	Autum	n Term	Spring	g Term	Summer Term		
Year 1	Dinosaurs	Best of British!	Heroes	Time to Change	Once upon a time	Endangered Beasties	
Enrichment activities, visits and visitors		Royal Banquet in hall. Dress up as a Prince or Princess or King or Queen for the day. Historical artefacts to explore.	Make own historic Toy Museum. Toys from home. Superhero dress up day	Farm visit Visit to Wisley plants	Local church visits - link to RE and map work.	In class rainforest area.	
Role play activities and opportunities.	Dinosaur Exploration	Thrones and castle role play - link with week 1 of Queens. A bus - use of outside space.	Hideout for a secret agent. Alien spaceship. Space costumes.	Bird Hide with binoculars for bird spotting. Tree with various animals to act out Percy stories.	Wolf's house (The tree) Food shopping list. Tea service.	A rainforest area with a suitcase and a writing corner.	
Literacy Suggested books	In the summer holidays (1) List writing The Great Dinosaur Hunt (1) If I had a dinosaur (1) The Dinosaur's Egg (1) Poetry/recitation – Little green dinosaur Toys in Space – Mini Grey (1) I want my hat back (1) Drama	The Kings Pants (1) The Naughty Bus, (1) Katie in London (1) The Kings's Hat (1) 1:1 Reading Guided Reading	Supertato, (4 weeks) Daisy and the perils of planet pea. (2) Little Something (1) 1:1 Reading Guided Reading	Hampshire Picture Book Awards (1) After the storm (2) Badgers Bath (1) Owl Facts (1) Zip – Bunny Poetry (1) 1:1 Reading Guided Reading	.3 little Pigs (1) Little Red Riding Hood (1) Jack and the Beanstalk (1) Plan own Traditional tale (1) Publish own Traditional Talle (Link with computing (1) 1:1 Reading Guided Reading (From 2023/24)	The Lumberjack's Beard – Duncan Beedie (2) The Lonely Beast (2) The Last Wolf (4) (takes on Little Red Riding Hood) Non-fiction books and fact sheets about endangered animals	
	1:1 Reading					1:1 Reading Guided Reading	
Genres of writing to be taught.	Stories in familiar settings Labels, lists and signs Poems and recitations about the senses	Stories with repeating patterns Information texts Letters	Fantasy Instructions	Stories in familiar settings Information texts	Alternative fairy stories and traditional tales Non-fiction reading and writing	Stories with repeating patterns Information texts Traditional poems	
Phonics phases to be taught.	Unlocking letters and sounds. Phase 3 mastery of digraphs	Unlocking letters and sounds Phase 4	Unlocking letters and sounds Phase 5A	Unlocking letters and sounds Phase 5A Mastery	Unlocking letters and sounds Mastery of phase 5A until phonics test 5B after phonics test.	Unlocking letters and sounds Mastery of phase 5c	
Maths	Knowledge and skills to be taught: Problem Solving Number and Place Value (within 10) Counting within 100	Knowledge and skills to be taught: Comparison of quantities and part-whole relationships Numbers 0 to 5 Recognise, compose, decompose and manipulate 2D and 3D shapes	Knowledge and skills to be taught: Numbers 0 to 10 Additive Structures	Knowledge and skills to be taught: Additive Structures Addition and subtraction facts within 10	Knowledge and skills to be taught: Addition and subtraction facts within 10. Numbers 0-20.	Knowledge and skills to be taught: Unitising and coin recognition Position and Direction Time	

Science	Animals including humansKnowledge and skills to be taught: Identify, name, draw and label basic parts of the human body.Say which part of the human body is associated with each sense.Identifying and classifying.Use observations and ideas to suggest answers to questionsIdentify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Describe the structure of common animals (fish, amphibians, reptiles, birds and mammals)Identify and name common animals including fish, amphibians, reptiles, birds and mammals.Identify and name common animals that are carnivores, herbivores and omnivores	Seasonal changes Autumn	Seasonal Changes (Autumn and Winter)Knowledge and skills to be taught: Gather and record data – identify and classifyObserve changes across four seasons.Observe changes across four seasons.Observe and describe weather associated with the seasons.Use observations and ideas to suggest answers to questionsAsking simple questions and recognising that they can be answered in different ways.Identify and name a variety of common garden plants, deciduous and evergreen treesIdentify and describe basic structure of a variety of common flowering plants, including trees	Seasonal changes Winter	 Everyday Materials. (Make a cape for a superhero out of an appropriate material) Knowledge and skills to be taught: Observe, identify and classify Observation to suggest answers to questions. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials. Describe the simple physical properties of a variety of materials in line with simple physical properties. 	Scientists and Inventors Knowledge and skills to be taught: Describe the properties of Lego (Materials) Identify reasons why Lego is made from plastic Ask questions about Mae Jemison and find out the answers Describe how vets look after animals	Seasonal changes Spring	Plants To be planned in conjunctio with trip to Wisley Gardens.Knowledge and skills to be taught: Identify, classify and describe the basic 	Seasonal Changes (Spring and Summer)Knowledge and skills to be taught: Gather and record data – identify and classifyObserve changes across four seasons.Observe and describe weather associated with the seasons.Use observations and ideas to suggest answers to questions and recognising that they can be answered in different ways.Identify and name a variety of common garden plants.	Seasonal changes Summer
	mammals. Include common animals that are carnivores,	Seasor	evergreen trees Identify and describe basic structure of a variety of common flowering plants,	Seaso	together a variety of materials in line with simple physical		Seaso		questions and recognising that they can be answered in different ways. Identify and name a variety	Season

Geography		Fieldwork skills.	Location and identification of	Where in the world are
		Follow and read a simple maps.	hot and cold areas of the World	the rainforests?
		Local area and our school	– equator, North and South	Why are rainforests
			Poles	warm? What are they
		Locational knowledge and skills	Understanding of UK weather.	near?
		to be taught:	Compare local and UK weather.	Which animals live in the
		Observations of where things are	<u>Map of UK – hot and cold</u>	rain forest?
		in school or local area.	places.	Do the same animals live
		Use maps and images for basic		in cold areas? Why/why
		locational knowledge of locality,	Locational knowledge and skills	not?
		the UK and wider world.	to be taught:	<u>How do animals adapt to</u>
		Name, locate and describe the	Use maps and images for	their surroundings?
		four countries of the UK and	locational knowledge about	The Continents of the
		surrounding seas.	individual places and	<u>World</u>
		Understand and use compass	environments, especially the	Equator - Hot and cold.
		directions.	local area, in the UK and wider	
			world.	Locational knowledge and
		Human and physical geographical		skills to be taught:
		knowledge and skills to be	Place knowledge and skills to be	Use maps and images to
		taught:	taught:	gain a locational
		Identify simple local human and	Describe places and features	knowledge about places
		physical features.	using some geographical	and environments, - the
		Begin to use some basic	language.	local area, the UK and
		geographical vocabulary to refer	Begin to identify similarities and	wider world.
		to physical and human features.	differences, and simple patterns	Name, locate and describe
			in the environment.	the four countries of the
		Geographical and field work		UK and surrounding seas.
		knowledge and skills to be	Human and physical	
		taught:	geographical knowledge and	Place knowledge and skills
		Follow directions – up, down, left,	skills to be taught:	to be taught:
		right, forwards, backwards	Begin to identify seasonal and	Show understanding by
		Draw maps of imaginary places	daily weather patterns in the UK-	describing places and
		and from stories	Science	features using geographical
		Use simple picture map to move	Begin to locate hot and cold areas of the world in relation to	language. Bogin to identify some
		around school	the Equator, North and South	Begin to identify some similarities and differences,
		Learn names of places within and around the UK – home town,	Pole.	
				and simple patterns in the environment.
		cities, country – Alton, London, England		environment.
				Human and physical
				geographical knowledge
				and skills to be taught:
				Begin to identify seasonal
				and daily weather patterns
				in the UK.
				Begin to locate hot and
				cold areas of the world in
				relation to the Equator,
				North and South Pole.

History Famous people from different eras. Mary Anning Fossil Hunter Queens Comparison. Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Events beyond living memory that are significant nationally or globally Use simple timelines to sequence simple events, objects within own experiences. Sequence 3 or 4 artefacts from different times. Past. Can match objects to people of different ages. different ages. Before living memory. Knowledge and skills to be taught: Can match objects to people of different ages. Sequence 3 or 4 artefacts from different episodes from stories about the past. Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Knowledge and skills to be taught: Verst beyond living memory, did in a historical situation. Fverts beyond living memory that are significant nationally Knowledge and skills to be taught: Knowledge and skills to be taught: Can recall some facts about before living memory, Knowledge and skills to be taught: Knowledge and skills to be taught: Can recall some facts abou	
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past and present in their own and	
Use stories to encourage Can give simple reasons why others' lives.	
distinction between fact and somebody acted as they did in	
fiction. a historical situation. Knowledge and skills to be taught:	
Look at books, videos, Significant historical events, people	
photographs, pictures and/or Knowledge and skills to be and places locally	
artefacts to find out about the taught: Use books, videos, photographs,	
past. Significant historical events, pictures and/or artefacts to find out	
Identify different ways in which people and places locally about the past.	
the past can be represented Use stories to encourage Find answers to simple questions about	
distinction between fact and the past from sources of information	
fiction. e.g. artefacts.	
Use books, videos,	
photographs, pictures and/or Knowledge and skills to be taught:	
artefacts to find out about the Lives of significant individuals in the	
past. past	
Identify different ways in which Use timelines to order events or	
the past can be represented. objects.	
Talk, write and draw about things from	
Knowledge and skills to be	
taught:	
Lives of significant individuals	
in the past	
Use timelines to order events	
or objects.	
Talk, write and draw about	
things from the past.	

Design Technology – Design and Make		Pop up superhero puppet toy. Knowledge and skills to be taught: Design including technical knowledge. Children draw on their own	Split Pin moving fairy tale characters. Knowledge and skills to be taught: Design including technical Knowledge Children draw on their own experiences, suggest ideas and explain what they are going to do, identify a	<u>Structures – Rockets.</u> Making a structure stronger, stiffer and more stable (link with Toys in Space) Exploring a Rocket that launches using bicarb and
		experiences, suggest ideas and explain what they are going to do, identify a target group and begin to develop their design ideas. Make including technical knowledge. Children make their design using appropriate techniques and a range of materials, use tools safely, assemble, join and combine materials together and use simple finishing techniques. Evaluate including technical knowledge. Children start to evaluate their product, they express likes and dislikes about existing products, evaluate their own products, and ask questions about what they have made.	target group and begin to develop their design ideas Make including technical knowledge. Children make their design using appropriate techniques and a range of materials, use tools safely, assemble, join and combine materials together and use simple finishing techniques. Evaluate including technical knowledge. Children start to evaluate their product, they express likes and dislikes about existing products, evaluate their own products, and ask questions about what they have made.	vinegar. Knowledge and skills to be taught: Design including technical Knowledge Children draw on their own experiences, suggest ideas and explain what they are going to do, identify a target group and begin to develop their design ideas Make including technical knowledge. Children make their design using appropriate techniques and a range of materials, use tools safely, assemble, join and combine materials together and use simple finishing techniques. Evaluate including technical knowledge. Children start to evaluate their product, they express likes and dislikes about existing products, and ask questions about what they have made.
Design Technology - Cooking	Eat More Fruit and Vegetables. Knowledge and skills to be taught: Children begin to explore that all foods come from plants or animals, explore food being farmed, grown elsewhere or caught. Name and group foods into the 5 known categories, understand that humans should eat at least			

	5 portions of fruit and vegetables a day (PSHE and Science link) Know how to prepare food safely and hygienically using different techniques -design and prepare a smoothie.			
Art		Artist – Richard Long	Hot and cold colours.	Henri Rousseau
/		Environmental art	Contrasts and colour mixing.	Camouflage themes
		Design Christmas wrapping	Van Gogh	camounage memes
		paper or Christmas bag.	Hot and cold colours	Knowledge and skills to be
		paper of emistings bug.		taught:
		Knowledge and skills to be	Knowledge and skills to be	Drawing - Extend the
		taught:	taught:	variety of drawings tools to
		Drawing – Use a variety of	Drawing - Extend the variety of	include charcoal and felt-
		drawings tools to include	drawings tools to include	tips
		charcoal and felt-tips. Explore	charcoal and felt-tips	Explore different textures.
		different textures and observe	Explore different textures	Use a sketchbook to gather
		patterns that are natural and	Use a sketchbook to gather and	and collect artwork.
		man-made	collect artwork.	
		Use a sketchbook to gather and		Colour - Name all the
		collect artwork.	Colour - Name all the colours.	colours.
			Mix colours.	Mix colours.
		Colour - Name all the colours.	Find collections of colour.	Find collections of colour.
		Apply colour with a range of	Apply colour with a range of	Apply colour with a range
		tools and different techniques.	tools and with different	of tools and with different
		Experiment with different	techniques.	techniques.
		scales – using large paper.	Experiment with different scales	Experiment with different
		Experiment with different	– using large paper.	scales – using large paper.
		textures.	Experiment with different	Experiment with different
			textures.	textures.
		Texture - Collage using variety		
		of materials	Texture - Collage using variety of	Texture - Collage using
			materials.	variety of materials.
		Form - Construct with a clear	Sort according to specific	How texture can provide
		purpose, choosing resources	qualities – warm, cold, shiny,	information – its 'journey'.
		with thought.	smooth etc.	How textiles can create
			How texture can provide	things.
		Printing - Create patterns using	information – its 'journey'.	Tana Investigata tana b
		more than 1 colour.	How textiles can create things.	Tone - Investigate tone by
		Develop impressed images.		drawing light/dark lines,
		Relief printing.	Tone - Investigate tone by	light/dark patterns,
		Use equipment correctly to	drawing light/dark lines,	light/dark shapes.
		produce a clean image.	light/dark patterns, light/dark	Form - Construct with a
		Use appropriate language to describe the tools used and	shapes.	clear purpose, choosing
		process followed.		resources with thought.
		Pattern - Awareness and	Form - Construct with a clear	Use materials to make
		discussion of patterns.	purpose in mind choosing	known objects for a
		Repeating patterns – drawing	resources with thought.	purpose.
		own designs.		Cut simple shapes with
			Pattern - Awareness and	scissors.
			discussion of patterns.	56155015.

		Response to Artist and Artwork- Make connections, generate questions about the content of artwork, show of the subject of their artwork and link to the artist studied. Discuss how artists can be influenced by each other Talk about likes and dislike about an artwork and why.		Repeating patterns – drawing own designs. Response to Artist and Artwork - Make connections, generate questions about the content of an artwork, show understanding of the subject of their artwork and link that to the artist studied Discuss how artists can be influenced by each other Talk about likes and dislikes about an artwork and why.		Adapts where necessary. Pattern - Awareness and discussion of patterns. Repeating patterns – drawing own designs. Response to Artist and Artwork - Make connections, generate basic questions about the content of an artwork, show understanding of the subject of their artwork and link that to the artist studied. Discuss how artists can be
						influenced by each other Talk about likes and dislike about an artwork and why.
	E-Safety – Hector's World	E-Safety.	E-Safety.	E-Safety.	E-Safety – Hector's World	E-Safety.
1	(ThinkUKnow).				<u>(ThinkUKnow).</u>	
		Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be		Knowledge and skills to be
	Knowledge and skills to be	taught:	taught:	taught:	Knowledge and skills to be taught:	taught:
	taught: Password and private	Password and private information safety.	Password and private information safety.	Password and private information safety.	Password and private information safety.	Password and private information safety.
	information safety.	Speaking to a trusted adult	Speaking to a trusted adult when	Speaking to a trusted adult when	Speaking to a trusted adult when	Speaking to a trusted adult
	Speaking to a trusted adult when	when worried and before using	worried and before using	worried and before using	worried and before using internet.	when worried and before
	worried and before using	internet.	internet.	internet.	E-Safety rules – 'Give Me e-Five'.	using internet.
	internet.	E-Safety rules – 'Give Me e-	E-Safety rules – 'Give Me e-Five'.	E-Safety rules – 'Give Me e-Five'.		E-Safety rules – 'Give Me e-
	E-Safety rules – 'Give Me e-Five'.	Five'.	Superhero Sid – e-safety video.		2Create a story – Traditional Tales	Five'.
				Symmetrically digital.	animation.	
	Identification, recognising and	<u>Bee-Bots</u> .	Digital photography.			
ι ι	understanding different types			Knowledge and skills to be	Knowledge and skills to be taught:	Coding - 2DIY – catching
ĉ	and uses of technology.	Knowledge and skills to be	Knowledge and skills to be	taught:	Create a simple animation.	games.
		taught:	taught:	Digitally design and organise	Typing digital sentences.	
	2Paint – portrait and adding	Use controls to program	Create a digital photograph of	(symmetrical) patterns using the	Sort, collate, edit and store digital	Knowledge and skills to be
<u><u>s</u></u>	simple text.	isolated movements to move	'Super Veg' using Mashcam and	appropriate tools	information. Save and retrieve work in own folder.	taught:
.	Knowledge and skills to be	and direct a programmable	then manipulate, drag and drop photos into a superhero profile	Animal Mask	Save and retrieve work in own folder.	Create coded programs, either in isolation or as sets
	taught:	robot. Debug programs as appropriate.	Bee Bots.	Animal Mask.	Bee-Bots.	of instructions, to move
	Create, organise, edit and store		<u></u>	Knowledge and skills to be		and manipulate digital
	digital content.	Wrapping paper design.	Knowledge and skills to be	taught:	Knowledge and skills to be taught:	images.
	Save and retrieve digital content	· · · · · · · · · · · · · · · ·	taught:	Digitally design and create for a	Program directions and movement	Ĭ
	in own folder.	Knowledge and skills to be	Program (and debug) Super Bee	purpose.	using a simple algorithm to create a set	
		taught:	Bot to move in different		of instructions. Focus on a string of	
<u> </u>	Labelling body parts.	Digitally design and create own pattern.	directions to rescue someone – children design own directional	<u>Poster – compare two animals.</u>	instructions and how to debug.	
	Knowledge and skills to be taught:		mats in small groups	Knowledge and skills to be taught:		
	Manipulate and draw simple			Insert, manipulate, create and		

digital image.		organise text and pictures.	
Drag, drop and type digital text.		1	
Sort, collate, edit and store	Poster – old and new toys.	<u>2Go</u> .	
digital content		1	
Save and retrieve content in own	Knowledge and skills to be	Knowledge and skills to be	
folder.	taught:	taught:	
	Manipulate, drag, drop and resize	Program directions and	
Google Maps and digital	images (onto a poster).	movement using a simple	
mapping.	Keyboard skills - type a simple	algorithm to create a set of	
Knowledge and skills to be	label.	instructions.	
taught:	Sort, collate, edit and store digital	1	
	information and content.	1	
Locate and find own house	Save and retrieve work in own	1	
(Geography link)	folder.	1	
		1	
		1	

Topic – <mark>Concept</mark>	Knowledge and skills to be					
			Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be taught:	concepts.
	taught:	Knowledge and skills to be	taught:	taught:		
	-	taught:	-	-	Communicate:	Knowledge and skills to be
	Communicate:	-	Communicate:	Communicate: Children can	Children can express creatively what	taught:
	Children can express creatively	Communicate:	Children can express creatively	express creatively what 'love'	'belonging' means to them.	C C
	when and how we say thank	Children can express creatively	what they think 'care' means.	means to them.	Apply:	Communicate:
	you.	how they feel about candle	Apply:		Children can recognise ways in which	Children can express
	Apply:	light.	Children can recognise their	Apply: Children can recognise	they belong to different groups.	creatively their responses
	Children can recognise occasions	Apply:	experience of being cared for/	acts of love in themselves and	Inquire& Contextualise:	to their own experiences of
	when they have been thankful.	Children can recognise when	caring for another.	others.	Children can recognise how Christians	the concepts/ words
	Inquire:	they use light as a symbol.	Inquire:		experience 'belonging' in the Church.	introduced.
	Children can recognise ways in	Inquire:	Children can recognise examples	Inguire: Children can ask	*Visit local churches & talk to church	Apply:
	which people, including	Children can recognise ways in	of 'care' and list some features.	questions about love.	members	Children can recognise
	–			questions about love.		-
	Christians, say thank you.	which people, including Hindus	<u>Contextualise:</u> Childron can recognice what	Contaxtualisa: Children can	Evaluate: In simple terms children recognize why	their responses relate to events in their own lives.
	Contextualise:	& Christians, use light as a	Children can recognise what	<u>Contextualise:</u> Children can	'belonging' is important to them and	
	Children can recognise how	symbol.	Christians believe about caring	recognise how love is shown in		Inquire& Contextualise:
	thankfulness is expressed by	<u>Contextualise:</u>	and how Bible stories show Jesus	the Easter story.	why it is important for Christians to	Children can recognise
	Christians at Harvest time.	Children can recognise how	caring for others.	E al au	'belong' to the Church.	what has been taught
	<u>Evaluate:</u>	light is used as a symbol to	<u>Evaluate:</u>	Evaluate:		about the concept/ word
	In simple terms children	celebrate Diwali & Christmas.	In simple terms children	In simple terms children		and how it is used in the
	recognize why saying thank you	Evaluate:	recognize why it is important to	recognize why love is important		tradition studied.
	is important for themselves,	In simple terms children	show care and why stories about	to themselves, their families and		Evaluate:
	others and Christians.	recognize why lighting candles	Jesus' care for others are	Christians.		In simple terms children
		is important for themselves,	important to Christians.			recognize something of
		others, Hindus and Christians.				the value of these
						concepts/ words in the
						lives of those living in the
						traditions studied as well
						as for their own lives and
						communities.
Music	Hey You!	Rhythm in the way we walk	In the groove	Round and round	Your Imagination	Reflect Rewind and Replay
	ney rou:	and banana rap	in the grouve			Reflect Rewlind and Replay
Charanga					Bon	Classical
Chulo of www.i-	Old School Uin Use	Deggee	Dives Deregue Latin Diaman	Resse Neve	Рор	Classical
Style of music	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra,	Bossa Nova		
			Folk, Funk.			
	How pulse, rhythm and pitch	Pulse, rhythm and pitch,	How to be in the	Pulse, rhythm and pitch in	Using your imagination.	
	work together.	rapping, dancing and singing.	groove with different styles of	different styles of music.		
			music.			
	To know 5 songs off by heart.	To know what the songs are	To know and recognise the sound	Skills	To learn how they can enjoy moving to me	usic by dancing, marching,
Appraise		about.	and names of some of the		being animals or pop stars.	
			instruments used.			
17 · · · · · · · ·						
Knowledge						

Games	To know that music has a steady	To know that we can create		Skills	• Game 1 –	• Game	• Game 3	• Game 4	• Game 4a
Games Knowledge	To know that music has a steady pulse, like a heartbeat.	To know that we can create rhythms from words, our names, favourite food, colours and animals.		Skills There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song :	• Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse	• Game 2 - Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables	• Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy	• Game 4 - Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat	• Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.
Singing Knowledge	To confidently sing or rap five songs from memory and sing them in unison.			Skills	Learn about voices, singing notes of different	sounds with – you can ra	ent types of h their voices ap or say	Learn to star singing when leader.	•
					pitches (high and low).	words in rh	·		
Playing Knowledge	Learn the names of the notes in their instrumental part from memory or when written down.	Learn the names of the instruments they are playing.		Skills	Treat instruments carefully and with respect.	-	al part that eir musical using one of ntiated parts part, a , medium d al part with	Listen to and musical instr a leader.	
Improvisation Knowledge	Improvisation is about making up your own tunes on the spot.	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Everyone can improvise!	Skills Use the improvisation tracks provided. Improvise using the three challenges:	1. Clap and Improvise – Listen and clap back, then listen and clap your	2. Sing, Play Improvise – and instrum and sing ba- listen and p own answei	- Use voices nents, listen ck, then ılay your	3. Improvise! turns to impr one or two n	rovise using

Composition	Composing is like writing a story	Everyone can compose		Skills	own answer (rhythms of words). Help to	or two notes.	
Knowledge	with music.				create a simple melody using one, two or three notes.	the composition can be written down and changed if necessary.	
Performance Knowledge	A performance is sharing music with other people, called an audience.			Skills	Choose a song they have learnt from the Scheme and perform it.	They can add their ideas to the performance.	Record the performance and say how they were feeling about it.
Outdoor learning activities.	Alphabet Scavenger Hunt Textures of nature What can we smell in the garden Apple tasting Hibernation Autumn walk Spiders	Leaf art/rubbing collages Andy Goldsworthy natural art Seed dispersal. Festive craft/activities Class treat	Winter garden	Bird watch Sowing seeds New life in the school grounds Seasonal changes – spring Road safety	Growing 'magic' beans Hottest place in school – classrooms and outside environment – use of log box		Garden – harvesting and tasting
Physical Education	Gymnastics - Health and Wellbeing. Knowledge and skills to be taught: Introduce and explore agility. Introduce and explore balance. Introduce and explore coordination. Games - Running. Knowledge and skills to be taught: Explore running. Apply running into a game Running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running - apply running into a game	Dance - The Zoo.Knowledge and skills to betaught:Exploring expression.Developing movements andadding movements together.Responding to a rhythm.Introducing partner work.Creating an animal sequencemotifs.Exploring relationships withinour motifs.Games - Team BuildingKnowledge and skills to betaught:Building trust and developingcommunication.Coperation andcommunication.Explore simple strategies.Problem solving: Consolidateteamwork.	Dance – Heroes. Knowledge and skills to be taught: Performing movements in sequence. Creating movements that represent a character (with superpowers and rescuing or saving someone or something). Exploring character movement. Games - Ball Skills – Hands 1. Knowledge and skills to be taught: Introduce sending (bouncing) with control. Introduce aiming with accuracy. Introduce and speed when sending a ball. Introduce and develop stopping and combining sending skills. Combine sending and receiving skills.	Games - Ball Skills – Feet. Knowledge and skills to be taught: Develop moving the ball using feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point. Gymnastics - Wide, Narrow, Curled. Knowledge and skills to be taught: Introduction to wide, narrow and curled. Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements	Recap jumping, Develop jumpin Explore how jur Explore skipping Apply skipping a game. Games - Racket Knowledge and Develop pushin racket - introdu Explore hitting ball (with a rack	A skills to be taught: ang. mping affects our bodies. g. and jumping into a ts, Bats and Balls. I skills to be taught: Ig (dribbling) a ball with a icing control. and develop pushing a ket) towards a target. a ball (with a racket)	Games - Ball Skills - Hands 2. Knowledge and skills to be taught: Introduce throwing with accuracy Apply throwing with accuracy in a team. Introduce stopping a ball. Develop sending (rolling) skills to score a point. Consolidate sending and stopping to win a game. Games for Understanding. Knowledge and skills to be taught: Understanding the principles of attack and defence. Applying attacking and defending principles into a game. Consolidate attacking and

Personal, Social, Health	<u>lt's my body.</u>	Britain.	<u>Be yourself.</u>	Money Matters.	TEAM	Aiming High
and Economic Education – including Relationship and Health Education. Units include:- Families and people who care for me. Caring friendships. Respectful relationships. On-line relationships. Being safe.	taught: My body, my business Active and Asleep Happy Healthy Food Clean as a whistle Can I eat it? I can choose.	Areas and knowledge to be taught: My School My Community My Neighbourhood My Country British People What makes me proud of Britain?	Areas and knowledge to be taught: Be Yourself Marvellous Me Feelings Things I like Uncomfortable Feelings Changes Speak Up!	Areas and knowledge to be taught: Money. Keep it safe. Save or Spend? Want or Need? Look after it. Going Shopping.	Areas and knowledge to be taught: Together everyone achieves more Listening Being Kind Bullying and Teasing Brilliant Brains (Links incredibly well with our learning behaviours. Making good choices	Areas and knowledge to be taught: Star Qualities Positive Learners Bright Futures Jobs for all Going for goals Looking forward
Year 2	Autumn	Term	Spring	g Term	Summer T	erm
	Beside the Sea	Disasters!	Brilliant Beasties	Big Adventures	Far, far away	Changing Times
Enrichment activities, visits and visitors		Fire service (book April for next year) Open Box Theatre-Great Fire of London.		Farm visit		Transition to Junior School Harold Hillier – Science trip.
Literacy Suggested Books	Dougal's Deep Sea Diary – Simon Bartram Mr Grinling – R and D Armitage Lighthouse Keepers Lunch Ocean Meets Sky- The Fan Brothers The Owl and the Pussycat (Edward Lear) (alternative text for if chn are bereaved)	Link to History Simple songs – London's burning - poetry Information texts using Stella, Sidney and the Moon as stimulus. Christmas writing: Oliver Jeffers – Lost and Found The day the crayons quit (alternative text)	Beasties Magic Box- Kit Wright Non-fiction writing about dragons Aliens in space Yeti and the Bird 10 things in a wizard's pocket	How to catch a star – Oliver Jeffers La Luna – short film Mini Grey books: Traction Man is Here Traction Man Meets Turbo Dog Traction Man and the Beach Odyssey	Jim and the Beanstalk Tadpole's Promise Faraway Tree.(If time – term dependent)	Antony Browne books: Particularly focusing on: Little Beauty Gorilla Silly Billy Night Shimmy
Genres of writing to be taught.	Stories in familiar settings Letters Repetitive poems	Songs (repetitive poems) Information texts Narrative – story telling own Lost and Found story	Story – opposing animal stories Poetry	Poetry – Stars Adventure stories Diary writing	Persuasive writing Explanation text	Stories by the same author: Anthony Browne

Phonics phases and spelling to be taught.	Unlocking Letters and Sounds 5a Spel 5b Mastery 5C Mastery	ling Recap	Lower 20% Recap – 5a, b and C CEW Spelling Group		Babcock no nonsense spelling.	
Maths						
	Knowledge and skills to be taught:	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be taught:	Knowledge and skills to be
		taught:	taught:	taught:		taught:
	Numbers 10 to 100.				Sense of measure, capacity, volume and	
	Calculations within 20.	Fluently add and subtract within 10.	Introduction to multiplication.	Shape.	mass.	Number bonds to 20.
			Introduction to division	Fractions.	Addtiition and subtraction of two digit	Position and direction.
		Addition and subtraction of	structures.		numbers.	
		two digit numbers.		Money.		
		Introduction to	Doubling and halving.	Time.		
		multiplication.		Time.		
Science	Animals including humans	Materials and their uses	Animals - habitat, food chains,	Plants	Scientific Inventions	Habitats
			life cycle			<u>Micro-habitats – mini-</u>
	Knowledge and skills to be taught:	Knowledge and skills to be		Knowledge and skills to be	Knowledge and skills to be taught:	<u>beasts</u>
	Derform simple tests	taught:	Knowledge and skills to be	taught:		Knowledge and skills to be
	Perform simple tests.	Observe, identify test and	taught:		Observing closely	Knowledge and skills to be taught:
	To use their observations and ideas	classify.	Observing, gathering and record	Ask simple questions and recognising that they can be		tudg.tt.
	to ask and answer questions. Gather and record data to answer	clussity.	data ta bala anguna nuatiana	answered in different ways.	Gathering and recording data to help in	Asking simple questions
		Identify and compare the			answering questions	and recognising that they
		suitability of a variety of	Identify, classify and name a	Observe and describe how seeds	Identifying naming and electifying	can be answered in
	questions.	everyday materials for	variety of plants and animals in	and bulbs grow into mature	Identifying, naming and classifying	different ways.
	Describe the importance for	particular uses.	their habitat.	plants.	Ask simple questions and recognise that	Observing closely, using
	humans of exercise.	Gather and record data to	Identify that most living things		they be answered in different ways.	Observing closely, using simple equipment
		help in answering questions	live in habitats to which they are	Find out and describe how plants need water, light and a suitable		simple equipment
	Explore and compare differences	help in answering questions	suited and describe how different	temperature to grow and stay		Gathering and recording
	between things that are living,	Find out how the shapes of	habitats provide for the basic	healthy.		data
	dead, and things that have never	solid objects can be changed	needs of different kinds of			
	been alive.	by squashing, bending,	animals and plants.	Plan, investigate and question -		Identify and classify
	Describe the importance for	twisting and stretching.	Asking simple questions and	carrying out of planting in		Identify and name a variety
	humans of hygiene.	List the properties of	Asking simple questions and recognise that they can be	different conditions, observations and conclusion to		of plants and animals in
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	materials.	answered in different ways.	answer their questions based on		their habitats, including
	Identifying and classifying different	indecidas.	,	the conditions that the bulbs		micro-habitats.
	foods.	Say which material is	Describe how animals obtain food	were planted in. (see planning)		
	Describe the importance for	manufactured and which is	from plants and other animals,			Identify that most living
	Describe the importance for humans of eating the right	natural	using the idea of a simple food			things live in habitats to which they are suited and
	amounts of different types of food.	Course of the second of the second of the	chain, and identify and name different sources of food.			describe how different
	anisants of anterent types of 1000.	Say what object a material can be made into.	Describe how different habitats			habitats provide for the
	Find out about and describe the	can be made millo.	provide for the basic needs of			basic needs of different
	basic needs of animals, including	Know different materials can	different kinds of animals			kinds of animals and plants,
	humans, for survival (water, food)	be used for the same thing.				and how they depend on
		Ĵ	Identify and name a variety of			each other.
		Ask questions, identify and	animals in their habitats.			Describe how animals
		1	1			bescribe now animals

		classify. Identify and compare the suitability of everyday materials. Identify products that can be made from one material. Asking simple questions and recognising that they can be answered in different ways. Identify and compare the suitability of a variety of everyday materials for particular uses.	Describe the basic needs of animals for survival (water, food and air) Notice that animals have offspring which grow into adults Explore and compare the differences between things that are living, dead, and things that have never been alive			obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Geography	Name, locate and identify the four countries and capital cities of the UK and its surrounding seas. Seas around us, Compass points physical and human features. Locational knowledge and skills to be taught: Name the world's seven continents and five oceans. Place knowledge and skills to be taught: More confident understanding by describing the places and features using simple geographical language. Identify similarities and differences, and simple patterns in the environment – concentrating on islands and coast. Human and physical geographical knowledge and skills to be taught: Use simple geographical and human features. Geographical and field work knowledge and skills to be taught: Follow a route; use a plan view; use an atlas to locate places. Locate and name places on a UK map – including major features – e.g. London, River Thames.			Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and use and construct basic symbols in a key. Locational knowledge and skills to be taught: Investigate surroundings and make appropriate observations. Use simple locational knowledge about individual places and environments, especially the local area. Name the world's seven continents and five oceans. Geographical and field work knowledge and skills to be taught: Follow directions – up, down, left, right, forwards, backwards, NSEW. Draw maps of a real or imaginary place. Follow a route; use a plan view; use an atlas to locate places.	Mexico. Name and locate the world's seven continents and five oceans. Understand geographical similarities and differences of the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country. http://www.geography.org.uk/ Locational knowledge and skills to be taught: Use simple locational knowledge about individual places and environments, especially the local area. Place knowledge and skills to be taught: More confident understanding by describing the places and using simple geographical language. Can identify similarities and differences, and simple patterns in the environment – concentrating on islands and coast. Human and physical geographical knowledge and skills to be taught: Identify seasonal and daily weather patterns in the UK Identify and locate hot and cold areas of the world in relation to the Equator, North and South Pole.	

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events from the past Describe objects, people or locally	
Ask questions about the events in History. Compare p	ictures or
	ns of people or
objects or to place significant events from	n the past
	ons about the
past.	

	Knowledge and skills to be			Knowledge and skills to be
	taught:			taught:
	Lives of significant			Lives of significant
	individuals in the past			individuals in the past
	Use timelines to order			Describe objects, people or
	events or objects or to place			events in History
	significant people.			Use timelines to order
	significant people.			
				events or objects or to
				place significant people.
Design	Vehicle design - wheels and	<u>Textiles – felt beastie hand</u>		Cooking – food technology
Technology –	<u>axles.</u>	<u>puppet – look at a range of</u>		– sensational salads.
design and		different puppets and their uses,		
make.	Knowledge and skills to be	design own puppet, create own		Knowledge and skills to be
	taught:	patter, join fabrics and decorate		taught:-
	Developing, planning and	for detail.		
	communicating ideas -			Understand that food
	Generate ideas, develop	Knowledge and skills to be		comes from plants and
	their design ideas, identify	taught:		animals.
	simple design criteria and	Developing, planning and		
	make simple drawings and	communicating ideas - Generate		Know that food can be
	label parts.	ideas, develop their design ideas,		farmed, grown or caught.
		identify a purpose for what they		
	Working with tools,	intend to design and make and		Understand the different
	equipment, materials and	develop ideas by making		food groups.
	components to make	templates and mock ups.		0.
	quality products -			Know that humans should
	Measure, cut and score with	Working with tools, equipment,		eat at least 5 portions of
	some accuracy, use hand	materials and components to		fruit and vegetables each
	tools safely and	make quality products - Children		day.
	appropriately.	begin to select tools using vocab'		
	Assemble, join and combine	to name and describe them.		Understand and
	materials and use	Use hand tools safely and		demonstrate how to
	appropriate finishing	appropriately.		prepare food safely and
	techniques.	Assemble materials in order to		hygienically.
	teeninques.	make a product.		nygiemeany.
	Evaluating processes and	Cut, shape and join fabric to make		Demonstrate how to cut,
	products - Evaluate their	a simple garment.		peel and grate.
	products as they are			peer and grate.
		Use basic sewing techniques.		
	developed, identifying	Fuch setting and second and		
	strengths and possible	Evaluating processes and		
	changes they might make.	products - Evaluate their products		
		as they are developed, identifying		
		strengths and possible changes		
		they might make, talk with		
		confidence about their likes and		
		dislikes		
1				

Art	Artists Joanne Pemberton	<u>Van Gogh – link to Xmas</u>	Spring Into Spring	<u>Frida Kahlo</u>	Let's Sculpt!
	Longman, Gunta Stolz, Gustav	<u>card</u>		Clay Sun Masks	
	Klimt Sketching of features such	Great Fire of London.	Knowledge and skills to be		Knowledge and skills to be
	as natural objects collected from a		taught:	Knowledge and skills to be taught:	taught:
	<u>beach – line, shape, form</u>	Knowledge and skills to be		Drawing:	
	Using water colours for tone.	taught:	Drawing - Draw on different		Form - Shape and form
	Weaving using paper and creating		surfaces with a range of media –	Draw a way of recording experiences	from direct observation
	a card loom.	Drawing - Draw on different	layering	and feelings.	(malleable and rigid
	Decorating in the style of Klmt,	surfaces with a range of	Use a sketchbook to make quick	Discuss use of shadows, use of light and	materials)
	<u>batik – design underwater themed</u>	media – layering	records and to work out own	dark (apply to portraits).	Construct from junk
	mat using wax resist and dye	Use a sketchbook to make	ideas.	Use a sketchbook to make quick records	materials
	fabric.	quick records and to work	Colour - Begin to describe	and to work out ideas.	Look at work from a variety
		out own ideas.	colours by objects – 'sunshine		of sculptors.
			yellow, ocean blue'.	Colour - Use colour on small and large	
	Knowledge and skills to be taught:	Colour - Begin to describe	Use colour on small and large	scale – a range.	Response to Artist and
		colours by objects –	scale – a range.		Artwork -
	Drawing - Draw on different	'sunshine yellow, ocean	Mix colours to match those of	Texture - Overlapping and overlaying to	Make connections,
	surfaces with a range of media –	blue'.	the natural world – less defined	create effects.	generate basic questions
	layering	Make as many tones of one	name.		about the content of an
	Experiment with tools and surfaces	colour as possible (using	Know different types of paint	Tone - Paint/ draw using shading and	artwork, show
	Draw a way of recording	white)	and their properties.	tone to make objects or people appear	understanding of the
	experiences and feelings.	Darken colours without		more 3D.	subject of their artwork
	Discuss use of shadows, use of light	using black.	Texture - Overlapping and	Form - To shape and form from direct	and link that to the artist
	and dark (apply to portraits).	Use colour on small and	overlaying to create effects.	observation (malleable and rigid	studied.
	Use a sketchbook to make guick	large scale – a range.	Collage to create a specific	materials).	Discuss how artists can be
	records and to work out own ideas.	Apply hot and cold colours	picture.	Decorative techniques – applied,	influenced by each other
		to create a mood or effect.	•	impressed, painted.	Can say what they like and
	Colour - Begin to describe colours	Know different types of	Form -	Replicate patterns and textures in a 3-D	dislike about an artwork
	by objects – 'sunshine yellow,	paint and their properties.	Expression of personal	form.	and why.
	ocean blue'.	he is the helperter	experiences and ideas.		
	Make as many tones of one colour			Response to Artist and Artwork	
	as possible (using white)		Pattern - Experiment by	Make connections , generate basic	
	Darken colours without using black.		arranging, folding, repeating,	questions about the content of an	
	Use colour on small and large scale		overlapping, regular and	artwork, show understanding of the	
	– a range.		irregular patterning.	subject of their artwork and link that to	
	Mix colours to match those of the			the artist studied	
	natural world – less defined name.			Discuss how artists can be influenced by	
	Apply hot and cold colours to			each other	
	create a mood or effect.			Discuss likes and dislikes about an	
	Know different types of paint and			artwork and why.	
	their properties.				
	Texture - Overlapping and				
	overlaying to create effects.				
	Form - Awareness of natural and				
	man-made forms.				
	Decorative techniques – applied,				
	impressed, painted.				
	Pattern - Experiment by arranging,				
	folding, repeating, overlapping,				
	regular and irregular patterning.				

Computing	E-Safety.	<u>E-Safety.</u>	<u>E-Safety.</u>	E-Safety.	E-Safety.	E-Safety.
	Knowledge and skills to be taught:	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be taught:	Knowledge and skills to be
	Password and private information	taught:	taught:	taught:	Password and private information	taught:
	safety – children to explain	Password and private	Password and private information	Password and private	safety – children to explain importance.	Password and private
	importance.	information safety –	safety – children to explain	information safety – children to	Articulate possible on-line concerns to	information safety –
	Articulate possible on-line concerns	children to explain	importance.	explain importance.	speak to a trusted adult about.	children to explain
	to speak to a trusted adult about.	importance.	Articulate possible on-line	Articulate possible on-line	Children know the implications of	importance.
	Children know the implications of	Articulate possible on-line	concerns to speak to a trusted	concerns to speak to a trusted	inappropriate on-line searches.	Articulate possible on-line
	inappropriate on-line searches.	concerns to speak to a	adult about.	adult about.	On-line kindness and politeness.	concerns to speak to a
	On-line kindness and politeness.	trusted adult about.	Children know the implications of	Children know the implications	On-line stranger danger and talking to a	trusted adult about.
	On-line stranger danger and talking	Children know the	inappropriate on-line searches.	of inappropriate on-line	trusted adult if contacted by someone	Children know the
	to a trusted adult if contacted by	implications of	On-line kindness and politeness.	searches.	unknown.	implications of
	someone unknown.	inappropriate on-line	On-line stranger danger and	On-line kindness and politeness.	E-Safety rules – 'Give Me e-Five'.	inappropriate on-line
	E-Safety rules – 'Give Me e-Five'.	searches.	talking to a trusted adult if	On-line stranger danger and		searches.
		On-line kindness and	contacted by someone unknown.	talking to a trusted adult if	Coding using 2Code.	On-line kindness and
	<u>2Create a story – holiday picture</u>	politeness.	E-Safety rules – 'Give Me e-Five'.	contacted by someone		politeness.
	and text.	On-line stranger danger and		unknown.	Knowledge and skills to be taught:	On-line stranger danger
		talking to a trusted adult if	<u>2DIY – Evaluate digital games.</u>	E-Safety rules – 'Give Me e-Five'.	Create and debug simple coding	and talking to a trusted
	Knowledge and skills to be taught:	contacted by someone	<u> 2DIY – Create a maze game.</u>		programs.	adult if contacted by
	Use tools and icons to create,	unknown.		Create a star design using	Identify coding as set of instructions for	someone unknown.
	manipulate and organise a digital	E-Safety rules – 'Give Me e-	Knowledge and skills to be	Purple Mash 2Create.	a task.	E-Safety rules – 'Give Me e-
	image.	Five'.	taught:		Understand the preciseness within a	Five'.
	Key board skills – shift, space bar,		Make links between technology	Knowledge and skills to be	coding program.	2011
	typing, capital letters.	<u>2Create a story – slideshow.</u>	and multimedia work.	taught:	Create a simple program for a purpose	2DIY – create a mini-beast
	Accuracy when using a range of	of Great Fire of London.	Evaluate animation games.	Make links between technology	with logical steps.	game.
	tools.	Knowledge and skills to be	Use simple command and control	and multimedia work.	Identify and correct errors Identify	Knowledge and skills to be
	Use a range of digital media. Create, name, save and retrieve	Knowledge and skills to be	keys to understand how a program is implemented	Recognise common uses of	coding parts that respond to specific actions and events.	Knowledge and skills to be
	, ,	taught:		technology.	actions and events.	taught:
	content. Recognise common uses of	Make links between technology and multimedia	Identify parts of a program that respond to specific and precise	To insert a digital shape and add text.		Make links between technology and multimedia
	technology.	work.	actions.	Create, name, save and retrieve		work.
	technology.	Use creative tools	Create and debug a simple	content.		Recognise common uses of
	Programming of Bee-Bots.	accurately.	program to achieve a purpose.	Use a range of digital media.		technology.
	riogramming of Dee-Dots.	Create simple animations.	Know that devices respond to	Use a range of digital media.		Use and create digital
	Knowledge and skills to be taught:	Accurate use of keyboard	commands (design a digital	Create a digital poem using		images and animation.
	Understand algorithms and de-	skills – recap use of shift,	game).	Purple Mash 2Create.		Create, name, save and
	bugging.	space bar, typing, capital	Identify digital errors and debug.	rupie masn zereater		retrieve content.
	Follow a set of programmable	letters.		Knowledge and skills to be		Use a range of digital
	instructions.	Create, name, save and	2GO – creating a shape using 90	taught:		media.
	Understand the preciseness within	retrieve content.	degree turns.	Make links between technology		Understand how things are
	algorithms.	Use a range of digital media.		and multimedia work.		shared electronically.
	Create a simple program for a		Knowledge and skills to be	Recognise common uses of		· · · · · ·
	purpose with logical steps.	<u>Van Gogh – starry night</u>	taught:	technology.		Purple Mash – create
	Identify and correct errors.	pictures.	Follow a set of programmable	Change font type, size, colour		booklet about Year 2.
	Identify program parts that		instructions.	and alignment.		
	respond to specific actions and	Knowledge and skills to be	Understanding of preciseness	Insert clip art into text.		Knowledge and skills to be
	events.	taught:	within algorithms.	Create, name, save and retrieve		taught:
		Make links between	Create a simple program with	content.		Make links between
		technology and multimedia	logical steps for a purpose.	Use a range of digital media.		technology and multimedia
		work.	Identify and correct errors.			work.
		Use creative, multimedia	Identify program parts that			Recognise common uses of

[]	 Croate name save and	overts	<u> 2Compose – using digital sound.</u>	[]	Create, name, save and
	Create, name, save and retrieve content.	events. Direct and program on-screen	zcompose – using digital sound.		retrieve content.
	Use a range of digital media.	robot.	Knowledge and skills to be		Use a range of digital
	Create, name, save and		taught:		media.
	retrieve content.		Make links between technology		Understand how things are
			and multimedia work.		
	Use a range of digital media.				shared electronically.
	Make links between		Recognise common uses of		
	technology and multimedia		technology.		
	work.		Create and insert digital music.		
			Create, name, save and retrieve		
	Digital modelling of a fire		content.		
	engine.		Use a range of digital media.		
	Knowledge and skills to be				
	taught:				
	Create images using digital				
	modelling.				
	Make links between				
	technology and multimedia				
	work.				
	Use creative, multimedia				
	tools.				
	Create, name, save and				
	retrieve content				
	1		1		

V2 Delletour	Mishes for the Merid Lines	Christman anound the world	Ulada Mandin Community	Weter Dresieve	- Precious. Ideas about God - Special (God).		Devidening Times in suring
Y2 Religious	<u>Wishes for the World – Hope.</u>	Christmas around the world	Hindu Mandir- Community.	Water – Precious.	Ideas about Go	<u>d – Special (God).</u>	Pondering Time – inquire
Education		- <u>Celebration.</u>					into previously studied
	Knowledge and skills to be taught:		Knowledge and skills to be	Knowledge and skills to be	Knowledge and	l skills to be taught:	concepts.
Topic – Concept	Communicate:	Knowledge and skills to be	taught:	taught:	Communicate:		
· ·	Children can express creatively	taught:	Communicate:	Inquire	Children can ex	press creatively their	Knowledge and skills to be
	their responses to the word 'hope'.	Communicate:	Children can express creatively	Children can simply describe	own ideas abou	it God.	taught:
	Apply:	Children can express	their responses to the idea of	what 'precious' means.	Apply:		Communicate:
	Children can recognise how hope	creatively their own	'community'	Contextualise:		cognise how their ideas	Children can express
	features in their own lives and that	experiences of celebration.	Apply:	Children can simply describe		be similar or different	creatively their responses
	of others.	Apply:	Children can recognise how they	how Christians and Hindus show	to those of oth		to their own experiences of
		Children can recognise how	and others play a part in their	that water is precious.			the concepts/ words
	Inquire & Contextualise:	they and others celebrate	community.	Evaluate:	Inquire & Conte		introduced.
	Children can simply describe what	Christmas.				nply describe ideas that	
	has been taught about 'hope' and		Inquire:	In simple terms children discern		istians have about what	Apply:
	how it is expressed in a range of	Inquire & Contextualise:	Children can simply describe why	why it is important for Christians	makes God spe	cial.	Children can recognise (in a
	traditions, including by Hindus at	Children can simply describe	people contribute to their	and Hindus to treat water as	Evaluate:		different way to Y1) how
	Diwali.	how Christmas is celebrated	communities.	'precious'.	In simple term	s children discern the	their responses relate to
	Evaluate:	across the world by different	Contextualise:	Communicate:	value of ideas a	about God's specialness	their own lives and
	In simple terms children discern	groups of Christians.	Children can simply describe how	Children can express creatively		istians and themselves.	sometimes other people's
	why it is important for Hindus to	Evaluate:	Hindus contribute to their	their ideas about water being	for findus, chi	istians and themselves.	lives.
		In simple terms children	community.	precious.			Inquire & Contextualise:
	'hope' at Diwali and why hope is	discern why celebrating	Evaluate:	Apply:			Children can simply
	important in their own lives and	Christmas is valuable for	In simple terms children discern	Children can recognise situations			describe what has been
	those of others.	themselves, their	why it is important for	when water is precious or not			taught about the concept/
		communities and Christians	themselves and for Hindus to	for different communities.			word and how it is used in
		across the world.	contribute to their communities.	for unreferit communities.			the tradition studied.
		across the world.	contribute to their communities.				Evaluate:
							In simple terms children
							discern something of the
							value of these concepts/
							words in the lives of those
							living in the traditions
							studied as well as for their
							own lives and
							communities.
Music	Hands, Feet, Heart	Но, Но, Но	I Wanna Play in a Band	Zootime	Friendship Son	g	Reflect, Rewind & Replay
					•	0	
Style of main	Afropop, South	A song with rapping	Rock	Reggae	Рор		Classical
song	African	and improvising for	NOCK	перрае	100		
Jong	Andan	Christmas			A song about b	oing	The history of
		Christinas	Disuis a tagath as is a	Deserse and enimels	-	eing	
11	Courth African music	Fastively and	Playing together in a	Reggae and animals	friends		music, look back
Unit theme	South African music	Festivals and	band				and consolidate
		Christmas					learning, learn
							some of the
							language of music
	<u> </u>	l				•	l
Listen and Appra	se To know five songs off by	by To know some songs have To know that songs have a			To learn how they can	To learn how songs can	
	heart.	a chorus or a	musical style.			enjoy moving to music	tell a story or describe an
Knowledge		response/answer part.		Skills		by dancing, marching,	idea.
_						being animals or pop	
						stars.	
Games	To know that music has a	To know that we can	Rhythms are different from the	Skills		Game 1 – Have Fun	Game 4 – Pitch Copy Back
Knowledge	steady pulse, like a	create rhythms from	steady pulse.		mes and	Finding the Pulse!	and Vocal Warm-up 1
Kilowieuge	heartbeat.	words, our names.	We add high and low sounds.	There are progressive warm-up ga		Find the pulse. Choose	Listen and sing back. Use
		wolus, our lidilles.				I THUTHE DUISE, CHOOSE	

		favourite food, colours and animals.	pitch, when we sing and play our Instruments.	rhythm and pitch. Children will complete the following in relation to the main song.	an animal and fine pulse. Game 2 – Rhythm Back Listen to the rhyth and clap back. Co back short rhythm phrases based on words, v one and two sylla whilst marching th steady beat. Game 3 – Rhythm Back, Your Turn Create rhythms for others to copy.	'la', whilst marching the steady beat.Game 4a - Pitch Copy Back and Vocal Warm-up 2 hicListen and sing back, and some different vocal warm-ups. Use your voices to copy back using he'la'.Ocopy or
Improvisation Knowledge	Improvisation is making up your own tunes on the spot.	When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.	Everyone can improvise, and you can use one or two notes.	Skills	1. Clap 2. Sin and Play a Improvis Impro e – - Use Listen voice and clap instru back, s, list then and s listen back, your play y own own answer answ (rhythm using s of or tw words). notes	and turns to improvise using ovise one or two notes. s and iment en ing then and your er one o
Singing Knowledge	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time.	Songs include other ways of using the voice e.g. rapping (spoken word).	To know why we need to warm up our voices.	Skills	Learn Learn about they voices make singing differ notes of types different sound pitches with t (high voice	that Learn to start and stop can singing when following a leader. ent of Learn to find a ds comfortable singing their position. s – an rap en with
Playing Knowledge	Learn the names of the notes in their instrumental part from memory or when written down.	Know the names of untuned percussion instruments played in class.		Skills	Treat Learn instrum play a ents tuned carefully instru and with al par respect. matcl their music	a musical instructions from d a leader. Iment t that Play the part in time with thes the steady pulse.

								challenge, using one of the differentiat ed parts (a one-note, simple or medium part).	
Composition Knowledge		Composing is like writing a story with music.	Everyone can compose.		Skills		the Units	lodies with	Learn how the notes of the composition can be written down and changed if necessary.
Performance Knowledge		A performance is sharing music with an audience.	A performance can be a special occasion and involve a class, a year group or a whole school.	An audience can include your parents and friends.	Skills		Choose a song they have learnt from the Scheme and perform it.	They can add their ideas to the performan ce.	Record the performance and say how they were feeling about it.
Outdoor Learning opportunities and activities - Trailblazers	Touchy f Where fo	rden a and statistics	Art Gallery Competition Seed dispersal Pond dipping Magic carpet game Xmas craft	Bird orienteering Bird recognition Seed planting Bird data Pond dipping	Potato chitting Planting Pond dipping Chelsea experiment Planting	Pond dipping Poem – team ga Cheerleading	ames		Magic carpet Summer walk Making up outdoor games Potato experiment Harvesting
Physical Education.	Wellbeir Knowled Consolid balancin Consolid coordina Games – Knowled Explore o Develop Apply do and defe	Age and skills to be taught: ate agility ate balancing - explore g on apparatus. ate and explore ation. • Running and Dodging. • Running to be taught: dodging. dodging. • odging - explore attacking	Dance - Mr Candy's Sweet Factory. Knowledge and skills to be taught: Exploring expression. Linking movements together. Creating a motif with characterisation, expression and emotion. Extending our motifs with different dynamics (fast and slow). Games - Ball Skills - Hands 1 Knowledge and skills to be taught: Develop dribbling, passing and receiving. Combine dribbling, passing,	Games – Balls Skills – Feet. Knowledge and skills to be taught: Develop dribbling, passing, receiving and keeping possession. Combine dribbling, passing and receiving and keeping possession to score a point. Apply dribbling, passing and receiving as a team to score a point. Gymnastics – Linking. Knowledge and skills to be taught: Developing linking. Linking on apparatus. Jump, roll, balance sequences on apparatus. Creation of sequences. Completion of sequences and	Games – Ball Skills - Hands 2 Knowledge and skills to be taught: Consolidate pupils' application and understanding of underarm throwing. Applying the underarm and overarm throw to win a game. Applying the underarm throw to beat an opponent. Dance – Exploring. Knowledge and skills to be taught: Responding to stimuli. Developing our motif with expression and emotion. Applying choreography in our motifs. Extending our motifs. Sequences, relationships and	Games - Racket Knowledge and Hitting (striking) with accuracy a opponent. Introduce hittin, ball into a space Striking the ball with intent. Gymnastics - Ju Knowledge and Consolidate jum Apply jumping i jumping. Explore jumping jumping combir Country Dancin Knowledge and Responding to a	skills to be a ball (with nd power to g (sending/s - where an (with a bat) mping 1 skills to be pping. nto a game. g combination ations. g skills to be	taught: a racket) beat an triking) a d why? into a space taught: Linking ons. Develop taught:	Games - Team Building Knowledge and skills to be taught: Building trust and developing a range of communication methods. Cooperation and communication within an extended team. Explore team strategies. Problem solving: Consolidate teamwork Games for Understanding Knowledge and skills to be taught: Attacking and defending as a team. Understanding the transition between defence and attack.

		receiving and keeping possession. Develop dribbling, passing and receiving to score a point. Combine dribbling, passing and receiving to score a point.	performance.	performance.	Moving in time to music. Linking and sequencing movements together. Using fast and slow dynamics.	Create and apply attacking and defensive tactics
Personal,	Safety First.	Our Rights.	Relationships.	One World.	Think Positive.	Growing up.
Social, Health						
and Economic Education –	Areas and knowledge to be taught:	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be	Knowledge and skills to be taught:	Knowledge and skills to be
including	Keeping safe	taught:	taught:	taught:	Think happy, feel happy	taught:
Relationship	Staying safe in the home	What are my rights as a	Who are your VIPs?	Families from around the world	It's your choice	Celebrating our differences
and Health	Staying safe online	child?	Families	Homes	Go Getters	Is it okay?
Education.	The Underwear Rule	Respecting others	Friends	Schools	Let it out	Pink and Blue
	People who can keep me safe.	Celebrating our differences	Falling out	Environments	Be thankful	Look at me now!
Units include:-		Fair or unfair	Working together	Natural resources	Be Mindful	Getting older
Families and		Taking part/ Celebrating our	Showing you care	Planet protectors		Changes
people who		community				
care for me.						
Caring						
friendships.						
Respectful relationships.						
On-line						
relationships.						
Being safe.						