

Year 1	Autumn Term		Spring Term		Summer Term	
	Dinosaurs	Best of British!	Heroes	Time to Change	Once upon a time	Endangered Beasties
<b>Enrichment activities, visits and visitors</b>		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 tree identification.	Local church visits - link to RE and map work.	In class rainforest area.
<b>Role play activities and opportunities.</b>	Home Corner – all about me. Exploring family life. Toy Shop.	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.
<b>Literacy Suggested books</b>	In the summer holidays... (1) List writing (1) Once upon a giant (1) Once upon an Ordinary School Day – Colin McNaughton (1) Poetry – I like I don't like (1) Toys in Space – Mini Grey (1)  1:1 Reading	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 Tale (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 Guided Reading
<b>Genres of writing to be taught.</b>	Stories in familiar settings Labels, lists and signs Poems 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
<b>Phonics phases to be taught.</b>	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
<b>Maths</b>	<b>Knowledge and skills to be taught:</b> Problem Solving Number and Place Value (within 10) Counting within 100	<b>Knowledge and skills to be taught:</b> Comparison of quantities and part-whole relationships Numbers 0 to 5 Recognise, compose, decompose and manipulate 2D and 3D shapes	<b>Knowledge and skills to be taught:</b> Numbers 0 to 10 Additive Structures	<b>Knowledge and skills to be taught:</b> Additive Structures Addition and subtraction facts within 10	<b>Knowledge and skills to be taught:</b> Addition and subtraction facts within 10. Numbers 0-20.	<b>Knowledge and skills to be taught:</b> Unitising and coin recognition Position and Direction Time

<p>Science</p>	<p><b><u>Animals including humans</u></b></p> <p><b>Knowledge and skills to be taught:</b> Identify, name, draw and label basic parts of the human body.</p> <p>Say which part of the human body is associated with each sense.</p> <p>Identifying and classifying.</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe the structure of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Include common animals that are carnivores, herbivores and omnivores</p>	<p>Seasonal changes Autumn</p>	<p><b><u>Seasonal Changes (Autumn and Winter)</u></b></p> <p><b>Knowledge and skills to be taught:</b> Gather and record data – identify and classify</p> <p>Observe changes across four seasons.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identify and name a variety of common garden plants, deciduous and evergreen trees</p> <p>Identify and describe basic structure of a variety of common flowering plants, including trees</p>	<p>Seasonal changes Winter</p>	<p><b><u>Everyday Materials.</u></b></p> <p>(Make a cape for a superhero out of an appropriate material)</p> <p><b>Knowledge and skills to be taught:</b> Observe, identify and classify</p> <p>Observation to suggest answers to questions.</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials.</p> <p>Describe the simple physical properties of a variety of materials.</p> <p>Compare and group together a variety of materials in line with simple physical properties.</p>	<p><b><u>Scientists and Inventors</u></b></p> <p><b>Knowledge and skills to be taught:</b> Describe the properties of Lego</p> <p>Identify reasons why Lego is made from plastic</p> <p>Ask questions about Mae Jemison and find out the answers</p> <p>Describe how vets look after animals</p>	<p>Seasonal changes Spring</p>	<p><b><u>Seasonal Changes Plants</u></b></p> <p><b>Knowledge and skills to be taught:</b> Identify, classify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Gathering and recording data to help in answering questions</p> <p>Identify and name deciduous and evergreen trees.</p> <p>Identify and describe the basic structure and components of common trees.</p> <p>Know that there are many species of tree and have an understanding of how to identify them by their individual characteristics.</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Identify and name a variety of deciduous and evergreen trees by identifying their leaves.</p>	<p><b><u>Seasonal Changes (Spring and Summer)</u></b></p> <p><b>Knowledge and skills to be taught:</b> Gather and record data – identify and classify</p> <p>Observe changes across four seasons.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Use observations and ideas to suggest answers to questions</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identify and name a variety of common garden plants, deciduous and evergreen trees</p> <p>Identify and describe basic structure of a variety of common flowering plants, including trees</p>	<p>Seasonal changes Summer</p>
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<p>Geography</p>			<p><b>Fieldwork skills.</b>  <u>Follow and read a simple maps.</u>  <u>Local area and our school</u></p> <p><b>Locational knowledge and skills to be taught:</b>  Observations of where things are in school or local area.  Use maps and images for basic locational knowledge of locality, the UK and wider world.  Name, locate and describe the four countries of the UK and surrounding seas.  Understand and use compass directions.</p> <p><b>Human and physical geographical knowledge and skills to be taught:</b>  Identify <b>simple local</b> human and physical features.  Begin to use some basic geographical vocabulary to refer to physical and human features.</p> <p><b>Geographical and field work knowledge and skills to be taught:</b>  Follow directions – up, down, left, right, forwards, backwards  Draw maps of imaginary places and from stories  Use simple picture map to move around school  Learn names of places within and around the UK – home town, cities, country – Alton, London, England</p>	<p><b>Location and identification of hot and cold areas of the World – equator, North and South Poles</b>  <u>Understanding of UK weather.</u>  <u>Compare local and UK weather.</u>  <u>Map of UK – hot and cold places.</u></p> <p><b>Locational knowledge and skills to be taught:</b>  Use maps and images for locational knowledge about individual places and environments, especially the local area, in the UK and wider world.</p> <p><b>Place knowledge and skills to be taught:</b>  Describe places and features using some geographical language.  Begin to identify similarities and differences, and simple patterns in the environment.</p> <p><b>Human and physical geographical knowledge and skills to be taught:</b>  Begin to identify seasonal and daily weather patterns in the UK- Science  Begin to locate hot and cold areas of the world in relation to the Equator, North and South Pole.</p>		<p><b>Where in the world are the rainforests?</b>  <u>Why are rainforests warm? What are they near?</u>  <u>Which animals live in the rain forest?</u>  <u>Do the same animals live in cold areas? Why/why not?</u>  <u>How do animals adapt to their surroundings?</u>  <u>The Continents of the World</u>  <u>Equator - Hot and cold.</u></p> <p><b>Locational knowledge and skills to be taught:</b>  Use maps and images to gain a locational knowledge about places and environments, - the local area, the UK and wider world.  Name, locate and describe the four countries of the UK and surrounding seas.</p> <p><b>Place knowledge and skills to be taught:</b>  Show understanding by describing places and features using geographical language.  Begin to identify some similarities and differences, and simple patterns in the environment.</p> <p><b>Human and physical geographical knowledge and skills to be taught:</b>  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.</p>
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<p>History</p>	<p><b><u>Famous people from different eras. Mary Anning Fossil Hunter</u></b></p> <p><b>Knowledge and skills to be taught:</b>  <b>Events beyond living memory that are significant nationally or globally</b>          Know about and recount episodes from stories about the past.          Recall facts about people/events before living memory.          Give a simple reason why somebody acted as the way they did in a historical situation.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Significant historical events, people and places locally</b>          Use stories to encourage distinction between fact and fiction.          Look at books, videos, photographs, pictures and/or artefacts to find out about the past.          Identify different ways in which the past can be represented</p>	<p><b><u>Queens Comparison.</u></b></p> <p><b>Knowledge and skills to be taught:</b>  <b>Changes within living memory</b>          Use simple timelines to sequence simple events, objects within own experiences.          Can match objects to people of different ages.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Events beyond living memory that are significant nationally or globally</b>          Can recall some facts about people/events before living memory.          Can give simple reasons why somebody acted as they did in a historical situation.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Significant historical events, people and places locally</b>          Use stories to encourage distinction between fact and fiction.          Use books, videos, photographs, pictures and/or artefacts to find out about the past.          Identify different ways in which the past can be represented.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Lives of significant individuals in the past</b>          Use timelines to order events or objects.          Talk, write and draw about things from the past.</p>			<p><b><u>Toys over time - changes within living memory.</u></b></p> <p><b>Knowledge and skills to be taught:</b>  <b>Changes within living memory</b>          Use simple timelines to sequence simple events, objects within own experiences.          Sequence 3 or 4 artefacts from different times.          Can match objects to people of different ages.          More confident using 'old' and 'new' and can use 'then' and 'now' in correct context.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Events beyond living memory that are significant nationally or globally</b>          Can recognise the difference between past and present in their own and others' lives.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Significant historical events, people and places locally</b>          Use books, videos, photographs, pictures and/or artefacts to find out about the past.          Find answers to simple questions about the past from sources of information e.g. artefacts.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Lives of significant individuals in the past</b>          Use timelines to order events or objects.          Talk, write and draw about things from the past</p>	
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<p>Design Technology – Design and Make</p>			<p><b><u>Pop up superhero puppet toy.</u></b></p> <p><b>Knowledge and skills to be taught:</b>  <b>Design including technical knowledge.</b>  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.</p> <p><b>Make including technical knowledge.</b>  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.</p> <p><b>Evaluate including technical knowledge.</b>  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.</p>		<p><b><u>Split Pin moving fairy tale characters.</u></b></p> <p><b>Knowledge and skills to be taught:</b>  <b>Design including technical Knowledge</b>  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</p> <p><b>Make including technical knowledge.</b>  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.</p> <p><b>Evaluate including technical knowledge.</b>  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.</p>	<p><b><u>Structures – Rockets.</u></b>  Making a structure stronger, stiffer and more stable (link with Toys in Space)  Exploring a Rocket that launches using bicarb and vinegar.</p> <p><b>Knowledge and skills to be taught:</b>  <b>Design including technical Knowledge</b>  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</p> <p><b>Make including technical knowledge.</b>  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.</p> <p><b>Evaluate including technical knowledge.</b>  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.</p>
<p>Design Technology - Cooking</p>		<p><b><u>Eat More Vegetables.</u></b></p> <p><b>Knowledge and skills to be taught:</b>  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</p>				

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

	<p><b>Response to Artist and Artwork-</b> 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.</p>			<p><b>Response to Artist and Artwork -</b> 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.</p>		<p><b>Pattern -</b> Awareness and discussion of patterns. Repeating patterns – drawing own designs.</p> <p><b>Response to Artist and Artwork -</b> 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.</p>
Computing	<p><b><u>E-Safety – Hector’s World (ThinkUKnow).</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’.</p> <p>Identification, recognising and understanding different types and uses of technology.</p> <p><b><u>2Paint – portrait and adding simple text.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Create, organise, edit and store digital content. Save and retrieve digital content in own folder.</p> <p><b><u>Labelling body parts.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Manipulate and draw simple digital image. Drag, drop and type digital text.</p>	<p><b><u>E-Safety.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’.</p> <p><b><u>Bee-Bots.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Use controls to program isolated movements to move and direct a programmable robot. Debug programs as appropriate.</p> <p><b><u>Wrapping paper design.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Digitally design and create own pattern.</p>	<p><b><u>E-Safety.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’. Superhero Sid – e-safety video.</p> <p><b><u>Digital photography.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Create a digital photograph of ‘Super Veg’ using Mashcam and then manipulate, drag and drop photos into a superhero profile <b><u>Bee Bots.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Program (and debug) Super Bee Bot to move in different directions to rescue someone – children design own directional mats in small groups</p>	<p><b><u>E-Safety.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’.</p> <p><b><u>Symmetrically digital.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Digitally design and organise (symmetrical) patterns using the appropriate tools</p> <p><b><u>Animal Mask.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Digitally design and create for a purpose.</p> <p><b><u>Poster – compare two animals.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Insert, manipulate, create and organise text and pictures.</p>	<p><b><u>E-Safety – Hector’s World (ThinkUKnow).</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’.</p> <p><b><u>2Create a story – Traditional Tales animation.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Create a simple animation. Typing digital sentences. Sort, collate, edit and store digital information. Save and retrieve work in own folder.</p> <p><b><u>Bee-Bots.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Program directions and movement using a simple algorithm to create a set of instructions. Focus on a string of instructions and how to debug.</p>	<p><b><u>E-Safety.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Password and private information safety. Speaking to a trusted adult when worried and before using internet. E-Safety rules – ‘Give Me e-Five’.</p> <p><b><u>Coding - 2DIY – catching games.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Create coded programs, either in isolation or as sets of instructions, to move and manipulate digital images.</p>

	<p>Sort, collate, edit and store digital content Save and retrieve content in own folder.</p> <p><b><u>Google Maps and digital mapping.</u></b> <b>Knowledge and skills to be taught:</b></p> <p>Locate and find own house (Geography link)</p>		<p><b><u>Poster – old and new toys.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Manipulate, drag, drop and resize images (onto a poster). Keyboard skills - type a simple label. Sort, collate, edit and store digital information and content. Save and retrieve work in own folder.</p>	<p><b><u>2Go.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Program directions and movement using a simple algorithm to create a set of instructions.</p>		
<p>Y1 Religious Education</p> <p>Topic – <b>Concept</b></p>	<p><b><u>Harvest – Thanking.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> when and how we say <b>thank you</b>.</p> <p><u>Apply:</u> Children can <b>recognise</b> occasions when they have been <b>thankful</b>.</p> <p><u>Inquire:</u> Children can <b>recognise</b> ways in which people, including Christians, say <b>thank you</b>.</p> <p><u>Contextualise:</u> Children can <b>recognise</b> how <b>thankfulness</b> is expressed by Christians at Harvest time.</p> <p><u>Evaluate:</u> In <b>simple terms children recognize</b> why <b>saying thank you</b> is <b>important</b> for themselves, others and Christians.</p>	<p><b><u>Diwali and Christmas – Light as a Symbol.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> how they feel about candle <b>light</b>.</p> <p><u>Apply:</u> Children can <b>recognise</b> when they use <b>light as a symbol</b>.</p> <p><u>Inquire:</u> Children can <b>recognise</b> ways in which people, including Hindus &amp; Christians, use <b>light as a symbol</b>.</p> <p><u>Contextualise:</u> Children can <b>recognise</b> how <b>light</b> is used as a <b>symbol</b> to celebrate Diwali &amp; Christmas.</p> <p><u>Evaluate:</u> In <b>simple terms children recognize</b> why <b>lighting candles</b> is <b>important</b> for themselves, others, Hindus and Christians.</p>	<p><b><u>Stories about Jesus– Care.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> what they think <b>‘care’</b> means.</p> <p><u>Apply:</u> Children can <b>recognise</b> their experience of being <b>cared for/ caring</b> for another.</p> <p><u>Inquire:</u> Children can <b>recognise</b> examples of <b>‘care’</b> and list some features.</p> <p><u>Contextualise:</u> Children can <b>recognise</b> what Christians believe about <b>caring</b> and how Bible stories show Jesus caring for others.</p> <p><u>Evaluate:</u> In <b>simple terms children recognize</b> why it is <b>important</b> to show <b>care</b> and why stories about <b>Jesus’ care</b> for others are important to Christians.</p>	<p><b><u>Easter – Love.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> what <b>‘love’</b> means to them.</p> <p><u>Apply:</u> Children can <b>recognise</b> acts of <b>love</b> in themselves and others.</p> <p><u>Inquire:</u> Children can <b>ask questions</b> about <b>love</b>.</p> <p><u>Contextualise:</u> Children can <b>recognise</b> how <b>love</b> is shown in the Easter story.</p> <p><u>Evaluate:</u> In <b>simple terms children recognize</b> why <b>love</b> is <b>important</b> to themselves, their families and Christians.</p>	<p><b><u>Church- Belonging.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> what <b>‘belonging’</b> means to them.</p> <p><u>Apply:</u> Children can <b>recognise</b> ways in which they <b>belong</b> to different groups.</p> <p><u>Inquire&amp; Contextualise:</u> Children can <b>recognise</b> how Christians experience <b>‘belonging’</b> in the Church. *Visit local churches &amp; talk to church members</p> <p><u>Evaluate:</u> In <b>simple terms children recognize</b> why <b>‘belonging’</b> is <b>important</b> to them and why it is <b>important</b> for Christians to <b>‘belong’</b> to the Church.</p>	<p><b><u>Pondering Time – inquire into previously studied concepts.</u></b></p> <p><b>Knowledge and skills to be taught:</b></p> <p><u>Communicate:</u> Children can <b>express creatively</b> their responses to their own experiences of the concepts/ words introduced.</p> <p><u>Apply:</u> Children can <b>recognise</b> their responses relate to events in their own lives.</p> <p><u>Inquire&amp; Contextualise:</u> Children can <b>recognise</b> what has been taught about the concept/ word and how it is used in the tradition studied.</p> <p><u>Evaluate:</u> In <b>simple terms children recognize something of the value</b> of these concepts/ words in the lives of those living in the traditions studied as well as for their own lives and communities.</p>



<b>Music Charanga</b>	<b>Hey You!</b>	<b>Rhythm in the way we walk and banana rap</b>	<b>In the groove</b>	<b>Round and round</b>	<b>Your Imagination</b>		<b>Reflect Rewind and Replay</b>		
<b>Style of music</b>	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk.	Bossa Nova	Pop		Classical		
<b>Unit theme</b>	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.				
<b>Listen and Appraise</b>	To know 5 songs off by heart.	To know what the songs are about.	To know and recognise the sound and names of some of the instruments used.	<b>Skills</b>	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.				
<b>Knowledge</b>									
<b>Games Knowledge</b>	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.		<b>Skills</b> 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 :	<ul style="list-style-type: none"> <li>● Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</li> </ul>	<ul style="list-style-type: none"> <li>● 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 whilst marching to the steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>● Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</li> </ul>	<ul style="list-style-type: none"> <li>● 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</li> </ul>	<ul style="list-style-type: none"> <li>● 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'.</li> </ul>
<b>Singing Knowledge</b>	To confidently sing or rap five songs from memory and sing them in unison.			<b>Skills</b>	Learn about voices, singing notes of different pitches (high and low).	Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.	Learn to start and stop singing when following a leader.		
<b>Playing Knowledge</b>	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.		<b>Skills</b>	Treat instruments carefully and with respect.	Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts	Listen to and follow musical instructions from a leader.		

						(a one-note part, a simple part, medium part).  Play a tuned instrumental part with the song they perform.	
<b>Improvisation Knowledge</b>	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!	<b>Skills</b>  Use the improvisation tracks provided. Improvise using the three challenges:	1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).	2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	3. Improvise! – Take it in turns to improvise using one or two notes.
<b>Composition Knowledge</b>	Composing is like writing a story with music. .	Everyone can compose		<b>Skills</b>	Help to create a simple melody using one, two or three notes.	Learn how the notes of the composition can be written down and changed if necessary.	
<b>Performance Knowledge</b>	A performance is sharing music with other people, called an audience.			<b>Skills</b>	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.
<b>Outdoor learning activities.</b>	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	
<b>Physical Education</b>	<b><u>Gymnastics - Health and Wellbeing.</u></b> <b>Knowledge and skills to be taught:</b> Introduce and explore agility. Introduce and explore balance. Introduce and explore coordination.  <b><u>Games - Running.</u></b> <b>Knowledge and skills to be taught:</b> Explore running. Apply running into a game	<b><u>Dance - The Zoo.</u></b> <b>Knowledge and skills to be taught:</b> Exploring expression. Developing movements and adding movements together. Responding to a rhythm. Introducing partner work. Creating an animal sequence motifs. Exploring relationships within our motifs.  <b><u>Games - Team Building</u></b>	<b><u>Dance – Heroes.</u></b> <b>Knowledge and skills to be taught:</b> Performing movements in sequence. Creating movements that represent a character (with superpowers and rescuing or saving someone or something). Exploring character movement.  <b><u>Games - Ball Skills – Hands 1.</u></b> <b>Knowledge and skills to be taught:</b>	<b><u>Games - Ball Skills – Feet.</u></b> <b>Knowledge and skills to be taught:</b> Develop moving the ball using feet. Apply dribbling into games. Consolidate dribbling. Explore kicking (passing). Apply kicking (passing) to score a point.  <b><u>Gymnastics - Wide, Narrow, Curled.</u></b> <b>Knowledge and skills to be</b>	<b><u>Gymnastics – Jumping.</u></b> <b>Knowledge and skills to be taught:</b> Recap jumping. Develop jumping. Explore how jumping affects our bodies. Explore skipping. Apply skipping and jumping into a game.  <b><u>Games - Rackets, Bats and Balls.</u></b> <b>Knowledge and skills to be taught:</b> Develop pushing (dribbling) a ball with a racket - introducing control. Explore hitting and develop pushing a	<b><u>Games - Ball Skills - Hands 2.</u></b> <b>Knowledge and skills to be taught:</b> 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.  <b><u>Games for Understanding.</u></b>	

	Running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running - apply running into a game	<b>Knowledge and skills to be taught:</b> Building trust and developing communication. Cooperation and communication. Explore simple strategies. Problem solving: Consolidate teamwork.	Introduce sending (bouncing) with control. Introduce aiming with accuracy. Introduce power and speed when sending a ball. Introduce and develop stopping and combining sending skills. Combine sending and receiving skills.	<b>taught:</b> Introduction to wide, narrow and curled. Exploring the difference between wide, narrow and curled. Transitioning between wide, narrow and curled movements. Linking two movements together.	ball (with a racket) towards a target. Explore hitting a ball (with a racket) with accuracy and power.	<b>Knowledge and skills to be taught:</b> Understanding the principles of attack and defence. Applying attacking and defending principles into a game. Consolidate attacking and defending.
<b>Personal, Social, Health and Economic Education – including Relationship and Health Education.</b>  <b>Units include:-</b> Families and people who care for me. Caring friendships. Respectful relationships. On-line relationships. Being safe.	<b>It's my body.</b>  <b>Areas and knowledge to be taught:</b>  My body, my business Active and Asleep Happy Healthy Food Clean as a whistle Can I eat it? I can choose.	<b>Britain.</b>  <b>Areas and knowledge to be taught:</b>  My School My Community My Neighbourhood My Country British People What makes me proud of Britain?	<b>Be yourself.</b>  <b>Areas and knowledge to be taught:</b>  Be Yourself Marvellous Me Feelings Things I like Uncomfortable Feelings Changes Speak Up!	<b>Money Matters.</b>  <b>Areas and knowledge to be taught:</b>  Money. Keep it safe. Save or Spend? Want or Need? Look after it. Going Shopping.	<b>TEAM</b>  <b>Areas and knowledge to be taught:</b>  Together everyone achieves more Listening Being Kind Bullying and Teasing Brilliant Brains (Links incredibly well with our learning behaviours. Making good choices	<b>Aiming High</b>  <b>Areas and knowledge to be taught:</b>  Star Qualities Positive Learners Bright Futures Jobs for all Going for goals Looking forward
<b>Year 2</b>	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
	<b>Beside the Sea</b>	<b>Disasters!</b>	<b>Brilliant Beasties</b>	<b>Big Adventures</b>	<b>Far, far away</b>	<b>Changing Times</b>
<b>Enrichment activities, visits and visitors</b>		Fire service (book April for next year) Open Box Theatre- Great Fire of London.		Farm visit		Transition to Junior School Harold Hillier – Science trip.
<b>Literacy Suggested Books</b>	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	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

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

	<p>humans of eating the right amounts of different types of food.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food)</p>	<p>natural</p> <p>Say what object a material can be made into.</p> <p>Know different materials can be used for the same thing.</p> <p>Ask questions, identify and classify.</p> <p>Identify and compare the suitability of everyday materials.</p> <p>Identify products that can be made from one material.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Identify and compare the suitability of a variety of everyday materials for particular uses.</p>	<p>chain, and identify and name different sources of food.</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals</p> <p>Identify and name a variety of animals in their habitats.</p> <p>Describe the basic needs of animals for survival (water, food and air)</p> <p>Notice that animals have offspring which grow into adults</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p>		<p>which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
Geography	<p><b><u>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.</u></b></p> <p><b>Locational knowledge and skills to be taught:</b> Name the world's seven continents and five oceans.</p> <p><b>Place knowledge and skills to be taught:</b> 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.</p> <p><b>Human and physical geographical knowledge and skills to be taught:</b> Use simple geographical vocabulary to refer to physical and human</p>			<p><b><u>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</u></b></p> <p><b><u>Devise a simple map and use and construct basic symbols in a key.</u></b></p> <p><b>Locational knowledge and skills to be taught:</b> 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.</p> <p><b><u>Geographical and field work knowledge and skills to be taught:</u></b> Follow directions – up, down, left, right, forwards, backwards, NSEW. Draw maps of a real or imaginary</p>	<p><b><u>Mexico.</u></b></p> <p><b><u>Name and locate the world's seven continents and five oceans.</u></b></p> <p><b><u>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.</u></b> <a href="http://www.geography.org.uk/">http://www.geography.org.uk/</a></p> <p><b>Locational knowledge and skills to be taught:</b> Use simple locational knowledge about individual places and environments, especially the local area.</p> <p><b>Place knowledge and skills to be taught:</b> 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.</p> <p><b>Human and physical geographical</b></p>

	<p>features.</p> <p><b>Geographical and field work knowledge and skills to be taught:</b> 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.</p>			<p>place. Follow a route; use a plan view; use an atlas to locate places.</p>	<p><b>knowledge and skills to be taught:</b> 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.</p> <p><b>Geographical and field work knowledge and skills to be taught</b> Follow a route; use a plan view. Use an atlas to locate places</p>	
History		<p><b><u>Great Fire of London</u></b></p> <p><b>Knowledge and skills to be taught:</b> <b>Changes within living memory</b> Sequence photographs from different periods of their life. Sequence parts of a more complex story where action takes place over a longer period. Understand that dates are used to record events in time.</p> <p><b>Knowledge and skills to be taught:</b> <b>Events beyond living memory that are significant nationally or globally</b> Identify differences between ways of life at different times. Give reasons why an event took place, and use information to describe the past. Recognise why people did certain things, why certain events happened and what happened as a result. Give reasons for more complex human actions.</p> <p><b>Knowledge and skills to be taught:</b> <b>Significant historical events,</b></p>	<p><b><u>The Victorians</u></b></p> <p><b>Knowledge and skills to be taught:</b> <b>Changes within living memory</b> Can sequence photographs from different periods of their life. Can sequence artefacts that are closer in age. Can sequence parts of a more complex story where action takes place over a longer period</p> <p><b>Knowledge and skills to be taught:</b> <b>Events beyond living memory that are significant nationally or globally</b> Identify differences between ways of life at different times. Can recognise why people did certain things, why certain events happened and what happened as a result. Give reasons for more complex human actions.</p> <p><b>Knowledge and skills to be taught:</b> <b>Significant historical events, people and places locally</b> Compare 2 versions of a past event. Ask questions about the past. Observe or handle sources to answer questions about the past based on simple observations.</p> <p><b>Knowledge and skills to be</b></p>			<p><b><u>All About Alton (our local History)</u></b></p> <p><b>Knowledge and skills to be taught:</b> <b>Changes within living memory</b> Sequence photographs from different periods of their life. Sequence parts of a more complex story where action takes place over a longer period Understands that dates are used to record events in time.</p> <p><b>Knowledge and skills to be taught:</b> <b>Events beyond living memory that are significant nationally or globally</b> Identify differences between ways of life at different times. Give reasons why an event took place and use information to describe the past. Recognise why people did certain things, why certain events happened and what happened as a result. Give reasons for more complex human actions.</p> <p><b>Knowledge and skills to be</b></p>

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

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



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

	<p>Know that devices respond to commands (design a digital game). Identify digital errors and debug.</p>	<p>Make links between technology and multimedia work. Use creative, multimedia tools. Create, name, save and retrieve content. Use a range of digital media. Create, name, save and retrieve content. Use a range of digital media. Make links between technology and multimedia work.</p> <p><b><u>Digital modelling of a fire engine.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Create images using digital modelling. Make links between technology and multimedia work. Use creative, multimedia tools. Create, name, save and retrieve content</p>	<p>Identify program parts that respond to specific actions and events. Direct and program on-screen robot.</p>	<p>content. Use a range of digital media.</p> <p><b><u>2Compose – using digital sound.</u></b></p> <p><b>Knowledge and skills to be taught:</b> Make links between technology and multimedia work. Recognise common uses of technology. Create and insert digital music. Create, name, save and retrieve content. Use a range of digital media.</p>		<p>Make links between technology and multimedia work. Recognise common uses of technology. Create, name, save and retrieve content. Use a range of digital media. Understand how things are shared electronically.</p>
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<p>Y2 Religious Education</p> <p>Topic – <b>Concept</b></p>	<p><b>Wishes for the World – Hope.</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Communicate:</u>  Children can <b>express creatively</b> their responses to the word ‘hope’.  <u>Apply:</u>  Children can <b>recognise</b> how <b>hope</b> features in their own lives and that of others.  <u>Inquire &amp; Contextualise:</u>  Children can <b>simply describe</b> what has been taught about ‘hope’ and how it is expressed in a range of traditions, including by Hindus at Diwali.  <u>Evaluate:</u>  <b>In simple terms children discern</b> why it is <b>important</b> for Hindus to ‘hope’ at Diwali and why <b>hope</b> is important in their own lives and those of others.</p>		<p><b>Christmas around the world – Celebration.</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Communicate:</u>  Children can <b>express creatively</b> their own experiences of <b>celebration</b>.  <u>Apply:</u>  Children can <b>recognise</b> how they and others <b>celebrate</b> Christmas.  <u>Inquire &amp; Contextualise:</u>  Children can <b>simply describe</b> how Christmas is <b>celebrated</b> across the world by different groups of Christians.  <u>Evaluate:</u>  <b>In simple terms children discern</b> why <b>celebrating</b> Christmas is <b>valuable</b> for themselves, their communities and Christians across the world.</p>	<p><b>Hindu Mandir- Community.</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Communicate:</u>  Children can <b>express creatively</b> their responses to the idea of ‘community’.  <u>Apply:</u>  Children can <b>recognise</b> how they and others play a part in their <b>community</b>.  <u>Inquire:</u>  Children can <b>simply describe</b> why people contribute to their <b>communities</b>.  <u>Contextualise:</u>  Children can <b>simply describe</b> how Hindus contribute to their <b>community</b>.  <u>Evaluate:</u>  <b>In simple terms children discern</b> why it is <b>important</b> for themselves and for Hindus to contribute to their <b>communities</b>.</p>	<p><b>Water – Precious.</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Inquire</u>  Children can <b>simply describe</b> what ‘precious’ means.  <u>Contextualise:</u>  Children can <b>simply describe</b> how Christians and Hindus show that water is <b>precious</b>.  <u>Evaluate:</u>  <b>In simple terms children discern</b> why it is <b>important</b> for Christians and Hindus to treat water as ‘precious’.  <u>Communicate:</u>  Children can <b>express creatively</b> their ideas about water being <b>precious</b>.  <u>Apply:</u>  Children can <b>recognise</b> situations when water is <b>precious</b> or not for different communities.</p>	<p><b>Ideas about God – Special (God).</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Communicate:</u>  Children can <b>express creatively</b> their own ideas about <b>God</b>.  <u>Apply:</u>  Children can <b>recognise</b> how their ideas about <b>God</b> may be similar or different to those of others.  <u>Inquire &amp; Contextualise:</u>  Children can <b>simply describe</b> ideas that Hindus and Christians have about what makes <b>God special</b>.  <u>Evaluate:</u>  <b>In simple terms children discern the value</b> of ideas about <b>God’s specialness</b> for Hindus, Christians and themselves.</p>	<p><b>Pondering Time – inquire into previously studied concepts.</b></p> <p><b>Knowledge and skills to be taught:</b>  <u>Communicate:</u>  Children can <b>express creatively</b> their responses to their own experiences of the concepts/ words introduced.  <u>Apply:</u>  Children can <b>recognise</b> (in a different way to Y1) how their responses relate to their own lives and sometimes other people’s lives.  <u>Inquire &amp; Contextualise:</u>  Children can <b>simply describe</b> what has been taught about the concept/ word and how it is used in the tradition studied.  <u>Evaluate:</u>  <b>In simple terms children discern something of the value</b> of these concepts/ words in the lives of those living in the traditions studied as well as for their own lives and communities.</p>
<p>Music</p> <p>Style of main song</p> <p>Unit theme</p>	<p><b>Hands, Feet, Heart</b></p> <p>Afropop, South African</p> <p>South African music</p>	<p><b>Ho, Ho, Ho</b></p> <p>A song with rapping and improvising for Christmas</p> <p>Festivals and Christmas</p>	<p><b>I Wanna Play in a Band</b></p> <p>Rock</p> <p>Playing together in a band</p>	<p><b>Zootime</b></p> <p>Reggae</p> <p>Reggae and animals</p>	<p><b>Friendship Song</b></p> <p>Pop</p> <p>A song about being friends</p>	<p><b>Reflect, Rewind &amp; Replay</b></p> <p>Classical</p> <p>The history of music, look back and consolidate learning, learn some of the language of music</p>	
<p><b>Listen and Appraise</b></p> <p><b>Knowledge</b></p>	<p>To know five songs off by heart.</p>	<p>To know some songs have a chorus or a response/answer part.</p>	<p>To know that songs have a musical style.</p>	<p><b>Skills</b></p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how songs can tell a story or describe an idea.</p>	
<p><b>Games Knowledge</b></p>	<p>To know that music has a steady pulse, like a heartbeat.</p>	<p>To know that we can create rhythms from words, our names,</p>	<p>Rhythms are different from the steady pulse.  We add high and low sounds,</p>	<p><b>Skills</b>  <b>There are progressive warm-up games and challenges within each Unit that embed pulse,</b></p>	<p><b>Game 1 – Have Fun Finding the Pulse!</b>  Find the pulse. Choose</p>	<p><b>Game 4 – Pitch Copy Back and Vocal Warm-up 1</b>  Listen and sing back. Use</p>	

		favourite food, colours and animals.	pitch, when we sing and play our Instruments.	<b>rhythm and pitch. Children will complete the following in relation to the main song.</b>	an animal and find the pulse. <b>Game 2 – Rhythm Copy Back</b> Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. <b>Game 3 – Rhythm Copy Back, Your Turn</b> Create rhythms for others to copy.	voices to copy back using 'la', whilst marching the steady beat. <b>Game 4a – Pitch Copy Back and Vocal Warm-up 2</b> Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.
<b>Improvisation Knowledge</b>	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.	<b>Skills</b>	1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	3. Improve! – Take it in turns to improvise using one or two notes.
<b>Singing Knowledge</b>	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.	<b>Skills</b>	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).	Learn to start and stop singing when following a leader.  Learn to find a comfortable singing position.
<b>Playing Knowledge</b>	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.		<b>Skills</b>	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical	Listen to and follow musical instructions from a leader.  Play the part in time with the steady pulse.

						challenge, using one of the differentiated parts (a one-note, simple or medium part).	
<b>Composition Knowledge</b>	Composing is like writing a story with music.	Everyone can compose.		<b>Skills</b>	Help create three simple melodies with the Units using one, three or five different notes.		Learn how the notes of the composition can be written down and changed if necessary.
<b>Performance Knowledge</b>	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.	<b>Skills</b>	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.
<b>Outdoor Learning opportunities and activities - Trailblazers</b>	Eco code Class garden Hyacinth and statistics Touchy feely Where food comes from Autumn walk – log box	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 games Cheerleading	Magic carpet Summer walk Making up outdoor games Potato experiment Harvesting	
<b>Physical Education.</b>	<b><u>Gymnastics - Health and Wellbeing.</u></b> <b>Knowledge and skills to be taught:</b> Consolidate agility Consolidate balancing - explore balancing on apparatus. Consolidate and explore coordination.  <b><u>Games – Running and Dodging.</u></b> <b>Knowledge and skills to be taught:</b> Explore dodging. Develop dodging. Apply dodging - explore attacking and defending. Apply dodging in teams.	<b><u>Dance - Mr Candy's Sweet Factory.</u></b> <b>Knowledge and skills to be taught:</b> Exploring expression. Linking movements together. Creating a motif with characterisation, expression and emotion. Extending our motifs with different dynamics (fast and slow).  <b><u>Games – Ball Skills - Hands 1</u></b> <b>Knowledge and skills to be taught:</b> Develop dribbling, passing and receiving. Combine dribbling, passing,	<b><u>Games – Balls Skills – Feet.</u></b> <b>Knowledge and skills to be taught:</b> 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.  <b><u>Gymnastics – Linking.</u></b> <b>Knowledge and skills to be taught:</b> Developing linking. Linking on apparatus. Jump, roll, balance sequences on apparatus. Creation of sequences. Completion of sequences and	<b><u>Games – Ball Skills - Hands 2</u></b> <b>Knowledge and skills to be taught:</b> 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.  <b><u>Dance – Exploring.</u></b> <b>Knowledge and skills to be taught:</b> Responding to stimuli. Developing our motif with expression and emotion. Applying choreography in our motifs. Extending our motifs. Sequences, relationships and	<b><u>Games - Rackets, Bats and Balls</u></b> <b>Knowledge and skills to be taught:</b> Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent. Introduce hitting (sending/striking) a ball into a space - where and why? Striking the ball (with a bat) into a space with intent.  <b><u>Gymnastics - Jumping 1</u></b> <b>Knowledge and skills to be taught:</b> Consolidate jumping. Apply jumping into a game. Linking jumping. Explore jumping combinations. Develop jumping combinations.  <b><u>Country Dancing</u></b> <b>Knowledge and skills to be taught:</b> Responding to and following a rhythm.	<b><u>Games - Team Building</u></b> <b>Knowledge and skills to be taught:</b> Building trust and developing a range of communication methods. Cooperation and communication within an extended team. Explore team strategies. Problem solving: Consolidate teamwork  <b><u>Games for Understanding</u></b> <b>Knowledge and skills to be taught:</b> 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
<b>Personal, Social, Health and Economic Education – including Relationship and Health Education.</b>  <b>Units include:-</b> Families and people who care for me. Caring friendships. Respectful relationships. On-line relationships. Being safe.	<u><b>Safety First.</b></u>  <b>Areas and knowledge to be taught:</b>  Keeping safe Staying safe in the home Staying safe online The Underwear Rule People who can keep me safe.	<u><b>Our Rights.</b></u>  <b>Knowledge and skills to be taught:</b>  What are my rights as a child? Respecting others Celebrating our differences Fair or unfair Taking part/ Celebrating our community	<u><b>Relationships.</b></u>  <b>Knowledge and skills to be taught:</b>  Who are your VIPs? Families Friends Falling out Working together Showing you care	<u><b>One World.</b></u>  <b>Knowledge and skills to be taught:</b>  Families from around the world Homes Schools Environments Natural resources Planet protectors	<u><b>Think Positive.</b></u>  <b>Knowledge and skills to be taught:</b>  Think happy, feel happy It's your choice Go Getters Let it out Be thankful Be Mindful	<u><b>Growing up.</b></u>  <b>Knowledge and skills to be taught:</b>  Celebrating our differences Is it okay? Pink and Blue Look at me now! Getting older Changes