between an object and , is made from. the materials that an object is ood, plastic, glass, metal,	Uses of Everyday Materials I can identify and name a ray materials, including wood, m glass, brick, rock, paper and o I can suggest why a material might not be used for a speci I can explore how shapes car by squashing, bending, twist stretching.	ge of I can describe tal, plastic, into plants. urdboard. I can describe night or grow and stay c job. suitable tempe be changed rg and <b>Working scien</b> I can ask simp		

	I can use simple data to	r answer question	n they are made	lrom.		Warking	scientifically		atre	ervations	
	1 cui l'use surpre auta a	uiswei questio	it uteg ute muue	Juoni.			ntify and classify thi	nas	I can carry out simple test		
			Working scier	ntifically			gest what I have for			n identify and classi	
				ple scientific question	s.		e simple data to answ			an suggest what I have found out	
										can use simple data to answer questions	
			ohservations								anower questions
			I can carry ou	in carry out simple tests							
Computing	Internet safety	Effective	Lego Builders	Creating Art	<b>Pictures</b>	and.	Grouping,	Presenting Ide	oue.	Coding	Coding
1	3 weeks: Jessie and	Searching	Unit 1.4	Unit 2.6	Text	uitu	sorting and	Unit 2.8	cus	Unit 1.7	Unit 2.1
	Friends -	Unit 2.5	– 2DIY Lessons 2	Programs –	Link to t	mics	making Graphs	Programs –		Weeks – 6	Weeks – 5
	ThinkUknow	0.000 2.00	and 3	2PaintAPicture	and Eng		intenting of aprice	Various		Programs -	Programs -
	Y1	Research	2 weeks		<u></u>		2 count	Link to a store	u	2Code	2Code
	I will always follow	linked to	Beebots <u>2 weeks</u>	Pointillists	2 publish	L	2 graph	4 weeks	*	4-6 weeks	3-5 weeks
	the computer and	topic	Algorithms and	Mondrian, Morris	Choose f		U 1			Basic block code	includes
	internet rules	<u>1week</u>	Instructions	,	• My cha		Making			to move	debugging
	I can log in using my		Y1	<u>5 weeks</u>	• I have		pictograms,	Y1		characters	000
	username and	Use a	I can say what		out		pie charts and	I can create			Y2
	password and I know	browser	an algorithm is	Y1	• What I	have	bar charts <u>linked</u>	digital content		Y1	I understand that
	not to share it with	To find and	I can create a	I can create	learned	,	<u>to topic, science</u>	text, graphics,		I can say what	algorithms are
	others	save pictures	series of	digital content.—	• Card		or maths	I can save my		an algorithm is	used on digital
	I know where to go		instructions.	graphics				work in my fol		I can create a	devices.
	for help if I am	Y1	I can control a	I can save my	Y1		Y1	I can open my		series of	I understand that
	concerned.	I know which	programmable	work in my folder	I can crea	ate	I can create	saved work fro	m	instructions.	programs require
	I can identify that	devices can	device (Beebot	I can open my	digital co	mtent. –	digital content. –	my folder		I can control a	precise
	some people behave	use the	etc)	saved work from	text, grap	phics,	text, graphics,	Y2		programmable	instructions.
	different when online	internet and	Y2	my folder	I can sav		I can save my	I can retrieve o	ind	device (Beebot	I can use a range
	Y2	world wide	I understand that	Y2	work in n		work in my folder	manipulate		etc)	of instructions
	I can use a number	web	algorithms are	I can retrieve and	I can ope		I can open my	digital content			(e.g. direction,
	of passwords and	I can use a	used on digital	manipulate	saved wo		saved work from	(save and retri	eve	Vocab: coding,	angles, turns).
	keep them secure I could tell someone	web site and	devices. I understand that	digital content. (save and retrieve	my folde		my folder	from different folders)		collision, background,	I can predict what the outcome
	l could tell someone else what to do if	open a specific page	I understand that programs require	(save and retrieve from different	I can tak	ea	Y2	jouriers)		background, detection, action,	of a simple
	they are concerned	Specific puye Y2	programs require precise	folders)	photo		12 I can retrieve and	Vocab: Node,		algorithm,	program will be
	about something	I can	instructions.	Vocab: palette,	Y2 I can retr	المتحد مريدك	manipulate	Presentation,		command,	logical
	online	navigate the	I can use a range	template, digital,	1 can retr manipulo		digital content.	Narrative,		debug, design,	reasoning).
	I can say what is the	web to	of instructions	retrieve	digital co		(save and retrieve	Audience,		character,	I can write a
	right way to behave	complete	(e.g. direction,		(save and		from different	animated,		,	simple program
	online	simple	angles, turns).		from diff		folders)	:			and test it.
	I understand that it	searches.	I can predict		folders)		Vocab: data,				I can find errors
	can be difficult to		what the		Vocab: to	ext.	graphic,				and amend.
	know what people are	Vocab:	outcome of a		graphics,		pictogram, bar				(debug)
	really like when we	internet ,	simple program		open, net		chart, pie chart				· · · · · · · · · · · · · · · · · · ·
	only see them online	network,	will be (logical				· ·				Vocab: coding,
	I understand that	browser,	reasoning).								collision,
	what we put online	connected,	Vocab:								background,

		instruction, algorithm, program, debug						detection, action, algorithm, command, debug, design, character
History	Yum, Yum!	The Lady with the Lamp			Great Fire of Londo	n	Beside th	re seaside (UK and
Ť	(History of food)	(Florence Nightingale)						tory and
	<u>Constructing the Past</u>	<u>Constructing the Past</u>			<u>Constructing the Pa</u>	<u>st</u>	Geograp	hy)
	<u>constructing the ruse</u>	<u>consultantly the rase</u>			End of Year 1, expe		History S	tatements
	End of Year 1, expected:	End of Year 1, expected:			In discussion, I can			
	In discussion, I can recall	In discussion, I can recall			some of the key eve		<u>Significa</u>	
	some of the key events and people associated with	some of the key events and people associated with			people associated w themes studied with		<u>Interprete</u>	<u>itions</u>
	themes studied within	themes studied within			family, local, nation		End of Y	ear 1, expected:
	family, local, national and	family, local, national and			global history.			nonstrate through
	global history.	global history.			0			and discussion an
					I can demonstrate s			nding of the term
	I can demonstrate some understanding of the	I can demonstrate some understanding of the			understanding of th characteristic featur		'significa	nce.
	characteristic features of the				period studied, e.g.	es of the	I can aiv	e some valid
	period studied, e.g.	period studied, e.g.			technology availabl	e.		vhy someone or
	technology available.	technology available.						g is significant.
					End of Year 2, expe	cted:		
	End of Year 2, expected:	End of Year 2, expected:			I can confidently a			jin to make
	I can confidently and accurately retell the story of	I can confidently and accurately retell the story of			accurately retell the events, etc. associat			ms between 1t events or people.
	events, etc. associated with				themes studied with		siyiiyiitti	u evenus or people.
	themes studied within	themes studied within			family, local, nation		End of Y	ear 2, expected:
	family, local, national and	family, local, national and			global history.		I can giv	e a broad range of
	global history.	global history.						sons why someone
					I can demonstrate o	ın	or somet	hing is significant.

I can demonstrate an understanding of the characteristic features of the period studied.

<u>Cause and Effect</u>

**End of Year 1, expected:** I can identify at least one relevant cause for, and effect of, several events covered.

**End of Year 2, expected:** I can identify several causes and effects of events covered.

I will begin to understand that some of the causes and/or effects are of particular importance.

Using Sources as Evidence

**End of Year 1, expected:** I can extract some information from more than

one type of source to find out about an aspect of the past. These sources could include written, visual, oral sources and artefacts including the environment.

End of Year 2, expected: I can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions.

I can demonstrate an

I can demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.

Change and Development

**End of Year 1, expected:** I can identify independently a range of similarities, differences and changes within a specific time period.

End of Year 2, expected: I can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics.

<u>Significance and</u> <u>Interpretations</u>

**End of Year 1, expected:** I can demonstrate through examples and discussion an understanding of the term 'significance'.

I can give some valid reasons why someone or something is significant.

I will begin to make connections between significant events or people.

**End of Year 2, expected:** I can give a broad range of valid reasons why someone understanding of the characteristic features of the period studied, e.g. technology available or religion.

#### <u>Sequencing the past</u>

**End of Year 1, expected:** I can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic.

#### End of Year 2, expected:

I can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied.

I can begin to explain why I have placed the items in this sequence.

#### End of Year 1, expected:

I can begin to use a range of common words relating to the passage of time e.g. now, then, new old, when, before, etc.

I can demonstrate a secure understanding of the words used.

I will require little prompting to use these words.

End of Year 2, expected:

I can demonstrate a secure understanding of the term significance.

I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.

I can make valid connections and judgements between significant events or people.

<u>Planning and Carrying out</u> <u>a Historical Enquiry</u>

**End of Year 1, expected:** I can plan a small enquiry by asking relevant questions.

I can find relevant information to answer questions using at least one story and another type of source.

I can use appropriate historical vocabulary.

**End of Year 2, expected:** I can pose a range of valid questions independently.

I can find relevant information from more than one source to confidently answer these questions.

I can use a range of appropriate vocabulary in both their questions and

understanding that some	or something is significant.		I can use a wider range of	answers.
sources are more useful			terms and phrases, e.g.	
than others in providing	I can demonstrate a secure		nowadays, in the past,	<u>Using Sources as Evidence</u>
information to answer a	understanding of the term		previously, and depending	
historical question.	significance.		on the context and	End of Year 1, expected:
			opportunities be able to use	I can extract some
Planning and Carrying out	I can give some valid		more complex terms, e.g.	information from more than
<u>a Historical Enquiry</u>	reasons why one aspect of		last century, decade, and	one type of source to find
	a person's life or event is of		those related to time	out about an aspect of the
End of Year 1, expected:	particular importance in		periods.	past. These sources could
I can plan a small enquiry	making them/it significant.			include written, visual, oral
by asking relevant			I can demonstrate secure	sources and artefacts
questions.	I can make valid		understanding of the terms	including the environment.
	connections and judgements		used.	
I can find relevant	between significant events			End of Year 2, expected:
information to answer	or people.		I can independently use the	I can select key information
questions using at least one			terms appropriately.	independently from several
story and another type of	<u>Planning and Carrying out</u>			different types of source
source.	<u>a Historical Enquiry</u>			including written, visual,
			<u>Cause and Effect</u>	oral sources and artefacts,
I can use appropriate	End of Year 1, expected:			etc. to answer historical
historical vocabulary.	I can plan a small enquiry		End of Year 1, expected:	questions.
	by asking relevant		I can identify at least one	
End of Year 2, expected:	questions.		relevant cause for, and	I can demonstrate an
I can pose a range of valid			effect of, several events	understanding that some
questions independently.	I can find relevant		covered.	sources are more useful
	information to answer			than others in providing
I can find relevant	questions using at least one		End of Year 2, expected:	information to answer a
information from more than	story and another type of		I can identify several causes	historical question.
one source to confidently	source.		and effects of events	
answer these questions.			covered.	
	I can use appropriate			

I will begin to understand

particular importance, e.g.

for the Great Fire of London

that some of the causes

and/or effects are of

taking place.

I can use a range of appropriate vocabulary in both their questions and answers.

**End of Year 2, expected:** I can pose a range of valid questions independently.

historical vocabulary.

I can find relevant information from more than one source to confidently answer these questions.

I can use a range of appropriate vocabulary in

	both their questions and			
	answers.			
Geography/	 	Home and Away	Home and Away	Beside the seaside (UK and
Casgraphig		(Hot and Cold Places)	(African Location	Local history and
		(not and cour races)	compared to UK location)	Geography)
		Human and Physical		Ceographig)
		<u>Geography</u>	<u>Place Knowledge</u>	Locational Knowledge
		<u></u>	<u>- tabe Kito Wicago</u>	<u>Locationation into Wieago</u>
		End of Year 1, expected:	I can describe in some	End of Year 1, expected:
		I show limited awareness of	detail the local area and	I can locate some major
		weather differences.	distant locations' features	cities, oceans and
			using images to support	continents on a UK and
		I can describe which	answers.	world map.
		continents have significant		
		hot or cold areas and relate	I can compare the local	I can use a world map,
		these to the poles and	area to distant locations.	atlas or globe to name and
		equator.	This might be naming key	locate the seven continents
			landmarks, e.g. the nearest	and five oceans.
		I can use a world map,	local green space or	
		atlas or globe to locate the	landmarks of other capital	End of Year 2, expected:
		continents and oceans	cities.	I can name the capitals of
		relative to the equator and		the UK.
		poles.	I know that people do jobs	
			and that where they live	I can use an atlas to name
		I can describe and ask	(e.g. coastline) might affect	and locate on a map the
		questions about seasonal	this.	four countries and capital
		and daily weather patterns	<b>T</b> 1	cities of the UK.
		(UK and overseas) and	I have some sense of what	Diana Kasadadaa
		describe which continents	animals eat and the	<u>Place Knowledge</u>
		have significant hot or cold areas and relate these to the	dangers (human or physical) animals might	End of Year 1, expected:
		areas and relate these to the poles and equator.	encounter.	I can describe in some
		pores unu equition.		detail the local area and
		Geographical Skills and	Human and Physical	distant locations' features
		Field Work	<u>Geography</u>	using images to support
				answers.
		I can use a world map,	I can describe and ask	
		atlas or globe to recognise	questions about seasonal	I know that people do jobs
		and name some continents	and daily weather patterns	and that where they live
		and oceans.	(UK and overseas) and	(e.g. coastline) might affect
			describe which continents	this.
		I can use a UK wall map or	have significant hot or cold	
		atlas to locate and with	areas and relate these to the	End of Year 2, expected:
		support identify the four	poles and equator.	I can demonstrate
		dd d		

	countries and capital cities		locational awareness, name
	of the UK.	<u>Geographical Vocabulary</u>	my local area, and that
	0		they live in the UK.
	I can use a wall map or	I can use appropriate	
	atlas to locate and identify	vocabulary in relation to the	I know that weather can be
	countries taught	human and physical	different in different parts of
		features of local and distant	the UK.
		locations.	
			I can describe a local
		I can describe the physical	natural environment
		and human geography of a	(animals and plants) and
		distant place.	use a range of good quality
			key vocabulary.
		I can recognise a natural	
		environment and describe it	<u>Geographical Vocabulary</u>
			Geographical vocabulary
		using geographical	
		vocabulary.	End of Year 1, expected:
			I know about the local area
		I can use appropriate	and can name and locate
		vocabulary in relation to the	key landmarks (e.g. create a
		human and physical	vocabulary list of the
		features of local and distant	human and physical
		locations.	features of the local area
			and describe these
		Geographical Skills and	features).
		<u>Field Work</u>	jeuures).
		<u>Flett Work</u>	<u>.</u>
			I can use appropriate
		I can use a world map,	vocabulary in relation to the
		atlas or globe to recognise	human and physical
		and name some continents	features of local and distant
		and oceans.	locations.
		I can use a UK wall map or	End of Year 2, expected:
		atlas to locate and with	I can talk with confidence
		support identify the four	about human and physical
		countries and capital cities	environments, such as
			farmland, the local area or
		of the UK.	
			further afield (e.g. a major
		I can use a wall map or	UK city), naming features
		atlas to locate and identify	and using some key
		countries taught in the unit.	vocabulary.
			I can correctly use most of
			the key vocabulary given in
			the unit.

			<b>End of Year 1, expected:</b> I know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).
			<u>Geographical Skills and</u> <u>Field Work</u>
			I can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.
			<b>End of Year 1, expected:</b> I know about the local area and can name and locate key landmarks.
			I can use appropriate language when talking about maps and locations.
			I can describe a journey on a map of the local area using simple compass directions and locational and directional language.
			<b>End of Year 2, expected:</b> I can use a range of good quality key vocabulary, including directional language, to describe a local natural environment.
			<b>End of Year 1, expected:</b> I know about the local area

						and can name and locate
						key landmarks.
						0
						End of Year 2, expected:
						,
						I can use photographs and
						plan perspectives to describe
						and recognise landmarks
						and basic human and
						physical features.
RE	Christianity Understanding Ch	rristianity module <mark>Islam</mark> Sikh/H	<mark>linduism <mark>Judaism</mark> B<mark>uddism</mark> Mix</mark>	red		
	Being thankful and harvest	Giving to charity	Belonging to family and	1.4 What is the good news	Scared texts: who reads	Big questions about God
	traditions (Explore different		community.	that Jesus brings?(Digging	them, when and why	
	cultures)	Giving to charity		Deeper)	Why is the Torah and	Where is God?
	Pupils find out how people	Explore a Christian (or other	What things are important	The Easter story	Qur <sup>i</sup> an and sacred for Jews	1.2 Who made the world?)
	with different religious and	faith) charity that focuses	to your family and to you?	Stories: Matthew and the	and Muslims Faith stories	Explore big questions in
	world	on	Explore different religions	tax collector		'Why is the Sky Blue?' by
	views celebrate the	justice and fairness.	from the children within the	The Easter Story	Why is the Bible holy	Sally Grindley
	fruitfulness of the earth (eg	justice unu juiness.	class.	The Luster Story	sacred for Christians? Why	Explore themes from the
	Harvest	UC 1.3 Why does Christmas	Understand the meaning of	What is the good nour that	0	Spirited Arts competition
				What is the good news that	are the Territorian difference of the	
	traditions). How do some	matter to Christians?	belonging in terms of	Jesus brings? (UC Gospel,	the Torah and/or Qur'an	( <u>www.natre.org.uk</u> )
	religious communities	Digging Deeper for year 2	belonging to a community,	1.4, Digging Deeper)	holy and sacred for Jews	
	express their	Stories: the Nativity story	school and clubs.	What events are Christians	and/or	Who made the world?
	thankfulness for our world?			remembering and believing	Muslims? How do Jews and	(digging deeper) 1.2
	For example, what is Sukkot	Explore the story of	Naming ceremonies-include	when they celebrate Easter?	Muslims look after and read	Showing care and concern
	and	Christmas. Why does	<mark>a visit to our local church.</mark>	(UC Salvation 1.5, Digging	their holy and sacred book?	Whose community?
	how is it celebrated?	Christmas matter	Using artefacts to explore	Deeper)	Which other religions use	
		to Christians? (*UC	<mark>prayer and worship.</mark>		special texts?	What makes human beings
	Festivals of light	Incarnation 1.3)		I can at least three	(Vedas/Sutras)	so unique? How we can live
	Stories: Rama and Sita	,	How and why do people	examples of different beliefs	<b>X Y Y</b>	together
	Hanukkah	I can at least three	have special ways of	and practices, including	What do faith stories tell us	when we are all so
	Loy Krathong	examples of different beliefs	welcoming	festivals, worship, rituals	about the way people	different? Pupils share ideas
	a a	and practices, including	babies? Pupils role play a	and ways of life, and	should look after each other	on how we know
	Explore symbols of two	festivals, worship, rituals	baptism through drama and	explain some meanings	and the world? Think about	that people come from
	different religious traditions,	and ways of life, and	song. Invite local Christian	behind them.	whether everyone shares the	different religions. Pupils
	looking	explain some meanings	ministers or lay people to	I can retell and suggest	same belief about how the	explore the
	for similarities such as light	behind them.	talk	meanings to some religious	world began. Explore and	relationship between
	eg Hanukah and	I can retell and suggest	with the class about what it	and moral stories; think,	tell some parables through	humans, their environment
	(eg Hurukur uru Christmas;		means for them to belong to	talk and ask questions		and other living
	· ·	meanings to some religious			drama. How have people of	
	Diwali and Christmas).	and moral stories; think,	a	about some sacred writings	faith influenced the world	things How do the religious
	Pupils compare their own	talk and ask questions	church – or a representative	and sources of wisdom and	by their actions? How can	groups in your local
	feelings	about some sacred writings	from another faith.	the traditions from which	faith stories guide people in	community look
	when in light or in	and sources of wisdom and		they come.	their choices of what is	after people and the world?
	darkness, using a lit candle	the traditions from which	Pupils explore examples of	I can tell stories and share	right or wrong?	What is carried out locally
	as a focus.	they come.	religious artefacts, asking	real life examples of how		for the benefit of the whole

I can at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them. I can retell and suggest meanings to some religious and moral stories; think,	I can give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. I can talk with others about how groups express who they are and how individuals belong to	questions, finding out their meaning and use in the context of prayer and worship. I can at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings	people show care and concern for humanity and the world; think, talk and ask questions about why people do this.	I can retell and suggest meanings to some religious and moral stories; think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. I can give at least three examples of symbols and actions explaining how and	community? Should everyone in the world take responsibility for looking after each other? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. How do we know
talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come. I can give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some	communities including faith groups. I can describe what a leader does and why.	behind them. I can give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some similarities between communities. I can talk with others about how groups express who		why they express religious meaning; notice some similarities between communities. I can tell stories and share real life examples of how people show care and concern for humanity and the world; think, talk and ask questions about why	how and when to be good? I can explore how and where worshippers connect to prayer and worship. I can participate in periods of stillness and reflection. I can explore questions about belonging, meaning and truth so that I can
similarities between communities. I can explore how and where worshippers connect to prayer and worship. I can participate in periods of stillness and reflection. I can talk with others about how groups express who they are and how individuals belong to communities including faith		they are and how individuals belong to communities including faith groups. I can describe what a leader does and why.		people do this.	express my own ideas and opinions using creative media. I can ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing my own ideas and opinions.
groups. I can describe what a leader does and why. I can ask and answer a range of 'how' and 'why' questions about belonging, meaning and truth expressing my own ideas and opinions. I can tell stories and share real life examples of how people show care and concern for humanity and					

	the world; think, talk and					
	ask questions about why					
PSHE	people do this. Me and my relationships Year 1 I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules. Year 2 I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I	Valuing difference Year 1 I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. Year 2 I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	Keeping myself safe Year 1 I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. Year 2 I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something, feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	<b>Rights and responsibilities</b> Year 1 I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. Year 2 I can give examples of when I've used some of these ideas to help me when I am not settled.	Being my best Year 1 I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. Year 2 I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Growing and changing Year 1 I can identify an adult I can talk to at both home and school. If I need help I can tell you some things I can do now that I couldn't do when I was a toddler. I can tell you what some of my body parts do. Year 2 I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger. I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).
Music	can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way.	Ha ha ha	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	Zantime	Eriandahin comp	I can give examples of how to give feedback to someone.
Music	Hands, feet, heart	Hơ hơ hơ	I wanna play in a band	Zootime	Friendship song	Reflect, rewind, replay
	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.	<b>Listen</b> I can begin to answer questions about the music I listen to. <b>Pulse</b> I can find the pulse.

• I		• I · · · I · · · I		• I	
I know that the pulse is the	I know that the pulse is the	I know that the pulse is the	I know that the pulse is the	I know that the pulse is the	I know that the pulse is the
heartbeat of the music.	heartbeat of the music.	heartbeat of the music.	heartbeat of the music.	heartbeat of the music.	heartbeat of the music.
I can be an animal, a pop	I can be an animal, a pop	I can be an animal, a pop	I can be an animal, a pop	I can be an animal, a pop	I can be an animal, a pop
star or march when finding	star or march when finding	star or march when finding	star or march when finding	star or march when finding	star or march when finding
the pulse of the music.	the pulse of the music.	the pulse of the music.	the pulse of the music.	the pulse of the music.	the pulse of the music.
Rhythm	Rhythm	Rhythm	Rhythm	Rhythm	Rhythm
I can copy rhythms when	I can copy rhythms when	I can copy rhythms when	I can copy rhythms when	I can copy rhythms when	I can copy rhythms when
playing Warm-up Games.	playing Warm-up Games.	playing Warm-up Games.	playing Warm-up Games.	playing Warm-up Games.	playing Warm-up Games.
I can clap the rhythm of	I can clap the rhythm of	I can clap the rhythm of	I can clap the rhythm of	I can clap the rhythm of	I can clap the rhythm of
my name and favourite	my name and favourite	my name and favourite	my name and favourite	my name and favourite	my name and favourite
colour when playing Warm-	colour when playing Warm-	colour when playing Warm-	colour when playing Warm-	colour when playing Warm-	colour when playing Warm-
up Games.	up Games.	up Games.	up Games.	up Games.	up Games.
Play	Play	Play	Play	Play	Play
I can play the glockenspiel	I can play the glockenspiel	I can play the glockenspiel	I can play the glockenspiel	I can play the glockenspiel	I can play the glockenspiel
along to some of the songs	along to some of the songs	along to some of the songs	along to some of the songs	along to some of the songs	along to some of the songs
we sang this year.	we sang this year.	we sang this year.	we sang this year.	we sang this year.	we sang this year.
Improvise	Improvise	Improvise	Improvise	Improvise	Improvise
I can improvise with the	I can improvise with the	I can improvise with the	I can improvise with the	I can improvise with the	I can improvise with the
songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.
Compose	Compose	Compose	Compose	Compose	Compose
I composed a simple	I composed a simple	I composed a simple	I composed a simple	I composed a simple	I composed a simple
melody with some of the	melody with some of the	melody with some of the	melody with some of the	melody with some of the	melody with some of the
songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.	songs we sang this year.
	Yum Yum! History of Food		Home and Away		Art inspired by the seaside
	<u>(continued from last half</u>		African tribal art and		Art inspired by the sensitie
	<u>(conditated from tast naif</u> term)-		5		The Great Wave – Hokusai
	<u>terny</u> - Vegetable printing		landscapes Examining artefacts		Van Gogh
	IT – Creating Pictures using		Mask making		
					Collage Sand art
	stamps, paintbrush tool and printed online pictures.		African print clay pots		Sand art
			IT – Creating Pictures		T ann amarta tautum in ant
	RE- Harvest Festival		I can choose and use three		I can create texture in art work.
	Clay fruit or veg				
	Giuseppe Arcimboldo		different grades of pencil		I can draw on personal
	T and a sum of the sumine sum of		when drawing.		experience to create art
	I can name the primary and		I can use charcoal, pencil		work. Leave describes adapt Leave
	secondary colours		and pastel to create art.		I can describe what I can
	I can create moods in art		I can use a viewfinder to		see and give an opinion
	work.		focus on a specific part of		about the work of an artist.
	I can create a repeating		an artefact before drawing		I can ask questions about a
	pattern in print.		it.		piece of art.
	I can show how people feel		I can mix paint to create all		I can suggest how artists
	in paintings and drawing		the secondary colours.		have used colour, pattern
	I can use IT to create a		I can create brown with		and shape.
	picture.		paint.		I can create a piece of art in
	I can describe what I can		I can create tints with paint		response to the work of

Art

		see and give an opinion		by adding white.		another artist.
		about the work of an artist.		I can create tones with		
		I can ask questions about a		paint by adding black.		
		piece of art.		I can create a printed piece		
		I can cut, roll and coil		of art by pressing, rolling,		
		material.		rubbing and stamping.		
				I can make a clay pot.		
				I can join two clay finger		
				pots together.		
				I can use different effects		
				within an IT paint package.		
				I can suggest how artists		
				have used colour, pattern		
				and shape.		
				I can create a piece of art in		
				response to the work of		
				another artist.		
DT	Food – Preparing fruit and		Mechanisms – Wheels and		Structures - Freestanding	
	vegetables (celebrating		Axles (safari jeep)		Structures – (Tudor houses)	
	Harvest/Seasonality and					
	food from the past)		Prior learning		Prior learning	
			<ul> <li>Assembled vehicles with</li> </ul>		<ul> <li>Experience of using</li> </ul>	
	Prior learning		moving wheels using		construction kits to build	
	• Experience of common		construction kits.		walls, towers and	
	fruit and vegetables,		• Explore moving vehicles		frameworks.	
	undertaking sensory		through play.		• Experience of using of	
	activities i.e. appearance		• Gained some experience of		basic tools e.g. scissors or	
	taste and smell.		designing, making and		hole punches with	
	• Experience of cutting soft		evaluating products for a		construction materials e.g.	
	fruit and vegetables using		specified user and purpose.		plastic, card.	
	appropriate utensils.		<ul> <li>Developed some cutting,</li> </ul>		• Experience of different	
	uppi opi une merisus.		joining and finishing skills		methods of joining card and	
	Designing		with card.		000	
	• Design appealing products				paper.	
	for a particular user based		Designing		Designing	
			• Generate initial ideas and		• Generate ideas based on	
	on simple design criteria.					
	• Generate initial ideas and		simple design criteria		simple design criteria and	
	design criteria through		through talking and using		their own experiences,	
	investigating a variety of		own experiences.		explaining what they could	
	fruit and vegetables.		• Develop and communicate		make. • Develop, model and	
	• Communicate these ideas		ideas through drawings and		communicate their ideas	
	through talk and drawings.		mock-ups.		through talking, mock-ups	
					and drawings.	
	Making		Making			
	• Use simple utensils and		<ul> <li>Select from and use a</li> </ul>		Making	

equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.

#### Evaluating

Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.
Evaluate ideas and finished products against design criteria, including intended user and purpose.

## Technical knowledge and understanding

• Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.

• Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The eatwell plate.

• Know and use technical and sensory vocabulary relevant to the project.

LO: Understand where food comes from and find out about food from the past LO: Use the basic principles of a healthy and varied diet to prepare dishes LO: Taste and evaluate different ingredients LO: Use different skills to range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.

#### Evaluating

Explore and evaluate a range of products with wheels and axles.
Evaluate their ideas throughout and their products against original criteria.

# Technical knowledge and understanding

• Explore and use wheels, axles and axle holders.

• Distinguish between fixed and freely moving axles.

• Know and use technical vocabulary relevant to the project.

LO: Evaluate existing toy vehicles with wheels and axles.

LO: Explore and practise different skills needed to make wheels and axles. LO: Make a prototype LO: Design a safari jeep LO: Make a safari jeep LO: Evaluate safari jeep against the design criteria • Plan by suggesting what to do next.

• Select and use tools, skills and techniques, explaining their choices.

• Select new and reclaimed materials and construction kits to build their structures.

• Use simple finishing techniques suitable for the structure they are creating.

#### Evaluating

Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.
Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.

### Technical knowledge and understanding

• Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project.

LO: Evaluate the look and structure of Tudor houses LO: Explore and practise different skills needed to build strong freestanding structures LO: Design a Tudor house LO: Make a Tudor house LO: Evaluate the Tudor house against the design criteria for freestanding

	prepare food LO: Create an exploded diagram to plan a dish LO: Make a dish from the past LO: Evaluate the dish against the design criteria				structures	
ΡΕ	Ball Skills Can master basic movements such as running and begin to apply these in a range of activities Can master basic movements such as catching and begin to apply these in a range of activities Can master basic movements such as throwing and begin to apply these in a range of activities Can demonstrate agility, balance, co-ordination In team games, has developed simple tactics for attacking and defending Can co-operative in physical activities Can compete against self in a range of increasingly challenging situations.	Dance Move in time to the music Perform movements with control Perform movements with different levels Perform movements using different directions Co-operate with a partner or group Remember and perform a dance with control	Gymnastics Can Master basic movements such as jumping and begin to apply these in a range of activities Can demonstrate agility, balance, co-ordination Can co-operative in physical activities	Swimming Taught by teachers at Grange Paddocks	Kwik Cricket Roll and stop a ball with some control Throw underarm and catch with some control. Bowl underarm towards a target. Throw a ball overarm with some control. Hold the bat correctly and hit the ball off a tee with some control. Take part in batting and fielding games.	Athletics Can Master basic movements such as running and begin to apply these in a range of activities Can Master basic movements such as jumping and begin to apply these in a range of activities Can master basic movements such as throwing and begin to apply these in a range of activities Can compete against self in a range of increasingly challenging situations.

# Two Year Curriculum Plan Sapphire Class Year 1 and Year 2

**YEAR B** 

YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Topic Titles	The Gunpowder Plot	Jingle Bells	Around the World in 80 Days	Around the World in 80 Days	Great Exp	olorers	Art Attack
Topic: Hook/Vis it/Wow moments	Guy Fawkes wanted posters up on classroom walls. Royal Gunpowder Mills Trip	Bring in favourite toys. Watch old toy adverts. Christmas Decorating Dc Parents to join in D&T project	Where in the world have you been? Bring photos/items from holidays abroad. Food tasting from around the world	(Weather permitting) Scatter papers on the floor and around the door. What could have caused this? Parents to come in for Art lesson and music performance	Watch the moon landing. Role play the lead up in a family home. Borrow the Moon box Narrative: Legend – George		Gather interesting natural objects from outside and arrange into a pattern on the floor as children come in form lunch. What else could we do with them? Introduce Andy Goldsworthy. Andy Goldsworthy inspired big build Hatfield Forest Trip
English	Narrative: Adventure - The Owl Who Was Afraid of the Dark Y2 Poetry: List poem - Firework Night Y1	Narrative: Traditional ta with a twist – Rapunzel (HfL) Non-fiction: Postcard – Meerkat Christmas Y2	e Narrative: Story – Stardust Y2 Non-fiction: Travel journal – On Safari Y1	Narrative: Adventure – The Building Boy Y2 Non-fiction: Non- chronological report – Hibernation Y2	Narrative: Lega and the Drago Poetry		Narrative: Fable - The Crow's Tale Y2 Non-fiction: Recount – Our Trip to the Woods Y1
Maths	Y2 Number and Place Value (10) Addition and Subtraction (12) Addition and Subtraction (9) Money (9) Y1 Numbers to 10 (12) Part-whole within 10 (6) Addition and subtractions within 10 (6)	Y2 Money cont. Multiplication and Divisi (9) Multiplication and Divisi (9) Statistics (7) Length and Height (5) Y1 Addition and subtraction within 10 (12) 2D and 3D shapes (5) Numbers to 20 (7)	Position and Direction (4) n Y1 Addition within 20 (6) Subtraction within 20 (8)	Y2 Problem Solving and Efficient Methods (12) Time (9) Weight, Volume and Temperature (10) Y1 Numbers to 50 (11) Introducing length and height (5) Introducing weight and volume (7)	Y2 Weight, Volume and Temperature Cont. Revisit and Master Y1 Multiplication (6) Division (5) Halves and quarters (5) Position and direction (3)		Y2 Revisit and Master Y1 Numbers to 100 (9) Time (7) Money (3)
Science	I can identify things that are living, dead and never lived. Jish, amphibian I can describe how a specific habitat mammals. provides for the basic needs of things living I can classify a		ncluding Humans (Yr1) we a variety of animals including hibians, reptiles, birds and sify and name animals by what carnivore, herbivore and	ety of animals including reptiles, birds and name animals by what I can explain the basic stages i for animals, including humans I can describe what animals an need to survive.		garden plants I can name th of a plant.	variety of common wild and ue petals, stem, leaf and root ue roots, trunk, branches and

	I can identify and name		omnivore).		diet o	nd good hygiene are im	portant for l	eaves of a tree.		
	animals in a range of ha			nals into categories	hum	ins.				
	I can match living things	s to their habitat.	(including fish	ı, amphibians, reptile	vs, birds		١	Vorking scientifically		
	I can describe how anim	als find their food	. and mammals	ε).	Worl	ing scientifically	I	can use simple equipm	ent to make	
	I can name some differer	it sources of food	I can sort livir	ig and non-living thi	ngs. I can	carry out simple test	c	bservations		
	for animals.	8.8		e parts of the human		identify and classify th	ings I	can suggest what I ha	ve lound out	
	I can explain a simple fo	od chain.	that I can see	1 0		suggest what I have fo		can use simple data to		
	a la		I can link the	correct part of the hu		use simple data to answ		· · · · · · · · · · · · · · · · · · ·	····· , ···· .	
	Working scientifically		body to each sense.			···· ·	···· · · · · · · · · · · · · · · · · ·			
	I can ask simple scientific questions									
	I can identify and classif		Working scier	ntifically						
		g uuugs		rescientific question	s.					
				ile sciency cliescon ile equipment to mak						
			observations	de equipitient to muk	Je -					
				what I have found o	+					
			00	_ × _	_					
Computing	Unit 2.2	CODING	Questioning	Research and	Pictures and	Making Music	Creating digital		Presenting Ideas	
	Online Safety	Maze	Binary Tress	present	Text	Unit 2.7	paintings relate		Unit 2.8	
	Weeks - 4	Explorers	and	information	Link to topics a		to different topic		Weeks – 4	
	Lee and Kim	Unit 1.5	Databases	Research linked	English	Programs -	or artists	Relating to	Programs –	
	ThinkUknow	Weeks – 3	Unit 2.4	to		2Sequence		maths or topic	Various	
		Programs –	Weeks – 2-4	Topic	2 publish		2PaintAPicture		Link to a story	
	Y1	2Gσ	Programs –	Web browser	Choose from	Investigating a		Programs –		
	I will always follow	beebots		Y1	• My character	s <b>Database</b>	Y1	2Count	Y1	
	the computer and		2Question,	I can use a web	• I have found		I can create	Unit 3.3	I can create	
	internet rules	Y1	2Investigate	site and open a	out	2 investigate	digital content-	lesson 1	digital content. –	
	I can log in using my	I can say		specific page	• What I have	instrument	graphics		text, graphics,	
	username and	what an	Y1	Y2	learned	database quiz	I can save my	Y1	I can save my	
	password and I know	algorithm is	I can create	I can navigate	• Card		work in my fold	r I can create	work in my folder	
	not to share it with	I can create a	digital content.	the web to		Y1	I can open my	digital content. –	I can open my	
	others	series of	– text,	complete simple		I can create	saved work from		saved work from	
	I know where to go for	instructions.	graphics,	searches	Y1	digital content.	my folder	I can save my	my folder	
	help if I am concerned.	I can control a			I can create	sounds	Y2	work in my folder	Y2	
	I can identify that	programmable	I can save my	2 publish using	digital content.	_ I can record	I can retrieve an	l I can open my	I can retrieve and	
	some people behave	device (Beebot	work in my	pages: I have	text, graphics,	sound and play it	manipulate	saved work from	manipulate	
	different when online	etc)	folder	found out &	I can save my	back	digital content.	my folder	digital content.	
	Y2	Y2 <sup>′</sup>	'I can open my	ø What I have	work in my fold		(save and retriev		(save and retrieve	
	I can use a number of	I understand	saved work	learned	I can open my	I can identify	from different	I can retrieve and	from different	
	passwords and keep	that	from my folder		saved work from		folders)	manipulate	folders)	
	them secure	algorithms are	Y2	Y1	my folder	digital content	σ/	digital content.	<i>σ</i> · · · · · · · · · · · · · · · · · · ·	
	I could tell someone	used on digital	I can retrieve	I can create	ny joider I can take a	and know some	Vocab: palette,	(save and retrieve	Vocab: concept,	
	else what to do if they	devices.	and	digital content. –		of the ways it is	template, digital		map, organising,	
	are concerned about	I understand	manipulate	text, graphics,	photo	stored	retrieve	folders)	representing,	
	something online	that programs	digital content.	I can save my	Y2			Juness	presentation,	
	I can say what is the	require precise	(save and	work in my folder	I can retrieve a	d Vocab: digital,		Vocab:	informative,	
	right way to behave	instructions.	retrieve from	00	manipulate	digitally,		Pictogram, data,	narrative.	
	rigin way to behave	instructions.	reuteve from	I can open my	digital content.	aiguaiiy,		Piciogram, adta,	nurauve,	

	online I understand that it can be difficult to know what people are really like when we only see them online I understand that what we put online can be seen by people we don't know Vocab: Permission, intent, courteous, appropriate, secure, personal information Intro to Purple Mash <u>1 week</u> I can use technology purposefully Vocab: login password avatar	ran inst (e.g ang I cc wh out sim pro- be ( rear <b>Voc</b> alg inst dire cha	in use a ge of cructions . direction, . direction, . direction, . un predict at the come of a . ple gram will (logical soning) cab: orithm, cruction, cruction, llenge, lo, rewind	different folders) Vocab: Data, database, question, collate, binary tree	saved work from my folder I can take a photo Y2 I can retrieve and manipulate digital content. (save and retrieve from different folders) <b>Vocah</b> : browser, search, search engine	(save and from diff folders) <b>Vocab</b> : ta graphics, open, net	erent ext, save,	composition, sound, effects, instrument, instrumental, soundtrack, tempo, vocal		collate	audience, animated
istory	The Gunpowder Plot <u>Constructing the Past</u> <b>End of Year 1, expected:</b> In discussion, I can recall some of the key events ar people associated with themes studied within family, local, national an global history. I can demonstrate some understanding of the characteristic features of period studied, e.g. technology available. <b>End of Year 2, expected:</b> I can confidently and accurately retell the story events, etc. associated wi themes studied within family, local, national an	l rd rd the j of	I can depict the sequence objects or in pieces of in related to a <b>End of Yea</b> I can seque annotated t independen some confic of objects o to an aspec studied. I can begin	Toys) the past r 1, expected: c on a timeline e of a few nages and/or formation topic. r 2, expected: nce on an imeline tly and with lence a number r events related t of a topic to explain why ed the items in					Great Explorers. Sequencing the pass End of Year 1, expending I can depict on a tilt the sequence of a far objects or images a pieces of information related to a topic. End of Year 2, expending I can sequence on a annotated timeline independently and some confidence a to of objects or events to an aspect of a to studied. I can begin to exploind I have placed the it this sequence.	ected: meline ew nd/or m ected: an with number related pic ain why	

His

#### global history.

I can demonstrate an understanding of the characteristic features of the period studied, e.g. technology available or religion.

<u>Sequencing the past</u>

**End of Year 1, expected:** I can depict on a timeline the sequence of a few objects or images and/or pieces of information related to a topic.

#### End of Year 2, expected:

I can sequence on an annotated timeline independently and with some confidence a number of objects or events related to an aspect of a topic studied.

I can begin to explain why they have placed the items in this sequence.

#### End of Year 1, expected:

I can begin to use a range of common words relating to the passage of time e.g. now, then, new old, when, before, etc.

I can demonstrate a secure understanding of the words used.

I will require little prompting to use these

#### Change and Development

**End of Year 1, expected:** I can identify independently a range of similarities, differences and changes within a specific time period.

**End of Year 2, expected:** I can describe independently, confidently and accurately similarities, differences and changes both within and across time periods and topics.

<u>Cause and Effect</u>

#### End of Year 1, expected:

I can identify at least one relevant cause for, and effect of, several events covered.

**End of Year 2, expected:** Can identify several causes and effects of events covered.

I will begin to understand that some of the causes and/or effects are of particular importance.

I may begin to demonstrate an understanding of which are the most important differences and why.

Using Sources as Evidence

**End of Year 1, expected:** I can extract some information from more than

#### Significance and Interpretations

**End of Year 1, expected:** I can demonstrate through examples and discussion an understanding of the term 'significance'.

I can give some valid reasons why someone or something is significant.

I will begin to make connections between significant events or people.

#### End of Year 2, expected:

I can give a broad range of valid reasons why someone or something is significant.

I can demonstrate a secure understanding of the term significance.

I can give some valid reasons why one aspect of a person's life or event is of particular importance in making them/it significant.

I can make valid connections and judgements between significant events or people.

<u>Planning and Carrying out</u> <u>a Historical Enquiry</u>

**End of Year 1, expected:** I can plan a small enquiry by asking relevant questions.

#### words.

#### End of Year 2, expected:

I can use a wider range of terms and phrases, e.g. nowadays, in the past, previously, and depending on the context and opportunities be able to use more complex terms, e.g. last century, decade, and those related to time periods.

I can demonstrate secure understanding of the terms used.

I can independently use the terms appropriately.

#### <u>Cause and Effect</u>

**End of Year 1, expected:** I can identify at least one relevant cause for, and effect of, several events covered.

**End of Year 2, expected:** I can identify several causes and effects of events covered.

I will begin to understand that some of the causes and/or effects are of particular importance, e.g. for the Great Fire of London taking place. out about an aspect of the past. These sources could include written, visual, oral sources and artefacts including the environment.

one type of source to find

#### End of Year 2, expected:

I can select key information independently from several different types of source including written, visual, oral sources and artefacts, etc. to answer historical questions.

I can demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question. I can find relevant information to answer questions using at least one story and another type of source.

I can use appropriate historical vocabulary.

#### End of Year 2, expected:

I can pose a range of valid questions independently.

Geography	Around the World in 80	Around the World in 80	
	days	days	
	(Navigating the World)	(UK Weather Watchers)	
	(	( · · · · · · · · · · · · · · · · · · ·	
	Locational Knowledge	<u>Place Knowledge</u>	
	<i>a_</i>	<del></del>	
	End of Year 1, expected:	I can demonstrate	
	I can locate some major	locational awareness, name	
	cities, oceans and	my local area, and that I	
	continents on a UK and	live in the UK.	
	world map.		
		I know that weather can be	
	I can use a world map,	different in different parts of	
	atlas or globe to name and	the UK.	
	locate the seven continents		
	and five oceans.	<u>Human and Physical</u>	
		<u>Geography</u>	
	End of Year 2, expected:		
	I can identify and name the	End of Year 1, expected:	
	relevant continents.	I can show limited	
		awareness of weather	
	<u>Place Knowledge</u>	differences.	
	End of Year 1, expected:	I can describe and ask	
	End of fed 1, expected.	questions about seasonal	
	I can describe in some	and daily weather patterns	
	detail the local area and	(UK and overseas) and	
	distant locations' features	describe which continents	
	using images to support	have significant hot or cold	
	answers.	areas and relate these to the	
		poles and equator.	
	I can compare the local	1	
	area to distant locations.	I can make comparisons	
	This might be naming key	when prompted with the	
	landmarks, e.g. the nearest	weather in my area.	
	local green space or	U	
	landmarks of other capital	I can identify seasonal	
	cities.	weather patterns.	
	I know that people do jobs	End of Year 2, expected:	
	and that where they live		
	(e.g. coastline) might affect	I know the four seasons	
	this.	and the correct order and	
		identify seasonal and daily	
	 I have some sense of what	weather patterns in the UK.	

animals eat and the		
dangers (human or	I know that weather can be	
physical) animals might	different in different parts of	
encounter.	the UK.	
	I can start to give reasons	
End of Year 2, expected:	why the UK has the	
I can demonstrate	weather it does (e.g. wind).	
locational awareness, name	weather it abes (e.g. with).	
	Communicant Manakulami	
my local area, and where I	<u>Geographical Vocabulary</u>	
live in the UK.		
	I can identify multiple	
I know that weather can be	weather types.	
different in different parts of		
the UK.	I can demonstrate that I	
	understand basic, subject-	
I can describe a local	specific vocabulary relating	
natural environment	to physical geography	
(animals and plants) and	(weather).	
use a range of good quality		
key vocabulary.	I can write sentences about	
0 0	different weather types	
<u>Geographical Vocabulary</u>	using good vocabulary.	
<u>Ceographical Vocastating</u>	ushing good vocustituing.	
End of Year 1, expected:	Correctly use most of the	
Line of Tear 1, expected.	key vocabulary given in the	
I can use appropriate	unit.	
vocabulary in relation to the	Communities of Chills and	
human and physical	<u>Geographical Skills and</u>	
features of local and distant	Fieldwork	
locations.		
	I can use and understand	
I can describe the physical	basic weather symbols.	
and human geography of a		
distant place.	I can use photographs and	
	plan perspectives to describe	
I can recognise a natural	and recognise landmarks	
environment and describe it	and basic human and	
using geographical	physical features.	
vocabulary.	100	
a.	I can correctly use most of	
End of Year 2, expected:	the key vocabulary given in	
	the unit.	
I can talk with confidence		
about human and physical	I can use geographical	
about numuri ana physicai	1 curi use geographicai	

			environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary. I can identify and name some of the wonders (of the world). I can give reasons for choices. I can correctly use most of the key vocabulary given in the unit.	skills (sketching) and creative means (role play, questioning) to show my understanding of different weather and seasons.		
RE	Christianity Understanding Ch	rristianity module <mark>Islam</mark> Sikh/H	<mark>Iinduism</mark> <mark>Judaism</mark> <mark>Buddism</mark> Mix	red		
	<ul> <li>1.1 What do Christians believe God is like? (possible digging deeper) 1.1</li> <li>Think about what Christians believe God is like. (loving/forgiving) Reflect on God the creator and why Christians celebrate God at harvest.</li> <li>What could God look like?</li> <li>Does anyone know? Look at different art showing ideas of God. What does God mean to me individual ideas on God.</li> <li>What are parables? Stories: Parable of the lost, son, The wise man and the foolish man, The good Samaritan, Jonah</li> <li>Discuss the purpose of</li> </ul>	Importance of festivals including Christmas UC 1.3 Why does Christmas matter to Christians? Digging Deeper for year 2 Stories: the Nativity story How do festivals bring people together? What are the ingredients of a festival? What festivals/celebrations are important to the class. Discuss how different communities have different celebrations. Why does Christmas matter to Christians? (*UC Incarnation 1.3, Digging Deeper) What events are Christians remembering and believing when they celebrate Christmas?	Different ways of giving thanks to God The importance of prayer to Christians (The Lord's Prayer) Invite a faith visitor to school or visit a place of worship. Invite a faith visitor to school or visit a place of worship to explore prayer, worship and reflection with pupils. How do different religions say 'thank you' to God? In what way do different religious people share actions when praying? What types of prayer are there and what is its purpose for Christians? Why do Christians all over	The Easter Story. 1.5 Why does Easter matter to Christians? (Digging Deeper) Stories: The Easter Story. Pupils explore the Easter story, finding out what the festival means and how it is celebrated. Why does Easter matter to Christians? (UC Salvation 1.5) I can at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and explain some meanings behind them. I can retell and suggest	Expressing religious meaning, Comparison between Muslim/Christianity Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol? Explore symbols of two different religious traditions, looking for similarities such as light, water, trees. What is important about the design of some places of worship? Visit a place of worship to identify and find out about the meanings of symbols for	Faith stories What do faith stories tell us about the way people should look after each other and the world? Think about whether everyone shares the same belief about how the world began. Explore and tell some parables through drama. Who made the world and other big questions (Reflect on UC 1.1 and UC digging deeper 1.2) What might heaven be like? What do many Christians, Muslims and Jews believe about how the world was made? (UC God 1.1 What do Christians believe God is like? Digging Deeper) Who

parables for Christians and		the world pray 'The Lord's	meanings to some religious	God.	made the world? (UC God
relate different parables to	I can at least three	Prayer'? Explore	and moral stories; think,	600.	1.2 Digging
scenarios in modern times.	examples of different beliefs	the Lord's Prayer through	talk and ask questions	Muslim prayer and action.	Deeper) How is the victory
Explore the view 'Jesus the	and practices, including	8 8	about some sacred writings	Musuit prager and acapti	of good over evil expressed
teacher' and reflect on	festivals, worship, rituals	images.	and sources of wisdom and	Why do a some neorale prov	in a range of
	and ways of life, and	I can give at least three	the traditions from which	Why do some people pray to Allah for help?	religions and worldviews?
teachings from the					
parables.	explain some meanings	examples of symbols and	they come. I can talk with others about	How and why do some	Eg. the story of Diwali, Purim, Bilal
I can retell and suggest	behind them. I can retell and suggest	actions explaining how and		Muslims wash and pray in	
reanings to some religious	I can releii ana suggesi meanings to some religious	why they express religious meaning; notice some	how groups express who they are and how	a daily pattern? Why does a prayer mat	(Muslim call to prayer) What might heaven be like?
and moral stories; think,		similarities between			
	and moral stories; think,		individuals belong to	become holy when a	Explore themes
talk and ask questions	talk and ask questions	communities.	communities including faith	Muslim prays on it?	from the Spirited Arts
about some sacred writings	about some sacred writings	I can explore how and	groups. I can describe what	What makes a place holy?	competition
and sources of wisdom and	and sources of wisdom and	where worshippers connect	a leader does and why.	<b>T</b>	( <u>www.natre.org.uk</u> )
the traditions from which	the traditions from which	to prayer and worship. I can participate in periods of		Taking responsibility (Zakat)	Logn mtoll and suggest
they come.	they come.			(Zuku)	I can retell and suggest
I can explore how and	I can talk with others about	stillness and reflection. I can talk with others about		Currente a un cin e form livin a	meanings to some religious and moral stories; think,
where worshippers connect to prayer and worship. I	how groups express who they are and how			Create a recipe for living together happily. What is	talk and ask questions
can participate in periods of	individuals belong to	how groups express who they are and how		Zakat?	· · · ·
stillness and reflection.	communities including faith	individuals belong to		Why is this important to so	about some sacred writings and sources of wisdom and
I can tell stories and share	groups. I can describe what	communities including faith		many Muslim people?	the traditions from which
real life examples of how	a leader does and why.	groups. I can describe what		Mary Musim people? Whose	they come.
people show care and	a leader does and wrig.	a leader does and why.		world is it? Should everyone	I can explore how and
concern for humanity and		a leader aves and wrig.		in the world take	where worshippers connect
the world; think, talk and				responsibility for looking	to prayer and worship. I
ask questions about why				after it?	can participate in periods of
people do this.				yter u:	stillness and reflection.
peopre do trus.				I can at least three	I can explore questions
				examples of different beliefs	about belonging, meaning
				and practices, including	and truth so that I can
				festivals, worship, rituals	express my own ideas and
				and ways of life, and	opinions using creative
				explain some meanings	media.
				behind them.	I can ask and answer a
				I can give at least three	range of 'how' and 'why'
				examples of symbols and	questions about belonging,
				actions explaining how and	meaning and truth
				why they express religious	expressing my own ideas
				meaning; notice some	and opinions.
				similarities between	I can tell stories and share
				communities.	real life examples of how
				I can explore how and	people show care and
				where worshippers connect	concern for humanity and
				to prayer and worship. I	the world; think, talk and

PSHE	Me and my relationships Year 1 I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings. I know when I need help and who to go to for help. I can tell you some different classroom rules. Year 2 I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me. I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together. I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend. Most of the time I can express my feelings in a safe, controlled way. Year 1*	Valuing difference Year 1 I can say ways in which people are similar as well as different. I can say why things sometimes seem unfair, even if they are not. Year 2 I can say how I could help myself if I was being left out. I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	Keeping myself safe Year 1 I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone). I can give examples of how I keep myself healthy. Year 2 I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something, feels wrong. I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something. I can explain that they can be helpful or hamful, and say some examples of how they can be used safely.	Rights and responsibilities Year 1 I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money. Year 2 I can give examples of when I've used some of these ideas to help me when I am not settled.	can participate in periods of stillness and reflection. I can talk with others about how groups express who they are and how individuals belong to communities including faith groups. I can describe what a leader does and why. Being my best Year 1 I can name a few different ideas of what I can do if I find something difficult. I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day. Year 2 I can name different parts of my body that are <i>inside</i> me and help to turn food into energy. I know what I need to get energy. I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	Ask questions about why people do this.
------	--	--	--	---	---	--

Hey You!		Listen	Listen		Rhodes Music Festival		Listen
	Christmas Play	I can begin to answer	I can begin to ans				I can begin to answer
Listen		questions about the music I	questions about t	he music I	Listen		questions about the music I
I can begin to answer	Listen	listen to.	listen to.		I can begin to answer		listen to.
questions about the music I	I can begin to answer	Pulse	Pulse		questions about the mu	sic I	Pulse
listen to.	questions about the music I	I can find the pulse.	I can find the pul	se.	listen to.		I can find the pulse.
Pulse	listen to.	I know that the pulse is the	I know that the p	ulse is the	Pulse		I know that the pulse is the
I can find the pulse.	Pulse	heartbeat of the music.	heartbeat of the n	nusic.	I can find the pulse.		heartbeat of the music.
I know that the pulse is the	I can find the pulse.	I can be an animal, a pop	I can be an anima	al, a pop	I know that the pulse is	the	I can be an animal, a pop
heartbeat of the music.	I know that the pulse is the	star or march when finding	star or march who	en finding	heartbeat of the music.		star or march when finding
I can be an animal, a pop	heartbeat of the music.	the pulse of the music.	the pulse of the m		I can be an animal, a p	ரை	the pulse of the music.
star or march when finding	I can be an animal, a pop	Rhythm	Rhythm		star or march when find	ting	Rhythm
the pulse of the music.	star or march when finding	I can copy rhythms when	I can copy rhythn	ns when	the pulse of the music.		I can copy rhythms when
Rhythm	the pulse of the music.	playing Warm-up Games.	playing Warm-up		Rhythm		playing Warm-up Games.
I can copy rhythms when	Rhythm	I can clap the rhythm of	I can clap the rhy		I can copy rhythms wh		I can clap the rhythm of
playing Warm-up Games.	I can copy rhythms when	my name and favourite	my name and fav		playing Warm-up Gam		my name and favourite
I can clap the rhythm of	playing Warm-up Games.	colour when playing Warm-	colour when playi		I can clap the rhythm g		colour when playing Warm-
my name and favourite	I can clap the rhythm of	up Games.	up Games.	<i>a</i>	my name and favourite		up Games.
colour when playing Warm-	my name and favourite	Play	Play		colour when playing We		Play
up Games.	colour when playing Warm-	I can play the glockenspiel	I can play the glo	rckensniel	up Games.		I can play the glockenspiel
Play	up Games.	along to some of the songs	along to some of		Play		along to some of the songs
I can play the glockenspiel	Play	we sang this year.	we sang this year		I can play the glockens		we sang this year.
along to some of the songs	I can play the glockenspiel	Improvise	Improvise	•	along to some of the so		Improvise
we sang this year.	along to some of the songs	I can improvise with the	I can improvise w	ith.the	we sang this year.		I can improvise with the
Improvise	we sang this year.	songs we sang this year.	songs we sang th		Improvise		songs we sang this year.
I can improvise with the	Improvise	Compose	Compose	is yeur.	I can improvise with th		Compose
songs we sang this year.	I can improvise with the	I composed a simple	I composed a sim	nla	songs we sang this yea		I composed a simple
Compose	songs we sang this year.	melody with some of the	melody with some		Compose		melody with some of the
I composed a simple	Compose	songs we sang this year.	songs we sang th		I composed a simple		songs we sang this year.
melody with some of the	I composed a simple	songs we surry this year.	soriys we suriy ui	is yeur.	nelody with some of th		sorigs we surig this year.
	r composed a simple melody with some of the						
songs we sang this year.					songs we sang this yea	ι.	
	songs we sang this year.						
The Gunpowder Plot							e-Plants
Explosion paintings-							y- Great Explorers
Spinners and throwing paint,							ng, sketching & painting
popping paint balloons.						native	plants in the local
Pop Art- Roy Lichtenstein						enviro	nment.
"Explosion"							es Darwin
Computer generated Pop Art.						Andy	Goldsworthy Nature Art
Layering cut out images.						-	I
- °						I can o	choose and use three
I can name the primary and						differe	nt grades of pencil when
secondary colours.						drawi	0 01
I can create moods in artwork	e.						use charcoal, pencil and
I can create a repeating patter							to create art.

Art

print. I can show how people feel in paintings and drawing. I can use IT to create a picture. I can describe what I can see and give an opinion about the work of an artist. I can ask questions about a piece of art. I can cut, roll and coil material.					6 8 9 9 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	can use a viewfinder to focus on i specific part of an artefact before drawing it. can mix paint to create all the econdary colours. can create brown with paint. can create tints with paint by udding white. can create tones with paint by udding black. can create a printed piece of art by pressing, rolling, rubbing and tamping. can make a clay pot. can join two clay finger pots ogether. can use different effects within in IT paint package. can suggest how artists have used colour, pattern and shape. can create a piece of art in esponse to the work of another urtist.
	les – Templates and	Food – Preparing fruit and	Mechanisms – Sli			
John	ng techniques (Hand vets)	vegetables (guacamole and salsa)	Levers (Easter can	u)		
Duion	r learning	Prior learning	<ul> <li>Prior learning</li> <li>Early experience</li> </ul>	പ്ര എ		
	lored and used	• Experience of common	• Early experience working with pap			
	rent fabrics.	fruit and vegetables,	card to make sing			
	and joined fabrics	undertaking sensory	and hinges.			
	simple techniques.	activities i.e. appearance	• Experience of sir			
	rught about the user	taste and smell.	cutting, shaping a			
ana	purpose of products.	<ul> <li>Experience of cutting soft fruit and vegetables using</li> </ul>	joining skills usin glue, paper fasten			
Desi	gning	appropriate utensils.	masking tape.	ier s' ui iu		
	sign a functional and					
appe	aling product for a	Designing	Designing			
chos	en user and purpose	• Design appealing products	• Generate ideas b			
	d on simple design	for a particular user based	simple design crit			
criter		on simple design criteria.	their own experier			
	rerate, develop, model	• Generate initial ideas and	explaining what t	iney could		
	communicate their s as appropriate	design criteria through investigating a variety of	make. • Develop, model (	and		
	igh talking, drawing,	fruit and vegetables.	• Develop, model communicate thei			
uuot	my unin my, un un un un	J. and as an verychildres.	continuation of the	n unus		

DT

	templates, mock-ups and	• Communicate these ideas	through drawings and	
	information and	• Contrainicate triese aleas through talk and drawings.	mock-ups with card and	
	communication technology.	undugit taik and anawings.		
	continuitation technology.	Making	paper.	
	Mahina	• Use simple utensils and	Mahina	
	<ul> <li>Making</li> <li>Select from and use a</li> </ul>		Making Dian by available what	
		equipment to e.g. peel, cut,	<ul> <li>Plan by suggesting what</li> </ul>	
	range of tools and	slice, squeeze, grate and	to do next.	
	equipment to perform	chop safely.	• Select and use tools,	
	practical tasks such as	• Select from a range of	explaining their choices, to	
	marking out, cutting,	fruit and vegetables	cut, shape and join paper	
	joining and finishing.	according to their	and card.	
	• Select from and use	characteristics e.g. colour,	• Use simple finishing	
	textiles according to their	texture and taste to create a	techniques suitable for the	
	characteristics.	chosen product.	product they are creating.	
	Evaluating	Evaluating	Evaluating	
	• Explore and evaluate a	• Taste and evaluate a	• Explore a range of existing	
	range of existing textile	range of fruit and	books and everyday	
	products relevant to the	vegetables to determine the	products that use simple	
	project being undertaken.	intended user's preferences.	sliders and levers.	
	• Evaluate their ideas	• Evaluate ideas and	• Evaluate their product by	
	throughout and their final	finished products against	discussing how well it	
	products against original	design criteria, including	works in relation to the	
	design criteria.	intended user and purpose.	purpose and the user and	
	design of the lat.	une men user unu pui pose.	whether it meets design	
	Technical knowledge and	Technical knowledge and	criteria.	
	understanding	understanding		
	• Understand how simple 3-	• Understand where a range	Technical knowledge and	
	D textile products are made,	of fruit and vegetables come	understanding	
	using a template to create	from e.g. farmed or grown	• Explore and use sliders	
	two identical shapes.	at home.	and levers.	
	• Understand how to join	• Understand and use basic	• Understand that different	
	fabrics using different	principles of a healthy and	mechanisms produce	
	techniques e.g. running	varied diet to prepare	different types of	
	stitch, glue, over stitch,	dishes, including how fruit	movement.	
	stapling.	and vegetables are part of	• Know and use technical	
	• Explore different finishing	The eatwell plate.	vocabulary relevant to the	
	techniques e.g. using	• Know and use technical	project.	
	painting, fabric crayons,	and sensory vocabulary	10	
	stitching, sequins, buttons	relevant to the project.	LO: Evaluate existing books	
	and ribbons.	ι · · · · · · · · · · · · · · · · · · ·	and cards with sliders and	
	• Know and use technical	LO: Understand where food	levers	
	vocabulary relevant to the	comes from and find out	LO: Explore and practise the	
	project.	about Mexican food	skill of making different	
	r <i>σ</i>	LO: Use the basic principles	kinds of sliders and levers.	
			-g	

		<ul> <li>LO: Evaluate puppets from different time periods</li> <li>(history link)</li> <li>LO: Practise using different stitches</li> <li>LO: Design a hand puppet</li> <li>LO: Make puppets using different joining techniques</li> <li>(sewing and gluing)</li> <li>LO: Evaluate puppets against the design criteria</li> </ul>	of a healthy and varied diet to prepare dishes LO: Taste and evaluate different ingredients LO: Use different skills to prepare food LO: Create an exploded diagram to plan a dish LO: Make guacamole or salsa LO: Evaluate the dish against the design criteria	LO: Make mock-ups of their card LO: Design a card that uses sliders and levers LO: Make cards using sliders and levers LO: Evaluate products against the design criteria		
PE	Ball Skills Can master basic movements such as running and begin to apply these in a range of activities Can master basic movements such as catching and begin to apply these in a range of activities Can master basic movements such as throwing and begin to apply these in a range of activities Can demonstrate agility, balance, co-ordination In team games, has developed simple tactics for attacking and defending Can co-operative in physical activities Can compete against self in a range of increasingly challenging situations.	Dance Move in time to the music Perform movements with control Perform movements with different levels Perform movements using different directions Co-operate with a partner or group Remember and perform a dance with control	Gymnastics Can Master basic movements such as jumping and begin to apply these in a range of activities Can demonstrate agility, balance, co-ordination Can co-operative in physical activities	Swimming Taught by teachers at Grange Paddocks	Social Dodgeball Communicate with others Compete positively and work well as a team Compete fairly	Athletics Can Master basic movements such as running and begin to apply these in a range of activities Can Master basic movements such as jumping and begin to apply these in a range of activities Can master basic movements such as throwing and begin to apply these in a range of activities Can compete against self in a range of increasingly challenging situations.