

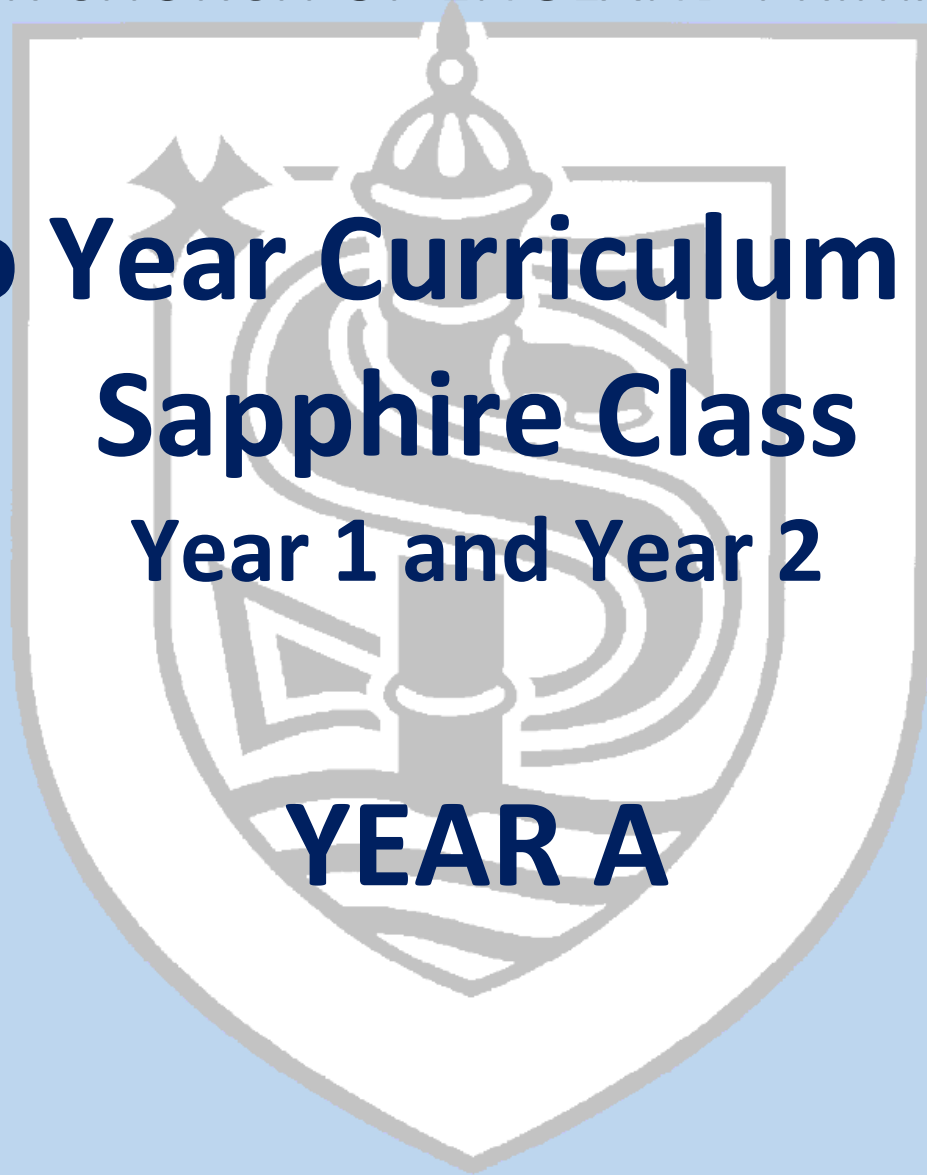
SPELLBROOK CHURCH OF ENGLAND PRIMARY SCHOOL

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 Lady with the Lamp	Home and Away	Home and Away	Fire, Fire!	Beside the Seaside
English	Narrative: Science Fiction – The Way Back Home Y1 Non-fiction: Biography - Bold Women in Black History Y1	Narrative: Traditional tale with a twist – Little Red Reading Hood Y2 Poetry: Humorous poems – Desk Diddler Y2	Narrative: Adventure – Grandad’s Island 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 classroom into a Crimean War hospital. Christmas Decorating Day / Play	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 and Division (9) Multiplication and Division (9) Statistics (7) Length and Height (5) Y1 Addition and subtractions within 10 (12) 2D and 3D shapes (5) Numbers to 20 (7)	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, 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	Seasonal Changes I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season. Working scientifically I can use simple equipment to make observation I can carry out simple tests	Everyday Materials (Yr1) I can distinguish between an object and the material it is made from. I can explain the materials that an object is made from. I can name wood, plastic, glass, metal, water and rock. I can describe the properties of everyday materials. I can group objects based on the materials	Uses of Everyday Materials (Yr2) I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. I can suggest why a material might or might not be used for a specific job. I can explore how shapes can be changed by squashing, bending, twisting and stretching.	Plants (Yr2) I can describe how seeds and bulbs grow into plants. I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature). Working scientifically I can ask simple scientific questions I can use simple equipment to make		

<p>I can use simple data to answer question</p> <p>Vocab: season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night</p>	<p>they are made from.</p> <p>Working scientifically I can ask simple scientific questions I can use simple equipment to make observations I can carry out simple tests</p> <p>Vocab: Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through</p>	<p>Working scientifically I can identify and classify things I can suggest what I have found out I can use simple data to answer questions</p> <p>Vocab: Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze</p>	<p>observations I can carry out simple test I can identify and classify things I can suggest what I have found out I can use simple data to answer questions</p> <p>Vocab: Seeds, Bulbs, Water, Light, Temperature, Growth, healthy, shoot, seedling.</p>
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<p>Computing</p>	<p>Internet safety 3 weeks: Jessie and Friends - ThinkUknow Y1 I will always follow the computer and internet rules I can log in using my username and password and I know not to share it with others. I know where to go for help if I am concerned. I can identify that some people behave different when online Y2 I can use a number of passwords and keep them secure I could tell someone else what to do if they are concerned about something online I can say what is the right way to behave</p>	<p>Effective Searching Unit 2.5 Research linked to topic <u>1week</u> Use a browser To find and save pictures Y1 I know which devices can use the internet and world wide web I can use a web site and open a specific page Y2 I can navigate the web to complete</p>	<p>Lego Builders Unit 1.4 – 2DIY Lessons 2 and 3 2 weeks Beebots <u>2 weeks</u> Algorithms and Instructions Y1 I can say what an algorithm is I can create a series of instructions. I can control a programmable device (Beebot etc) Y2 I understand that algorithms are used on digital devices. I understand that programs require precise instructions. I can use a range of instructions (e.g. direction,</p>	<p>Creating Art Unit 2.6 Programs – 2PaintAPicture Pointillists Mondrian, Morris 5 weeks Y1 I can create digital content. – graphics I can save my work in my folder I can open my saved work from my folder Y2 I can retrieve and manipulate digital content. (save and retrieve from different folders) Vocab: palette, template, digital, retrieve</p>	<p>Pictures and Text <u>Link to topics and English</u> 2 publish Choose from • My character is out • I have found out • What I have learned • Card Y1 I can create digital content. – text, graphics, I can save my work in my folder I can open my saved work from my folder I can take a photo Y2 I can retrieve and manipulate digital content. (save and retrieve</p>	<p>Grouping, sorting and making Graphs 2 count 2 graph Making pictograms, pie charts and bar charts <u>linked to topic, science or maths</u> Y1 I can create digital content. – text, graphics, I can save my work in my folder I can open my saved work from my folder Y2 I can retrieve and manipulate digital content. (save and retrieve from different</p>	<p>Presenting Ideas Unit 2.8 Programs – Various <u>Link to a story</u> 4 weeks Y1 I can create digital content. – text, graphics, I can save my work in my folder I can open my saved work from my folder Y2 I can retrieve and manipulate digital content. (save and retrieve from different folders) Vocab: Node, Presentation, Narrative, Audience, animated,</p>	<p>Coding Unit 1.7 Weeks – 6 Programs – 2Code 4- 6 weeks Basic block code to move characters Y1 I can say what an algorithm is I can create a series of instructions. I can control a programmable device (Beebot etc) Vocab: coding, collision, background, detection, action, algorithm, command, debug, design, character,</p>	<p>Coding Unit 2.1 Weeks – 5 Programs – 2Code 3-5 weeks includes debugging Y2 I understand that algorithms are used on digital devices. I understand that programs require precise instructions. I can use a range of instructions (e.g. direction, angles, turns). I can predict what the outcome of a simple program will be (logical reasoning). I can write a simple program</p>
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<p>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, secure, personal information Intro to Purple Mash Unit 1,1 2 weeks Y1 I can use technology purposefully Y2 I can identify different types of digital content and know some of the ways it is stored Vocab: login password avatar</p>	<p>simple searches. Vocab: internet, network, browser, connected, search, search engine</p>	<p>angles, turns). I can predict what the outcome of a simple program will be (logical reasoning). Vocab: instruction, algorithm, program, debug</p>		<p>from different folders) Vocab: text, graphics, save, open, network</p>	<p>folders) Vocab: data, graphic, pictogram, bar chart, pie chart</p>	<p>:</p>		<p>and test it. I can find errors and amend. (debug) Vocab: coding, collision, background, detection, action, algorithm, command, debug, design, character</p>
<p>History Yum, Yum! (History of food) <u>Constructing the Past</u> End of Year 1, expected: In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history. I can demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p>	<p>The Lady with the Lamp (Florence Nightingale) <u>Constructing the Past</u> End of Year 1, expected: In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history. I can demonstrate some understanding of the characteristic features of the period studied, e.g. technology available.</p>			<p>Great Fire of London <u>Constructing the Past</u> End of Year 1, expected: In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history. I can demonstrate some understanding of the characteristic features of the period studied, e.g. technology available. End of Year 2, expected:</p>	<p>Beside the seaside (UK and Local history and Geography) History Statements <u>Significance and 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.</p>			

End of Year 2, expected:

I can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history.

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

Cause and Effect**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

End of Year 2, expected:

I can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history.

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.

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 can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history.

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

Sequencing the past**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

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.

Planning and Carrying out a Historical Enquiry**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.

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.

Planning and Carrying out a Historical Enquiry

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 answers.

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.

Planning and Carrying out a Historical Enquiry

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.

understanding of the words used.

I will require little prompting to use these 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.

Cause and Effect

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

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.

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 understanding that some sources are more useful than others in providing information to answer a historical question.

Vocab: Holiday, recent past, twentieth century, seaside resort, accommodation, leisure, souvenir, bank holiday, recent past, infer, promenade, entertainment, deckchair, pier, Punch and

	<p>Vocab: same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, recent, similar, generation, traditional,</p>	<p>I can find relevant information from more than one source to confidently answer these questions.</p> <p>I can use a range of appropriate vocabulary in both their questions and answers.</p> <p>Vocab: Florence Nightingale, care, sick, charity, hospital, medal, lamp, Red Cross, Crimean War, injured, soldier, cleaning, Turkey, hero, significant, courage, past, sequence, chronological order, source, image, photograph, observe, evidence, clues, artefact</p>			<p>taking place.</p> <p>Vocab: Bakery, St. Paul's Cathedral, diary, firebreak, Stuart period, King Charles II, earlier, evidence, sources, water squirt, fire bucket, fire hook, eyewitness, diary, interpretation, consequences, impact, benefit.</p>	<p>Judy, bandstand, seawall, value, fiction, fact, research, continuity, change, same, different, tourist, tourism, anachronism, reconstruction, modern, interpretation</p>
<p>Geography</p>		<p>Home and Away (Hot and Cold Places)</p> <p><u>Human and Physical Geography</u></p> <p>End of Year 1, expected: I show limited awareness of weather differences.</p> <p>I can describe which continents have significant hot or cold areas and relate these to the poles and equator.</p> <p>I can use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</p>	<p>Home and Away (African Location compared to UK location)</p> <p><u>Place Knowledge</u></p> <p>I can describe in some detail the local area and distant locations' features using images to support answers.</p> <p>I can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</p> <p>I know that people do jobs and that where they live</p>			<p>Beside the seaside (UK and Local history and Geography)</p> <p><u>Locational Knowledge</u></p> <p>End of Year 1, expected: I can locate some major cities, oceans and continents on a UK and world map.</p> <p>I can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>End of Year 2, expected: I can name the capitals of the UK.</p> <p>I can use an atlas to name</p>

I can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.

Geographical Skills and Field Work

I can use a world map, atlas or globe to recognise and name some continents and oceans.

I can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.

I can use a wall map or atlas to locate and identify countries taught

Vocab: Northern Hemisphere, Southern Hemisphere, hot, cold, climate zones, weather, climate: cold/polar, temperate, warm, tropical, adapt, habitats, rainforest, savannah, dry, desert, Arctic, Antarctica, ice, snow, hibernate, Equator, iceberg, tundra, North Pole, South Pole

(e.g. coastline) might affect this.

I have some sense of what animals eat and the dangers. (human or physical) animals might encounter.

Human and Physical Geography

I can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.

Geographical Vocabulary

I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.

I can describe the physical and human geography of a distant place.

I can recognise a natural environment and describe it using geographical vocabulary.

I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.

Geographical Skills and

and locate on a map the four countries and capital cities of the UK.

Place Knowledge

End of Year 1, expected:

I can describe in some detail the local area and distant locations' features using images to support answers.

I know that people do jobs and that where they live (e.g. coastline) might affect this.

End of Year 2, expected:

I can demonstrate locational awareness, name my local area, and that they live in the UK.

I know that weather can be different in different parts of the UK.

I can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.

Geographical Vocabulary

End of Year 1, expected:

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).

Field Work

I can use a world map, atlas or globe to recognise and name some continents and oceans.

I can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.

I can use a wall map or atlas to locate and identify countries taught in the unit.

Vocab: National park, endangered, game reserve, habitat, migration, rural, savannah, tourists, equator, hot, humid, capital, river, Africa, wildlife, mud huts, houses, farmers, African animals (lion, elephant, buffalo, leopard, rhinoceros)

I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.

End of Year 2, expected:

I can talk with confidence about human and physical 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 correctly use most of the key vocabulary given in the unit.

End of Year 1, expected:

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).

Geographical Skills and Field Work

I can use a UK wall map or atlas to locate and with support identify the four countries and capital cities of the UK.

End of Year 1, expected:

I know about the local area and can name and locate key landmarks.

						<p>I can use appropriate language when talking about maps and locations.</p> <p>I can describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>End of Year 2, expected: I can use a range of good quality key vocabulary, including directional language, to describe a local natural environment.</p> <p>End of Year 1, expected: I know about the local area and can name and locate key landmarks.</p> <p>End of Year 2, expected: I can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</p> <p>Compass, direction, fieldwork, map, symbol, local area, national, resort, tourist, feature, sea bathing, attractions, bay, harbour, climate, United Kingdom, physical features, human features, pier, promenade</p>
RE	<p>Christianity Understanding Christianity module</p> <p>Being thankful and harvest traditions (Explore different cultures) Pupils find out how people</p>	<p>Islam Giving to charity</p> <p>Sikh/Hinduism Giving to charity Explore a Christian (or other</p>	<p>Judaism Belonging to family and community.</p> <p>Buddism What things are important</p>	<p>Mixed 1.4 What is the good news that Jesus brings?(Digging Deeper) The Easter story</p>	<p>Scared texts: who reads them, when and why Why is the Torah and Qur'an and sacred for Jews</p>	<p>Big questions about God</p> <p>Where is God? 1.2 Who made the world?)</p>

with different religious and world views celebrate the fruitfulness of the earth (eg Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how is it celebrated?

Festivals of light

Stories: Rama and Sita

Hanukkah

Loy Krathong

Explore symbols of two different religious traditions, looking for similarities such as light (eg Hanukkah and Christmas; Diwali and Christmas). Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus.

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, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which

faith) charity that focuses on justice and fairness.

UC 1.3 Why does Christmas matter to Christians?

Digging Deeper for year 2 Stories: the Nativity story

Explore the story of Christmas. Why does Christmas matter to Christians? (*UC Incarnation 1.3)

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, 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 similarities between communities.

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.

to your family and to you? Explore different religions from the children within the class.

Understand the meaning of belonging in terms of belonging to a community, school and clubs.

Naming ceremonies-include a visit to our local church. Using artefacts to explore prayer and worship.

How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian ministers or lay people to talk with the class about what it means for them to belong to a church – or a representative from another faith.

Pupils explore examples of religious artefacts, asking 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 behind them.

I can give at least three examples of symbols and actions explaining how and

Stories: Matthew and the tax collector
The Easter Story

What is the good news that Jesus brings? (UC Gospel, 1.4, Digging Deeper) What events are Christians remembering and believing when they celebrate Easter? (UC Salvation 1.5, Digging Deeper)

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, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.

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 people do this.

Vocab: Holy, week, disciple, death, peace (deeper) saviour, trust, reflection

and Muslims Faith stories

Why is the Bible holy sacred for Christians? Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book? Which other religions use special texts? (Vedas/Sutras)

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. How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong?

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 why they express religious meaning; notice some similarities between communities.

Explore big questions in 'Why is the Sky Blue?' by Sally Grindley Explore themes from the Spirited Arts competition (www.natre.org.uk)

Who made the world?

(digging deeper) 1.2

Showing care and concern Whose community?

What makes human beings so unique? How we can live together when we are all so different? Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole 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 how and when to be good?

I can explore how and where worshippers connect

	<p>they come. 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 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 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 people do this.</p> <p>Vocab: <i>Charity, generosity, gospel, nativity, advent, manger</i></p>	<p>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 communities including faith groups. I can describe what a leader does and why.</p> <p>Vocab: <i>Belonging, ceremony, baptism, artefact, symbol,</i></p>		<p>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 people do this.</p> <p>Vocab: <i>Sacred, Islam, Muslim, Torah, Qur'an, faith, worship, moral</i></p>	<p>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 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.</p> <p>Vocab: <i>Unique, duty, responsibility, benefit, creation, Genesis</i></p>	
<p>PSHE</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Most of the time I can express my feelings in a safe, controlled way.</p> <p><i>Vocab: family, belong, same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate</i></p>	<p>Year 2 I can say how I could help myself if I was being left out.</p> <p>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.</p> <p><i>Vocab: similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique</i></p>	<p>I keep myself healthy.</p> <p>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.</p> <p>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.</p> <p>I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.</p> <p><i>Vocab: safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed, illustration</i></p>	<p>Year 2 I can give examples of when I've used some of these ideas to help me when I am not settled.</p> <p><i>Vocab: Class rules, learning charter, rewards, proud, consequences, Spellbrook golden rules</i></p>	<p>five portions of vegetables/fruit a day.</p> <p>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.</p> <p>I can explain how setting a goal or goals will help me to achieve what I want to be able to do.</p> <p><i>Vocab: healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait</i></p>	<p>I can tell you what some of my body parts do.</p> <p>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.</p> <p>I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).</p> <p>I can give examples of how to give feedback to someone.</p> <p><i>Vocab: changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping</i></p>
<p>Music</p> <p>Hands, feet, heart</p> <p>Listen I can begin to answer questions about the music I listen to.</p>	<p>Ho ho ho</p> <p>Listen I can begin to answer questions about the music I listen to.</p>	<p>I wanna play in a band</p> <p>Listen I can begin to answer questions about the music I listen to.</p>	<p>Zootime</p> <p>Listen I can begin to answer questions about the music I listen to.</p>	<p>Friendship song</p> <p>Listen I can begin to answer questions about the music I listen to.</p>	<p>Reflect, rewind, replay</p> <p>Listen I can begin to answer questions about the music I listen to.</p>

	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>
Art		<p><u>Yum Yum! History of Food (continued from last half term)</u>- Vegetable printing IT – Creating Pictures using stamps, paintbrush tool and printed online pictures. RE- Harvest Festival Clay fruit or veg Giuseppe Arcimboldo</p>		<p><u>Home and Away</u> African tribal art and landscapes Examining artefacts Mask making African print clay pots IT – Creating Pictures</p> <p>I can choose and use three different grades of pencil when drawing.</p>		<p>Art inspired by the seaside</p> <p>The Great Wave – Hokusai Van Gogh Collage Sand art</p> <p>I can create texture in art work. I can draw on personal experience to create art</p>

		<p>I can name the primary and secondary colours I can create moods in art work. I can create a repeating pattern in 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.</p>		<p>I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black. I can create a printed piece of art by pressing, rolling, 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.</p>		<p>work. 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 suggest how artists have used colour, pattern and shape. I can create a piece of art in response to the work of another artist.</p>
<p>DT</p>	<p>Food – Preparing fruit and vegetables (celebrating Harvest/Seasonality and food from the past)</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. • Experience of cutting soft fruit and vegetables using appropriate utensils. <p>Designing</p> <ul style="list-style-type: none"> • Design appealing products 		<p>Mechanisms – Wheels and Axles (safari jeep)</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Assembled vehicles with moving wheels using construction kits. • Explore moving vehicles through play. • Gained some experience of designing, making and evaluating products for a specified user and purpose. • Developed some cutting, joining and finishing skills with card. 		<p>Structures - Freestanding Structures – (Tudor houses)</p> <p>Prior learning</p> <ul style="list-style-type: none"> • Experience of using construction kits to build walls, towers and frameworks. • Experience of using of basic tools e.g. scissors or hole punches with construction materials e.g. plastic, card. • Experience of different methods of joining card and paper. 	

for a particular user based on simple design criteria.

- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and 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

Designing

- Generate initial ideas and simple design criteria through talking and using own experiences.
- Develop and communicate ideas through drawings and mock-ups.

Making

- Select from and use a 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.

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through talking, mock-ups and drawings.

Making

- 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.

	<p>relevant to the project.</p> <p>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 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</p> <p>Vocab: fruit and vegetable names, names of equipment and utensils</p> <p>sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard</p> <p>flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating, tasting, arranging, popular, design, evaluate, criteria</p>		<p>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</p> <p>Vocab: vehicle, wheel, axle, axle holder, chassis, body, cab</p> <p>assembling, cutting, joining, shaping, finishing, fixed, free, moving, mechanism</p> <p>names of tools, equipment and materials used</p> <p>design, make, evaluate, purpose, user, criteria, functional</p>		<p>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 structures</p> <p>Vocab: cut, fold, join, fix</p> <p>structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved</p> <p>metal, wood, plastic</p> <p>circle, triangle, square, rectangle, cuboid, cube, cylinder</p> <p>design, make, evaluate, user, purpose, ideas, design criteria, product, function</p>	
PE	<p>Ball Skills</p> <p>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</p>	<p>Dance</p> <p>Move in time to the music Perform movements with control Perform movements with different levels Perform movements using different directions</p>	<p>Gymnastics</p> <p>Can Master basic movements such as jumping and begin to apply these in a range of activities Can demonstrate agility, balance, co-ordination</p>	<p>Swimming</p> <p>Taught by teachers at Grange Paddocks</p>	<p>Kwik Cricket</p> <p>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</p>	<p>Athletics</p> <p>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</p>

<p>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.</p> <p>Vocab: throw, catch, roll, pass, speed, stop, kick, inside foot</p>	<p>Co-operate with a partner or group Remember and perform a dance with control</p> <p>Vocab: move in time, step, slide, turn, skip, jump, control, levels</p>	<p>Can co-operative in physical activities</p> <p>Vocab: shape, space, jump, roll, stretch, hop, control, strong body, balance</p>		<p>some control. Hold the bat correctly and hit the ball off a tee with some control. Take part in batting and fielding games.</p> <p>Vocab: throw, catch, roll, pass, speed, stop, bat, bowl, tee, target, accurate, underarm, fielding, batting</p>	<p>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.</p> <p>Vocab: run, throw, jump, accuracy, bend, push off, stance, speed, distance</p>
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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 Explorers	Art Attack
Topic: Hook/Visit/Wow moments	Guy Fawkes wanted posters up on classroom walls. Royal Gunpowder Mills Trip	Bring in favourite toys. Watch old toy adverts. Christmas Decorating Day / 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	Gather interesting natural objects from outside and arrange into a pattern on the floor as children come in for lunch. What else could we do with them? Introduce Andy Goldsworthy. Andy Goldsworthy inspired big build Hatfield Forest Trip
English	Narrative: Adventure - Wombat Goes Walkabout Y1 Poetry: List poem - Firework Night Y1	Narrative: Traditional tale - Pinocchio Y1 Non-fiction: Postcard - Meerkat Christmas Y2	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: Legend - George and the Dragon Y2 Poetry: Free Verse - If I Were in Charge of the World	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 Division (9) Multiplication and Division (9) Statistics (7) Length and Height (5) Y1 Addition and subtractions within 10 (12) 2D and 3D shapes (5) Numbers to 20 (7)	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, 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	Living things and Habitats (Yr2) I can identify things that are living, dead and never lived. I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).	Animals including Humans (Yr1) I can name a variety of animals including fish, amphibians, reptiles, birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and		Animals including Humans (Yr 2) I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive. I can describe why exercise, a balanced		Plants (Yr1) I can name a variety of common wild and garden plants. I can name the petals, stem, leaf and root of a plant. I can name the roots, trunk, branches and

	<p>I can identify and name plants and animals in a range of habitats. I can match living things to their habitat. I can describe how animals find their food. I can name some different sources of food for animals. I can explain a simple food chain.</p> <p>Working scientifically I can ask simple scientific questions I can identify and classify things</p> <p>Vocab: Living, dead, never been alive, names of local habitats, pond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter.</p>	<p>omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). I can sort living and non-living things. I can name the parts of the human body that I can see. I can link the correct part of the human body to each sense.</p> <p>Working scientifically I can ask simple scientific questions I can use simple equipment to make observations I can suggest what I have found out</p> <p>Vocab: Fish, Reptiles, Mammals, Birds, Amphibians. (+ examples of each) Herbivore, Omnivore, Carnivore, Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low</p>	<p>diet and good hygiene are important for humans.</p> <p>Working scientifically I can carry out simple test I can identify and classify things I can suggest what I have found out I can use simple data to answer questions</p> <p>Vocab: offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene</p>	<p>leaves of a tree.</p> <p>Working scientifically I can use simple equipment to make observations I can suggest what I have found out I can use simple data to answer questions</p> <p>Vocab: Deciduous, Evergreen trees, Names of trees, wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable</p>
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Computing	<p>Unit 2.2 Online Safety Weeks - 4 Lee and Kim ThinkUknow</p> <p>Y1 I will always follow the computer and internet rules I can log in using my username and password and I know not to share it with others. I know where to go for help if I am concerned.</p>	<p>CODING Maze Explorers Unit 1.5 Weeks - 3 Programs - 2Go beebots.</p> <p>Y1 I can say what an algorithm is I can create a series of instructions. I can control a</p>	<p>Questioning Binary Tress and Databases Unit 2.4 Weeks - 2-4 Programs -</p> <p>2Question, 2Investigate</p> <p>Y1 I can create digital content. - text, graphics,</p>	<p>Research and present information Research linked to Topic Web browser</p> <p>Y1 I can use a web site and open a specific page Y2 I can navigate the web to complete simple searches.</p>	<p>Pictures and Text Link to topics and English</p> <p>2 publish Choose from</p> <ul style="list-style-type: none"> • My character is • I have found out • What I have learned • Card <p>Y1 I can create</p>	<p>Making Music Unit 2.7 Weeks - 3 Programs - 2Sequence</p> <p>Investigating a Database</p> <p>2 investigate instrument database quiz</p> <p>Y1 I can create digital content. sounds</p>	<p>Creating digital paintings related to different topics or artists.</p> <p>2PaintAPicture</p> <p>Y1 I can create digital content-graphics I can save my work in my folder I can open my saved work from my folder Y2</p>	<p>Pictograms and graphs Unit 1.3</p> <p>Relating to maths or topic</p> <p>Programs - 2Count Unit 3.3 lesson 1</p> <p>Y1 I can create digital content. - text, graphics, I can save my work in my folder I can open my saved work from my folder Y2</p>	<p>Presenting Ideas Unit 2.8 Weeks - 4 Programs - Various Link to a story.</p> <p>Y1 I can create digital content. - text, graphics, I can save my work in my folder I can open my saved work from my folder Y2</p>
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<p>I can identify that some people behave different when online Y2</p> <p>I can use a number of passwords and keep them secure I could tell someone else what to do if they are concerned about something online I can say what is the right way to behave 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</p> <p>Intro to Purple Mash 1 week</p> <p>I can use technology purposefully Vocab: login password avatar</p>	<p>programmable device (Beebot etc) Y2</p> <p>I understand that algorithms are used on digital devices. I understand that programs require precise instructions. I can use a range of instructions (e.g. direction, angles, turns). I can predict what the outcome of a simple program will be (logical reasoning)</p> <p>Vocab: algorithm, instruction, direction, challenge, undo, rewind</p>	<p>I can save my work in my folder I can open my saved work from my folder Y2</p> <p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: Data, database, question, collate, binary tree</p>	<p>2 publish using pages: I have found out & What I have learned</p> <p>Y1</p> <p>I can create digital content. – text, graphics, I can save my work in my folder I can open my saved work from my folder I can take a photo Y2</p> <p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: browser, search, search engine</p>	<p>digital content. – text, graphics, I can save my work in my folder I can open my saved work from my folder I can take a photo Y2</p> <p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: text, graphics, save, open, network</p>	<p>I can record sound and play it back Y2</p> <p>I can identify different types of digital content and know some of the ways it is stored</p> <p>Vocab: digital, digitally, composition, sound, effects, instrument, instrumental, soundtrack, tempo, vocal</p>	<p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: palette, template, digital, retrieve</p>	<p>I can open my saved work from my folder Y2</p> <p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: Pictogram, data, collate</p>	<p>I can retrieve and manipulate digital content. (save and retrieve from different folders)</p> <p>Vocab: concept, map, organising, representing, presentation, informative, narrative, audience, animated</p>
<p>History</p> <p>The Gunpowder Plot</p> <p><u>Constructing the Past</u></p> <p>End of Year 1, expected: In discussion, I can recall some of the key events and people associated with themes studied within family, local, national and global history.</p>	<p><u>Jingle Bells</u> (<u>History of Toys</u>)</p> <p><u>Sequencing the past</u></p> <p>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.</p>			<p>Great Explorers</p> <p><u>Sequencing the past</u></p> <p>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.</p>				

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

End of Year 2, expected:

I can confidently and accurately retell the story of events, etc. associated with themes studied within family, local, national and global history.

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

Sequencing the past

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 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.

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.

Cause and Effect

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

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.

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.

<p>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.</p> <p>I can demonstrate a secure understanding of the words used.</p> <p>I will require little prompting to use these words.</p> <p>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.</p> <p>I can demonstrate secure understanding of the terms used.</p> <p>I can independently use the terms appropriately.</p> <p><u>Cause and Effect</u></p> <p>End of Year 1, expected: I can identify at least one relevant cause for, and effect of, several events covered.</p> <p>End of Year 2, expected: I can identify several causes</p>	<p>and/or effects are of particular importance.</p> <p>I may begin to demonstrate an understanding of which are the most important differences and why.</p> <p><u>Using Sources as Evidence</u></p> <p>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.</p> <p>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.</p> <p>I can demonstrate an understanding that some sources are more useful than others in providing information to answer a historical question.</p> <p>Vocab: same, different, compare, before, after, past, now, timeline, 20th century, 1950s, 1960s, 21st century, grandparent, growing up, year, clue, object/artefact, matching, modern, old, materials (wooden, paper, metal, plastic)</p>			<p>I can make valid connections and judgements between significant events or people.</p> <p><u>Planning and Carrying out a Historical Enquiry</u></p> <p>End of Year 1, expected: I can plan a small enquiry by asking relevant questions.</p> <p>I can find relevant information to answer questions using at least one story and another type of source.</p> <p>I can use appropriate historical vocabulary.</p> <p>End of Year 2, expected: I can pose a range of valid questions independently.</p> <p>Vocab: Explorer, map, discover, equipment, adventure, trade, great, desert, caravan, Hajj, uncharted, navigation, botanist, naturalist, indigenous, pirate, territory, replica, polar, hero, equipment, race, recent, astronaut, space, memorial, achievement, significant.</p>	
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	<p>and effects of events covered.</p> <p>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.</p> <p>Vocab: Stuart period, King, James 1, earlier, treason, Gunpowder plot, Guy, Fawkes, Catholic, Protestant, Houses of Parliament, evidence, sources, traditional, rhyme, orally, hero, villain, customs, tradition, commemorate, importance, relevance, effigy, law, repeal, now, then, cause, interpretation, consequences, impact, benefit.</p>					
<p>Geography.</p>			<p>Around the World in 80 days (Navigating the World)</p> <p><u>Locational Knowledge</u></p> <p>End of Year 1, expected: I can locate some major cities, oceans and continents on a UK and world map.</p> <p>I can use a world map, atlas or globe to name and locate the seven continents and five oceans.</p>	<p>Around the World in 80 days (UK Weather Watchers)</p> <p><u>Place Knowledge</u></p> <p>I can demonstrate locational awareness, name my local area, and that I live in the UK.</p> <p>I know that weather can be different in different parts of the UK.</p> <p><u>Human and Physical Geography</u></p>		

End of Year 2, expected:

I can identify and name the relevant continents.

Place Knowledge

End of Year 1, expected:

I can describe in some detail the local area and distant locations' features using images to support answers.

I can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.

I know that people do jobs and that where they live (e.g. coastline) might affect this.

I have some sense of what animals eat and the dangers (human or physical) animals might encounter.

End of Year 2, expected:

I can demonstrate locational awareness, name my local area, and where I live in the UK.

I know that weather can be different in different parts of the UK.

I can describe a local

End of Year 1, expected:

I can show limited awareness of weather differences.

I can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and relate these to the poles and equator.

I can make comparisons when prompted with the weather in my area.

I can identify seasonal weather patterns.

End of Year 2, expected:

I know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.

I know that weather can be different in different parts of the UK.

I can start to give reasons why the UK has the weather it does (e.g. wind).

Geographical Vocabulary

I can identify multiple weather types.

I can demonstrate that I understand basic, subject-specific vocabulary relating

natural environment (animals and plants) and use a range of good quality key vocabulary.

Geographical Vocabulary

End of Year 1, expected:

I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.

I can describe the physical and human geography of a distant place.

I can recognise a natural environment and describe it using geographical vocabulary.

End of Year 2, expected:

I can talk with confidence about human and physical 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.

to physical geography (weather).

I can write sentences about different weather types using good vocabulary.

Correctly use most of the key vocabulary given in the unit.

Geographical Skills and Fieldwork

I can use and understand basic weather symbols.

I can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.

I can correctly use most of the key vocabulary given in the unit.

I can use geographical skills (sketching) and creative means (role play, questioning) to show my understanding of different weather and seasons.

Vocab: Sun, cloud, weather, weather symbol, satellite, above, sky, umbrella, predict, Weather, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week, Wind, weather, change, compass,

			<p>Vocab: Continent, ocean, population, landmark, desert, rainforest, North America, South America, Europe, Africa, Asia, Australia, Antarctica, compass, climate, equator, tropical, temperate, capital city, currency, cuisine, aerial</p>	<p>blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright, Weather, observe, predict, wind, change</p>		
<p>RE</p>	<p>Christianity, Understanding Christianity module 1.1 What do Christians believe God is like? (possible digging deeper) 1.1 Think about what Christians believe God is like. (loving/forgiving) Reflect on God the creator and why Christians celebrate God at harvest. What could God look like? Does anyone know? Look at different art showing ideas of God. What does God mean to me individual ideas on God. What are parables? <i>Stories: Parable of the lost son, The wise man and the foolish man, The good Samaritan, Jonah</i> Discuss the purpose of parables for Christians and relate different parables to scenarios in modern times. Explore the view 'Jesus the teacher' and reflect on teachings from the</p>	<p>Importance of festivals including Christmas UC 1.3 Why does Christmas matter to Christians? Digging Deeper for year 2 <i>Stories: the Nativity story</i> 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? I can at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life, and</p>	<p>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 world pray 'The Lord's Prayer'? Explore the Lord's Prayer through images. I can give at least three</p>	<p>The Easter Story 1.5 Why does Easter matter to Christians? (Digging Deeper) <i>Stories: The Easter Story</i> 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 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</p>	<p>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 God. Muslim prayer and action Why do some people pray to Allah for help?</p>	<p>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 made the world? (UC God 1.2 Digging Deeper) How is the victory of good over evil expressed in a range of religions and worldviews?</p>

parables.

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 explore how and where worshippers connect to prayer and worship. I can participate in periods of stillness and reflection.

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 people do this.

Vocab: Parable, wise, forgiving Samaritan, praise, worship, trust, believe

explain some meanings behind them.

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 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.

Vocab: Community, Advent, festival, nativity, frankincense, myrrh

examples of symbols and actions explaining how and why they express religious meaning; notice some 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 groups. I can describe what a leader does and why.

Vocab: Faith, believer, leader, minister, dedication, religious, promises

they come.

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.

Vocab: Holy week, disciple, death, peace (deeper) saviour, trust, reflection

How and why do some Muslims wash and pray in a daily pattern?

Why does a prayer mat become holy when a Muslim prays on it? What makes a place holy?

Taking responsibility (Zakat)

Create a recipe for living together happily. What is Zakat?

Why is this important to so many Muslim people?

Whose world is it? Should everyone in the world take responsibility for looking after it?

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 give at least three examples of symbols and actions explaining how and why they express religious meaning; notice some 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

Eg. the story of Diwali, Purim, Bilal (Muslim call to prayer) What might heaven be like? Explore themes from the Spirited Arts competition (www.natre.org.uk)

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 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 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.

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 people do this.

Vocab: Victory, value, expression, reflect, decisions, questioning

					<p>communities including faith groups. I can describe what a leader does and why.</p> <p>Vocab: Prayer mat, Allah, holy, Islamic, responsibility, Zakat, symbol,</p>	
PSHE	<p>Me and my relationships Year 1</p> <p>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.</p> <p>Year 2</p> <p>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.</p> <p>Vocab: family, belong,</p>	<p>Valuing difference Year 1</p> <p>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.</p> <p>Year 2</p> <p>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.</p> <p>Vocab: similarity, same as, different from, difference, bullying, bullying behaviour, deliberate, on purpose, unfair, included, bully, bullied, celebrations, special, unique</p>	<p>Keeping myself safe Year 1</p> <p>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.</p> <p>Year 2</p> <p>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 harmful, and say some examples of how they can be used safely.</p> <p>Vocab: safe, special, calm, belonging, special, rights, responsibilities, rewards, proud, consequences, upset, disappointed, illustration</p>	<p>Rights and responsibilities Year 1</p> <p>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.</p> <p>Year 2</p> <p>I can give examples of when I've used some of these ideas to help me when I am not settled.</p> <p>Vocab: Class rules, learning charter, rewards, proud, consequences, Spellbrook golden rules</p>	<p>Being my best Year 1</p> <p>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.</p> <p>Year 2</p> <p>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.</p> <p>Vocab: healthy, unhealthy, balanced, exercise, sleep, choices, clean, body parts, keeping clean, toiletry items (e.g. toothbrush, shampoo, soap), hygienic, safe medicines, trust, safe, safety, green cross code, eyes, ears, look, listen, wait.</p>	<p>Growing and changing Year 1</p> <p>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.</p> <p>Year 2</p> <p>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). I can give examples of how to give feedback to someone.</p> <p>Vocab: changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, anus, learn, new, grow, feelings, anxious, worried, excited, coping</p>

	<p>same, different, friends, friendship, qualities, caring, sharing, kind, greeting, touch, feel, texture, like, dislike, help, helpful, community, feelings, confidence, praise, skills, self-belief, incredible, proud, celebrate, relationships, special, appreciate</p>					
<p>Music</p>	<p>Year 1*</p> <p>Hey You!</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>	<p>Rhythm in the way we walk and the banana rap</p> <p>Christmas Play</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>	<p>In the groove</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Blues, Baroque, Latin, Irish Folk, Funk,</p>	<p>Round and round</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p> <p>Vocab: Keyboard, bass, guitar, percussion,</p>	<p>Your imagination</p> <p>Rhodes Music Festival</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>	<p>Reflect, rewind, replay</p> <p>Listen I can begin to answer questions about the music I listen to.</p> <p>Pulse I can find the pulse. I know that the pulse is the heartbeat of the music. I can be an animal, a pop star or march when finding the pulse of the music.</p> <p>Rhythm I can copy rhythms when playing Warm-up Games. I can clap the rhythm of my name and favourite colour when playing Warm-up Games.</p> <p>Play I can play the glockenspiel along to some of the songs we sang this year.</p> <p>Improvise I can improvise with the songs we sang this year.</p> <p>Compose I composed a simple melody with some of the songs we sang this year.</p>

	Vocab: Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform	Vocab: Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform	pulse, rhythm, pitch, compose, improvise, perform, groove	trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience	Vocab: Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination	
Art	<p>The Gunpowder Plot Explosion paintings- Spinners and throwing paint, popping paint balloons. Pop Art- Roy Lichtenstein "Explosion" Computer generated Pop Art. Layering cut out images.</p> <p>I can name the primary and secondary colours. I can create moods in artwork. I can create a repeating pattern in 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.</p>					<p>Science- Plants History- Great Explorers Drawing, sketching & painting native plants in the local environment. Charles Darwin Andy Goldsworthy Nature Art</p> <p>I can choose and use three different grades of pencil when drawing. I can use charcoal, pencil and pastel to create art. I can use a viewfinder to focus on a specific part of an artefact before drawing it. I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black. I can create a printed piece of art by pressing, rolling, 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.</p>
DT		Textiles – Templates and joining techniques (Hand puppets)	Food – Preparing fruit and vegetables (guacamole and salsa)	Mechanisms – Sliders and Levers (Easter card)		

Prior learning

- Explored and used different fabrics.
- Cut and joined fabrics with simple techniques.
- Thought about the user and purpose of products.

Designing

- Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
- Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology.

Making

- Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
- Select from and use textiles according to their characteristics.

Evaluating

- Explore and evaluate a range of existing textile products relevant to the project being undertaken.
- Evaluate their ideas throughout and their final products against original design criteria.

Technical knowledge and**Prior learning**

- Experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell.
- Experience of cutting soft fruit and vegetables using appropriate utensils.

Designing

- Design appealing products for a particular user based on simple design criteria.
- Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.
- Communicate these ideas through talk and drawings.

Making

- Use simple utensils and 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**Prior learning**

- Early experiences of working with paper and card to make simple flaps and hinges.
- Experience of simple cutting, shaping and joining skills using scissors, glue, paper fasteners and masking tape.

Designing

- Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
- Develop, model and communicate their ideas through drawings and mock-ups with card and paper.

Making

- Plan by suggesting what to do next.
- Select and use tools, explaining their choices, to cut, shape and join paper and card.
- Use simple finishing techniques suitable for the product they are creating.

Evaluating

- Explore a range of existing books and everyday products that use simple sliders and levers.
- Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.

understanding

- Understand how simple 3-D textile products are made, using a template to create two identical shapes.
- Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
- Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.
- Know and use technical vocabulary relevant to the project.

LO: Evaluate puppets from different time periods (history link)

LO: Practise using different stitches

LO: Design a hand puppet

LO: Make puppets using different joining techniques (sewing and gluing)

LO: Evaluate puppets against the design criteria

Vocab: names of existing products, joining and finishing techniques, tools, fabrics and components

template, pattern pieces, mark out, join, decorate, finish

features, suitable, quality, mock-up, design brief, design criteria, make, evaluate, user, purpose,

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 Mexican food

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 prepare food

LO: Create an exploded diagram to plan a dish

LO: Make guacamole or salsa

LO: Evaluate the dish against the design criteria

Vocab: fruit and vegetable names, names of equipment and utensils

sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard

flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing,

Technical knowledge and understanding

- Explore and use sliders and levers.
- Understand that different mechanisms produce different types of movement.
- Know and use technical vocabulary relevant to the project.

LO: Evaluate existing books and cards with sliders and levers

LO: Explore and practise the skill of making different kinds of sliders and levers.

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

Vocab: slider, lever, pivot, slot, bridge/guide

card, masking tape, paper fastener, join

pull, push, up, down, straight, curve, forwards, backwards

design, make, evaluate, user, purpose, ideas, design criteria, product, function

		function	ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria			
PE	<p>Multi Skills</p> <p>Can balance along lines with equipment on their head and show control when racing</p> <p>Can balance on equipment with control whilst balancing objects on their head</p> <p>Can change direction and position of their body quickly with good control</p> <p>Can move with equipment (dribbling) with good control, balance and co-ordination</p> <p>Can throw, kick and catch successfully with co-ordination and control</p> <p>Can change direction and position of their body when running with control</p> <p>Vocab: balance, move, agility, co-ordination, change direction, control</p>	<p>Dance</p> <p>Move in time to the music</p> <p>Perform movements with control</p> <p>Perform movements with different levels</p> <p>Perform movements using different directions</p> <p>Co-operate with a partner or group</p> <p>Remember and perform a dance with control</p> <p>Vocab: move in time, step, slide, turn, skip, jump, control, levels</p>	<p>Yoga</p> <p>Can perform the yoga poses, have a strong tummy to help them keep their body in position</p> <p>Can lie down, relax and focus on their breathing, taking deep breaths</p> <p>Can challenge themselves to try all the harder yoga poses</p> <p>Can perform the yoga poses with flexibility and control</p> <p>Can relax their whole body and perform the yoga poses with some confidence</p> <p>Can remember all the yoga poses and include them in their story</p> <p>Vocab: pose, relaxation, breathing, challenge, flexible, control, perform</p>	<p>Swimming</p> <p>Taught by teachers at Grange Paddocks</p>	<p>Social Dodgeball</p> <p>Communicate with others</p> <p>Compete positively and work well as a team</p> <p>Compete fairly</p> <p>Vocab: Stop, pass, dribble, roll, throw, underarm, catch, bounce, throw, score, direction, aim</p>	<p>Athletics</p> <p>Can Master basic movements such as running and begin to apply these in a range of activities</p> <p>Can Master basic movements such as jumping and begin to apply these in a range of activities</p> <p>Can master basic movements such as throwing and begin to apply these in a range of activities</p> <p>Can compete against self in a range of increasingly challenging situations.</p> <p>Vocab: run, throw, jump, accuracy, bend, push off, stance, speed, distance</p>