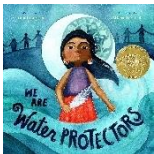
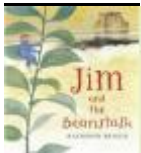
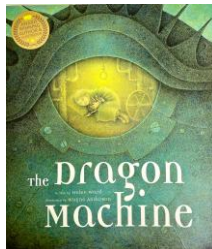
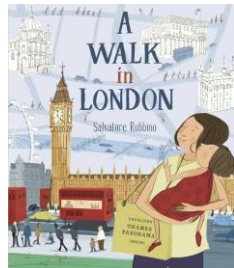


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English -Book	<u>We Are Water Protector</u>  Environmental campaign List poems, non-chronological reports (animals), chronological reports (life-cycles), character descriptions, protest signs	<u>The Great Fire of London</u>  Information booklets, Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates	<u>Jim and the Beanstalk</u>  Sequel stories, Narrative retellings (including dialogue), thought bubbles, informal letters	<u>Tadpole's Promise</u>  Own version narratives, Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	<u>The Dragon Machine</u>  Own version dragon stories. Dragon guides and encyclopaedias', letters of advice, dragon machine explanations, shopping lists, descriptions, letters	<u>A Walk In London</u>  'A Walk in...' tour guide, Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry
Maths Maths Mastery	Unit 1 – Numbers within 100 Read, write, represent, partition, compare and order numbers to 100 •Explore patterns including, odds and evens, tens and ones Unit 2 – Addition and subtraction of 2-digit numbers (no regrouping) Apply number bonds to add and subtract •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit	Unit 4 – Measuring Lengths Draw and measure lengths in centimetres Use and = to compare and order lengths in metres and centimetres Unit 5 – Graphs Represent and interpret: pictograms, block diagrams, tables and tally charts. Unit 6 – Multiplication x2, x5, x10	Unit 7 – Telling the Time Tell the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show these times Know the number of minutes in an hour and the number of hours in a day Compare and sequence intervals of time Unit 8 – Fractions Recognise, find, name	Unit 10 – Money To give change and problem solving. To identify and compare the value of coins and notes. Unit 11 – 2D and 3D shapes To recognise the names and properties of 2-D shapes and 3-D shapes To identify right angles, lines of symmetry,	Unit 12 – Numbers to 1000 To partition 3-digit numbers in a variety of ways. Pupils also apply their knowledge of comparing, ordering, reading and writing numbers in numerals and words to 3-digit numbers. Pupils apply their knowledge of numbers within 1000 to reading scales Unit 13- Measuring capacity and volume To read temperature in	Unit 15 – Column Addition and Subtraction recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot add and subtract numbers mentally, including: a two-

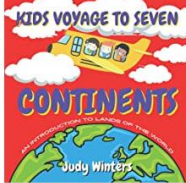
	numbers Unit 3 – Addition and subtraction word problems •Introduction to bar models as a representation •Create, label and sketch bar models	Calculate the times tables of 2, 5, and 10 by skip counting Relate the 2 times table to doubling Explore representations of multiplication and division Commutativity	and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions for example, $\frac{1}{2}$ of 6 = 3 Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ Unit 9 – Adding and Subtracting with regrouping Adding and subtracting 1 digit to 2 digits Adding and subtracting 2 2 digit numbers	vertices and sides in 2-D shapes and identify edges, vertices and faces in 3-D shapes, To sort and compare 2-D and 3-D objects	degrees Celsius on a thermometer. To take and read the temperature in degrees Celsius. To understand the concept of litres through estimating and measuring. To solve word problems that involve litres. To Compare millilitres and litres using fraction, Use millilitres as a unit of measurement, compare, and order millilitres and litres. Apply number bonds and derive related facts to 1000. Solve word problems involving capacity and volume. Unit 14- Mass Weigh and compare the mass of objects in kilograms. Interpret scales and compare mass in grams. Add and subtract using mass. Multiply and divide using mass. Consolidate knowledge of mass through investigations.	digit number and ones; a two-digit number and tens; adding three one-digit numbers add and subtract numbers with up to two digits, using written methods Unit 16 – X3 X4 Times tables. Recall and use multiplication and division facts for the 3 and 4 multiplication tables Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental method, and multiplication and division facts, including problems in contexts Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
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Science	Healthy me Knowledge/ Learning To know what humans need for healthy living. Looking after myself – keeping healthy. To know what it means to Keep fit – making up fitness routines, e.g. at my desk, beside my desk, in PE. Fitness in the playground – which parts of the body are we exercising? To know what to eat. Rainbow foods. Classifying food. Trying something new to eat. Going on a healthy food picnic. Spraying germs. Skills: ask simple questions and recognise that they can be answered in different ways Vocabulary: Key words: calm / calves / cough / exercise / feed / fitness / food / fruit / germs / happiness / health / healthy / hygiene /hygienic / muscle / needs / sneeze /	Meet the material monster Knowledge/ Learning To collecting materials. Classifying materials – wood, metal, plastic, glass, concrete, brick. To know properties of materials, e.g. waterproof, windproof, transparent, flexible, smooth. To know how to change materials by squashing, squeezing, stretching. Using senses with materials – feel, listen, look, hear. Using materials to make new things. To build using recycled material from home. Skills: To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data in answering questions. Vocabulary:	Mini worlds Knowledge/ Learning Children will learn to: Use scientific equipment such as hand lenses and microscopes to observe objects closely. Observe, identify and describe similarities and differences in plants, animals, materials and themselves. Understand that objects and living things vary in size, from very large to very small. Recognise and compare materials such as wood, wool, fabric, metal, paper, plastic and rocks. Explore the natural world, including plants, invertebrates and water-borne insects. Understand that materials are used in everyday life, including food, clothing and bath-time products. Record observations through drawings,	Move it Knowledge/Learning To know how different objects move and how forces are used in making something move. To compare wind-up toys. Comparing and testing rockets, flying fish, marshmallow rockets. Making things move in the air e.g kites and rockets. To comparing how things move, changing objects so that they move in different ways and at different distances. To change the shape of objects. Comparing wheels, rollers etc. Skills To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. Vocabulary	Young gardeners Knowledge/Learning To name plant parts and know the functions of plant parts. To be able to name different plants, e.g. vegetables, flowers. To know the best conditions to grow a seed and planning when is best to grow vegetables. Container gardening. Planting to attract insects. Planting for the five senses. Keeping garden pests away. Planting for a special event, e.g. a picnic or a garden show etc. Recycling in the garden. Skills To ask simple questions and recognise that they can be answered in different ways. To observe closely, using simple equipment. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions.	Little Master chefs Knowledge/Learning To be able to choose foods for menus - eating the right amounts of different types of food. To know how different foods help to keep the body healthy and know about hygiene when cooking. To classify materials. Using own garden produce in cooking. Changes in cooking. Best materials for particular uses, e.g. storing food. Changing dough, squashing, bending, twisting, stretching. Choosing healthy options. Skills To observe closely. To perform simple tests. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. Vocabulary bones / bread / change / chopping board / cook /

	stomach / thighs / vegetables Curriculum Links: Maths: Food, weighing, money, counting, data handling and graphs. Computing: Creating videos, taking photographs and exploring the impact of technology on health. History: Exploring past diseases, traditional songs and health-related sayings. Art: Self-portraits, collages and designing healthy lifestyle posters. Music: Using songs, rhythm, movement and rap to promote fitness and hygiene. Geography: Exploring places for exercise and using maps to identify local facilities. PE – Exercises Resources: Power points PE equipment Worksheets Animal Fact files	calm / calves / cough / exercise / feed / fitness / food / fruit / germs / happiness / health / healthy / hygiene /hygienic / muscle / needs / sneeze / stomach / thighs / vegetables Curriculum Links: Mathematics: Shapes, size, volume and tessellations. Art: Exploring materials, patterns, weaving, craft techniques and creative reuse. D&T: Recycling materials to design and make useful products. Geography: Understanding where materials come from and their natural sources. Resources: Powerpoints Various types of materials, ie wood, plastic, metal, trays	descriptions and simple comparisons. Develop curiosity and questioning skills by investigating the world around them. Skills: To observe closely. To identify and classify. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. Vocabulary crystals / eyepiece / hand lens / lens / magnifying glass / microscope / microscopic / miniature / naked eye / observe / fibres / small / smaller / air / alive / babies / breathe / compare / dead / grow / living / move / never / reproduce / sort / toilet / habitat / insect / bird / animal / plant / shelter / predator / prey / reproduce / eat / food / food chain / grass / hazel / hedgehog / mouse / nuts / plants / producers Curriculum Links: Maths: Measuring, time and symmetry. Art: Patterns, textures and observational drawing. Computing: Using digital microscopes and	bend / direction / dough / elastic / fast / move / pull / push / recycle / repair / reuse / slow / squash / squeeze / stretch Curriculum Links Maths: Measurement, distance, shapes and data. Art: Patterns, movement and creative materials. Literacy: Vocabulary, instructions, sequencing, storytelling and poetry. History & Geography: Transport, places and journeys. PE: Movement and coordination. D&T: Designing, making and testing. Computing: Using technology to research and explore movement. Resources: Power points, range of material, paper, card, scissors.	Vocabulary annual / compost / flower / fruit / germinate / germination / fruit / health / healthy / leaf / plant / root / seed / seedling / soil / stem / vegetable / properties / materials / bulb / leaves Curriculum Links Geography – growing conditions and plant origins. Maths – measuring, comparing and graphing growth. D&T – growing, cooking and designing. Art – exploring flowers through artists, collage, clay and natural dyes Music composing gardening songs; Literacy plant vocabulary, instructions, research and poetry; Role Play exploring gardens and caring for plants; Computing recording plant growth and creating digital designs Drama role-playing and creating plant-themed performances. Resources Vegetable, herbs, flowers	dehydrate / digest / energy / fork fruit / frying pan / grow / heat / hot / hygiene / ingredients / knife / oven / rainbow / saucepan / spoon / strong / temperature / utensils / vegetables / whisk Curriculum Links Drama – food and cooking role play Maths – weighing, measuring, fractions and shapes Art – food printing, models and patterns; Music – food-themed songs and instruments; D&T – cooking, nutrition, food safety and designing food-related products Geography – food origins and local shops; Literacy – recipes, instructions and food vocabulary Computing – online recipes and recording changes Role Play – healthy eating, tasting and classifying foods Resources: Aluminium foil Aprons Bread collection Cleaning equipment for tables Cooking utensils Food containers Fruit collection Greaseproof paper Oven gloves Paper bags Paper or plastic plates Paper table cloths Plastic bags
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			recording observations. History: Learning about the development of the microscope. Role Play: Experiencing the work of scientists through laboratory activities PE & Drama: Movement, role play and exploring size. RE: Kindness, empathy and caring for living things. Geography: Comparing size, places, animals and habitats. Literacy: Descriptive language, observations, reading and writing. Resources: Powerpoints			Shopping collection Table covering Pupil video – Nutrition – Little Masterchefs. Access on My Rising Stars.
History (Rising Stars)		Why do we remember bonfire night?  Knowledge/learning: • learn about events beyond living memory that are significant nationally or globally • know where the people and events they study fit within a chronological framework • know and understand the	Who are our Local Heroes? Knowledge/Learning • learn about events beyond living memory that are significant nationally or globally • know where the people and events they study fit within a chronological framework • know and understand the history of the UK as a coherent, chronological narrative. Skills • develop a curiosity about the past, asking		How have Holidays Changed Over Time? Knowledge/Learning To identify features of a seaside holiday. To use photographs to find clues as to what seaside holidays were like in the past To find out when and how seaside holidays became popular. To find out what seaside holidays were like 100 years ago. To be able to order seaside holidays in chronological order To be able to identify similarities and differences between seaside holidays	

		history of the UK as a coherent, chronological narrative. Skills: • develop a curiosity about the past, asking and answering questions • choose and use parts of stories and other sources to show that they know and understand key features of events • begin to develop an understanding of abstract terms such as parliament and treason Vocabulary: • Catholics: members of the Catholic Church. Followers believe that their sins will be cleansed through faith and good works. They venerate Mary the mother of Jesus as well as Jesus himself. Priests cannot marry. Church buildings are generally ornate. • Christians: people who follow the Christian religion. Catholics and Protestants are different branches of Christianity. • Conspirators: people who are plotting together • Effigy: a model or sculpture of a specific person. They are often burnt as an act of protest • Gunpowder: chemical that explodes if set light to inside a container • Houses of Parliament: buildings in London, where the government meets • Monarch: a king or queen • Parliament: a group of people that can pass laws to govern the UK • Plot: a secret plan to do something against the law, or harmful to others • Protestants: members of the Protestant Church. Followers believe that their sins will be cleansed through faith in Jesus. Priests can marry. The Protestant churches came about because some people PROTESTED about the way things were done in the Catholic Church and wanted change e.g. they wanted to be able to read the Bible and hear services in their own language and not in Latin. Church buildings are generally plainer. • Roman Catholic Church: branch of Christianity led by the Pope. Followers believe that sins will be cleansed through faith and good works, and venerate Mary, the mother of Jesus. Priests cannot marry. • State Opening: a ceremony to mark the start of a new parliamentary year • The Pope: the leader of the Roman Catholic Church • Treason: the act of plotting or carrying out a crime against one's ruler or nation. Prior Learning: Curriculum Links: English: reciting poetry (Lesson 1); discussing ideas	and answering questions • choose and use parts of stories and other sources to show that they know and understand key features of events • begin to develop an understanding of abstract terms Vocabulary: Timeline, Chronological, heroes, past, present, information, artefacts, resources. Curriculum Links: English – writing recounts, diaries, Art PSHE: caring, relationships,		now and in the past Skills develop a curiosity about the past, asking and answering questions Recognise the difference between past and present in their own and others lives Find answers to simple questions about the past from sources of information e.g. artefacts, Sequence 3 or 4 artefacts from distinctly different periods of time. Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about their past. Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, diaries etc Communicate their knowledge through different media Vocabulary <table><tr><td>seaside</td><td>A place by the sea, especially a beach area or holiday resort.</td></tr><tr><td>coast</td><td>Where the sea meets the land.</td></tr><tr><td>beaches</td><td>A pebbly or sandy shore by the sea.</td></tr><tr><td>pier</td><td>A raised platform supported by pillars that rises above the water and juts out from its shore.</td></tr><tr><td>amusement arcades</td><td>An indoor area containing coin-operated game machines.</td></tr><tr><td>promenade</td><td>A paved public walk along the seafront.</td></tr><tr><td>railways</td><td>A network of tracks for trains to travel on.</td></tr><tr><td>circus</td><td>A special kind of entertainment that can be enjoyed by everyone</td></tr></table> Curriculum Links:	seaside	A place by the sea, especially a beach area or holiday resort.	coast	Where the sea meets the land.	beaches	A pebbly or sandy shore by the sea.	pier	A raised platform supported by pillars that rises above the water and juts out from its shore.	amusement arcades	An indoor area containing coin-operated game machines.	promenade	A paved public walk along the seafront.	railways	A network of tracks for trains to travel on.	circus	A special kind of entertainment that can be enjoyed by everyone	
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		(Lessons 3–6); debating (Lesson 4); retelling a factual story (Lessons 2, 3); listening to others (Lessons 1–6); reading poetry and non-fiction (Lessons 1, 2); writing a simple explanation, a 'bill' of Parliament (Lessons 1, 2, 4, 5); answering questions (Lessons 1–6) Maths: interpreting votes as a tally chart and bar chart (Lesson 4) Geography: locating London on a map of Britain, locating the Houses of Parliament on a map of London (Lesson 2) PE: choreographing and performing a dance (Lesson 6) PSHE: learning about government and monarchy (Lesson 2), civil liberties (Lesson 3) RE: learning about Catholics and Protestants (Lesson 3), religious persecution and freedom (Lesson 3).				
Geography (Rising Stars)	Seasons Knowledge and Learning Develop locational and place knowledge about their locality, and the UK as a whole. Understand basic subject-specific vocabulary relating to physical geography Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Identify seasonal and daily			Our Wonderful World  Knowledge and Learning Name, locate and identify characteristics of the seven continents and oceans To use world maps, atlases and globes To understand geographical similarities and differences when studying both human and physical geography		Journeys: Food Knowledge and Learning Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production Use locational and directional language (e.g. near and far) to describe the location of features

	weather patterns in the UK, and the location of hot and cold areas around the world Use simple fieldwork and observational skills in their school, its grounds and surroundings Use and construct basic symbols in a key. Skills Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary. Curriculum Links . English: learning poems about the weather and seasons (Lessons 2–3) Maths: collecting data and representing it in tallies or pictograms (Lessons 1–2); using words to arrange in a weather ‘Wordle’ online (Lesson 2) Science: learning about how the seasons have inspired scientists, writers and painters for millennia (Lessons 3–6); learning about night and day (Lessons 5–6); correcting basic misconceptions about the earth in space (Lesson 1) Art: learning about how artists use the seasons for contrasts in their pictures as well as to simulate a mood in a landscape (Lessons 5–6) Music and drama: listening to sound effects and weather sounds (Lessons 1, 3, 5, 6).			To Identify the locations of hot and cold areas around the World Learn to use basic vocabulary to refer to physical and human Features To develop knowledge about the world. Skills Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary Vocabulary Ancient, Compass points, Continent, Country, Man-made, Modern, Natural. Curriculum Links English: creating written work to express their opinions of local area ‘wonders’ (Lesson 1) Science: exploring materials in both natural and manmade environments (Lessons 1–4) Art & design: create their own paintings/drawings/ photographs of their world as well as local ‘wonders’ to illustrate their own world wonders book (Lessons 1–6) Computing: carrying out internet research into (various lists of) the world’s wonders (Lessons 1–5) Design & technology: learning about the architecture/ engineering of buildings, bridges etc (Lessons 5, 6); learning about materials, aesthetics and the purpose of different structures – from the Egyptian Pyramids to modern architecture (Lessons 4, 5, 6)		and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Skills Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary. Vocabulary • Bakery: a shop that sells bread, cakes, pastries, pies etc • Butcher: a shop that sells meat products • Farm: where animals and crops are raised and grown • Fast food: food that is prepared and served quickly • High street: an area of a town where many of the shops and businesses are found • Newsagent: a shop that sells papers, magazines, confectionery etc • Plant: a living organism that gets its food through photosynthesis • Processed: food that has been treated by chemicals or changed in some way • Supermarket: a shop that offers a wide variety of foods and products. Curriculum Links . English: role-play through the children’s shop Big Finish (Lesson 6) Maths: reinforce learning about near and far, linking to the children’s understanding of scale and distance. What grows close to us/far away? (Lessons 1, 2, 5) Science: provides links to food
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	Resources Christina Rossetti's The Wind Poem Blank map of the UK The North wind and the sun story The wind and the sun vocabulary words Winds from the north, east, south and west. Vocabulary: Clock: an instrument for measuring and recording time Colour words: red, brown, yellow, green etc Descriptive temperature words: warm, cold, cool, dry, hot etc Seasons: a time of year marked by certain conditions: spring, summer, autumn, winter Weather words: sun, rain, clouds, rainbow etc.			History: adding dates to build a time line for the local and global man-made 'wonders' (Lessons 1–6) Music: listening to and learning a song: What A Wonderful World by Louis Armstrong, and adding their own compositions of new verses (Lessons 1–6).		growing, life cycles, ecosystems and edible and inedible things (Lessons 2–4) Modern foreign languages: extend learning by mentioning other languages of the British Isles such as Welsh, Gaelic, Irish, Cornish (Lessons 5–6) Physical education: national sports and teams, team games (Lessons 5–6). Resources: Regional maps of the UK Photographs of your school and nearest shopping district Working Wall Various cooked and uncooked foods, including a bag of apples, a carton of apple juice, a potato and a packet of crispS Blank UK map
Art		Painting and mixed media life in colour. Knowledge and Learning Developing painting skills including colour mixing, painting on a range of surfaces and with different tools. Exploring the interplay between different media within an artwork. Skills Further demonstrate increased control with a greater range of media. Make choices about which		Art Skills – Linked to Take One Picture. Drawing tell a story. Knowledge and Learning To develop a range of mark making techniques. To explore and experiment with mark-making to create textures. To develop observational drawing. To understand how to apply expressions to illustrate a character. To develop illustrations to tell a story.		Sculpture: 3D Clay houses. Knowledge and Learning To use my hands as a tool to shape clay. To shape a pinch pot and join clay shapes as decoration. To use impressing and joining techniques to decorate a clay tile. To use drawing to plan the features of a 3D model. To make a 3D clay tile from a drawn design. Skills Generating ideas:

		materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Vocabulary collage detail mixing overlap primary colour secondary colour surface texture Prior Learning Year 1 – That a continuous line drawing is a drawing with one unbroken line. Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend. Curriculum Links Maths – 2D shapes. Resources: White and black paper, various paint colours, a range of textured objects.		Skills Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Making skills: Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. Vocabulary blending charcoal cross hatching emotion expression frame illustrations lines mark-making re-tell scribbling sketch storyboard texture Prior Learning Year 1 –Skills - developing		Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Making skills: Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Vocabulary casting ceramic cut detail flatten glaze impressing join pinch pot plaster roll sculpture shape slip smooth surface Prior Learning New to year 2 Curriculum Links DT- Pupils should be taught to: Select from and use a range
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				a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Curriculum Links Maths – 2D and 3D shapes, Patterns Resources Paint, white paper, paper plates, charcoal, coloured paper, crayons		of tools and equipment to perform practical tasks. Resources Clay, paper, pencil, paintbrush
DT Food For Life Planbee Twinkl	Sensational salads Knowledge and Learning: Know how to eat a healthy and varied diet. • Use the basic principles of a healthy diet to prepare dishes. • Follow a simple recipe with some guidance. • Work with close adult supervision to use measuring spoons, zesters and juicers to prepare dishes. • Understand that some food is grown and some food is caught. Skills: Cutting, grating, zesting, peeling Vocabulary: Fruit, vegetable, plant, root, cauliflower, cabbage, strawberries, beetroot, onions, apples, plums, broad beans, blackberries,		Lunch boxes Knowledge and Learning recognise the positives about an existing product and any problems; • draw a simple design; • with support, build a structure for their lunch box; • test their own product. Skills: Evaluating, comparing, designing, exploring, creating Vocabulary Evaluate, product, existing, disassemble, material, waterproof strong, protect, reclaimed Select, tools, equipment safety, area, join, tape glue, structure, hinges Evaluate, design criteria specification, test,		Fabric faces Knowledge and Learning Create a template. • Create a simple design to explain what they intend to do. • Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques. Skills The children will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.	

	rhubarb, marrow, gooseberries, celery, lettuce, carrots, tomatoes, radishes, runner beans, turnips, potatoes. Evaluate, vegetable, root, salad, texture, smell, appearance, taste. Hygiene, blend, grate, Mix, peel, show, slice Protein, vitamins, minerals, trout, tuna, shellfish, salmon, mackerel, blend, zest, grate, juice, chop, fork, combine, recipe. Prior Learning: Food around the world. Curriculum Links: English: Learning new vocabularies, reading stories and comprehension. Geography: Where does food come from? PSHE: Festivals and celebrations. Science: The food chain. Resources: www.foodfactoflife.org.uk www.nutrition.org.uk www.food.gov.uk cyop.potato.org.uk www.dairyco.org.uk www.grainchain.com www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx		Retest, evaluate, improvements, appealing. stronger,, stable, stiffer Resources: A variety of different sized and shaped cardboard/plastic boxes and plastic containers, plastic/paper bags, cardboard, paper, foil and cling film (ensure all containers, bags and packaging are empty and clean) Watering cans, sprayer, Washing line rope, plastic sheet, watering cans/sprayers, paper, sticky tape Prior Learning Children will have evaluated other products in DT Curriculum Links: English – Reading and answering questions Labelling Maths – Creating patterns Art – Creating designs, using art materials,		Vocabulary Design, evaluate, make, create, fabric, bunting, sew, needle, thread, running stitch Explore, fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon wool, fur, Explore, textiles, evaluate, hessian. Join, fabric, attach, Template, cut, line, shape, oval, round, square, heart, tone Design, criteria, textiles, materials, tools, annotated drawing, evaluate. Resources Scissors, chalk, felt, needles, thread, patterns, Curriculum Links: Art & Design: Explore colour, shape, pattern and texture; develop creative designs and use different materials English: Develop vocabulary, discuss and explain design ideas, and evaluate finished products. Maths: Measure, compare and use shapes, templates,	
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					symmetry and accurate positioning. Science: Explore and compare materials and their properties, considering why different fabrics are suitable for different purposes. PSHE: Develop creativity, confidence and resilience through designing, making and improving a product.	
Computing (Purple Mash)	Coding Knowledge and Learning To introduce algorithms To use repeat and timer commands To understand debugging To make an object in a program move To create a more complex program Skills: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Vocabulary	Online Safety Knowledge and Learning To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To have some knowledge and understanding about sharing work on Purple Mash and the Internet. To use 2Email to write to 2Respond characters. To understand how we talk to others when they aren't there in front of us. Skills: Use technology safely and respectfully, keeping personal information	Questioning Knowledge and Learning To learn that the information provided on pictograms is of limited use beyond answering simple Questions. To use yes/no questions to separate information. To construct a binary tree to separate different items and answer questions about it. To use a database to answer more complex search questions. To use the Search tool to find information. Skills Recognise common uses of information technology beyond school. To use technology	Effective Searching Knowledge and Learning I can recall the meaning of key internet terms. I have completed a quiz about the Internet. I can identify the basic parts of a web search engine search page. I have learnt to read a web search results page. I can search for answers to a quiz on the Internet. I have created a leaflet to consolidate my knowledge of effective Internet searching.] Skills Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Vocabulary: Internet, searching, quiz,	Creating Pictures Knowledge and Learning To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir). To recreate pointillist art and look at the work of pointillist artists such as Seurat. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template. To explore surrealism and eCollage	Presenting Ideas Knowledge and Learning To explore how a story can be presented in different ways. To make a quiz about a story or class topic. To make a fact file on a non-fiction topic. To make a presentation to the class. Skills Use technology purposefully to create, organise, store, manipulate and retrieve digital content Vocabulary

	Action, algorithm, bug, character, code block, code design, command, bug/debugging, design mode, Input, object, properties, repeat, scale, timer. When clicked Prior Learning: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Curriculum Links Maths – position	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Vocabulary Internet, searches, search tool, filter, safety, e-mail, stranger, harmful Prior Learning Year 1 Curriculum Links English – To answer simple questions using e-mail. Art – To paint a self-portrait showing feelings. Spreadsheets Knowledge and Learning Children can explain what rows and columns are in a spreadsheet. Children can open, save and edit a spreadsheet. Children can add images from the image toolbox and allocate them a value. Children can add the count tool to count items. Children can use copying a pasting to help make spreadsheets. Children can use tools in a spreadsheet to automatically total rows and columns. Children can use a spreadsheet to solve a mathematical puzzle. Children can use images in a spreadsheet. Children can work out how much they need to pay using coins by using a spreadsheet to help calculate. Children can create a table of data on a spreadsheet. Children can use the data to create a block graph manually. Skills Use technology safely	purposefully to create, organise, store, manipulate and retrieve digital content. Vocabulary Database, questioning, information, answers, Avatars, search, Prior Learning Year 1 - to sort, collate, edit and store simple digital content. Curriculum Links English – To answer simple questions.	presentation, leaflet, Prior Learning Year 1 Curriculum Links English – writing a leaflet Answering questions	Skills Recognise common uses of information technology beyond school. To use technology purposefully to create, organise, store, manipulate and retrieve digital content Vocabulary: Art, paint, portrait, artists, impressionism, pointillism, patterns, surrealism, e-collage Prior Learning Year 1 Curriculum Links: Art – Creating pictures English – writing about artists.	Concept Map Node Animated Quiz Non-fiction Presentation Narrative Audience Prior Learning – Year 1 To be introduced to e-books and 2Create a Story. To continue a previously saved story. To add animation to a story. To add sound to a story, including voice recording and music the children have created. To work on a more complex story, including adding backgrounds and copying and pasting pages. To use additional features to enhance their stories. To share their e-books on a class display board. Curriculum Links English – books and reading. Art – making pictures Music – adding sound
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		and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Vocabulary Spreadsheets, total, column, row, images, value, block graph. Prior Learning Year 1 Curriculum Links Maths – Graphs, spreadsheets, totalling,				
PE	Dance Lesson 1 - THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance. Lesson 2 - THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea. Lesson 3 - THEME: Secret Garden Use counts of 8 to help you stay in time with the music. Lesson 4 - HEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters.	Fitness Knowledge and Learning LESSON 1: To understand how to run for longer periods without stopping. LESSON 2: To develop co-ordination and timing when jumping in a long rope. LESSON 3: To develop individual skipping. LESSON 4: To take part in a circuit to develop stamina and agility. LESSON 5: To explore exercises that use your own body weight. LESSON 6: To develop 'ABC,' agility, balance and co-ordination.	Invasion Knowledge and Learning LESSON 1: To understand what being in possession means and support a teammate to do this. LESSON 2: To use a variety of skills to score goals. LESSON 3: To develop stopping goals. LESSON 4: To learn how to gain possession of the ball. LESSON 5 - To develop an understanding of marking an opponent. LESSON 6: To learn to apply simple tactics for attacking and defending.	Net and Wall Lesson 1 - To develop racket familiarisation. Lesson 2 – To develop placing an object Lesson 3 – To use the ready position to defend space on court Lesson 4 – to develop returning the ball with hands Lesson 5 - to develop returning the ball with a racket. Lesson 6 – to move an opponent to win a point. Skills: throwing, catchin, racket skills, readyposition, hitting a bal	Target Games Knowledge and Learning LESSON 1: To develop an understanding of target games and consider how much power to apply when aiming at a target. LESSON 2: To understand how to score in different target games using overarm throwing. LESSON 3: To develop understanding of different target games using the skill of kicking. LESSON 4: To develop striking to a target. LESSON 5: To develop hitting a moving target.	Athletics Knowledge and Learning LESSON 1: To develop the sprinting action. LESSON 2: To develop jumping for distance. LESSON 3: To develop technique when jumping for height. LESSON 4: To develop throwing for distance. LESSON 5: To develop throwing for accuracy. LESSON 6: To develop technique when taking part in an athletics carousel. Skills Physical: running at different

	Lesson 5 - THEME: The Circus To explore pathways and levels. Lesson 6 - THEME: The Circus To remember and rehearse our circus dance showing expression and character. Skills; Travel, performing and copying actions, using dynamics, expression and speed, balance, co-ordination. Vocabulary Travel, performing and copying actions, using dynamics, expression and speed, balance, co-ordination, themes, musicality Prior Learning (year 1) Pupils explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Curriculum Links: English Learning vocabulary Listening to instructions Expressing ideas Communicating with others Maths: Using counts to stay in time with the music. Use of numbers. <u>Ball Skills</u>	Skills Physical: Agility, Balance, Co-ordination, Speed, Stamina Skipping. Social: Encouraging and supporting others, taking turns. Thinking: Identifying strengths and areas for improvement, Observing and providing feedback. Emotional: Determination, Perseverance, Challenging myself. Vocabulary Skip, jump, side step, jog, run, bend, lunges, high knees, tuck jump, travel. Prior learning Year 1: Recognising changes to body when exercising, developing agility, balance, coordination, speed and stamina. Curriculum links: English- Learning of key vocabulary, reading task cards and following instructions, communicating with others. Maths- Counting how many repetitions made and working to a time length. Science- Understanding	Skills Physical : Throwing and catching, kicking, dribbling, dodging, finding space, communication Prior learning Year 1: Basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means.. Curriculum links: English- Learning vocabulary, listening and following instructions, expressing ideas, communicating with peers and small groups. Maths- estimating distances, counting, keeping score. Science- Observing changes before, during and after exercise. Resources: Beanbags, cones, balls, tennis balls, hoops, cricket bats, golf clubs, tennis rackets, air flow balls. Fundamentals Knowledge and Learning Lesson 1 – To develop balance, stability and landing safely Lesson 2 – to explore how	Vocabulary: throwing, catching, racket skills, ready position, tactics, opponent Prior learning (year 1) To develop throwing, catching and racket skills, learning to track and hit a ball. Curriculum Links English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions. Maths – keeping score Science - Keeping Healthy- observing changes to body during exercise Resources –hoops, pack of cards, cones Gymnastics Knowledge and Learning LESSON 1: To perform gymnastic shapes and link them together. LESSON 2: To be able to use shapes to create balances. LESSON 3: To be able to link travelling actions and balances using apparatus. LESSON 4: To demonstrate different shapes, take off and landings when performing jumps. LESSON 5: To develop rolling and sequence	LESSON 6: To select an appropriate skill to play a game. Skills kicking, and striking. Social: Kindness, support, communication and collaboration. Thinking: Select and apply, using tactics, decision making, provide feedback and problem solving. Emotional: honesty, perseverance, independence, manage emotions. Vocabulary Expression, pathway, direction, perform, dynamics Prior learning Year 1: Developing previous knowledge on travelling actions, movement skills and balancing. Performing with partners and opportunities for feedback to be given. Curriculum links: English- Learning vocabulary, listening and following instructions, expressing ideas through movement, communication with peers. Maths- use of numbers, using counts to stay in time with music and partner. Science- discussing	speeds, jumping for distance, throwing for distance. Social: working safely, collaborating with others. Thinking: observing and providing feedback. Emotional: working independently, determination. Vocabulary Throw, catch, co-ordination, bounce, teamwork, jump, hurdle, skip Prior Learning Year 1 Skipping, running, catching, throwing, co-ordination Curriculum Links English: key vocabulary, communicating with partner. Science – Keeping healthy, understanding the effects of exercise. Maths: counting how many cones they can touch in 20 seconds, how many targets throws they can make. Measuring how far they throw, estimating distances, how many lengths they can make of the playground in 1 minute/ Resources Javelins, hurdles, relay batons, cones, skipping ropes, beanbags, balls. Maths: Using counts to stay
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	Knowledge and Learning LESSON 1: To be able to roll a ball to hit a target. LESSON 2: To develop co-ordination and be able to stop a rolling ball. LESSON 3: To develop technique and control when dribbling a ball with your feet. LESSON 4: To develop control and technique when kicking a ball. LESSON 5: To develop co-ordination and technique when throwing and catching. LESSON 6: To develop control and co-ordination when dribbling a ball with your hands. Skills Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Vocabulary Throw, catch, co-ordination, bounce, Prior Learning (year 1) – Pass the ball to another player in a game. Use kicking skills in a game. Curriculum Links:	how humans feel differently when performing different exercises. Resources: Hoops, cones, skipping ropes, base stations, benches, cones, speed bounce, pupil cards, balls. Sending and Receiving Knowledge and Learning Lesson 1 – To roll a ball towards a target Lesson 2 - To be able to track and receive a rolling ball Lesson 3 – To be able to stop, send and receive a ball using your feet Lesson 4 – To develop throwing and catching skill. Lesson 5 - To develop throwing and catching skill Lesson 6 – To send and receive a ball using a racket. Skills Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Vocabulary Throw, catch, co-ordination, bounce, Prior Learning (year 1) – Pass the ball to another	the body moves differently when running at different speeds. Lesson 3 To develop changing direction and dodging Lesson 4 – To develop and explore jumping, hopping and skipping actions. Lesson 5 – To develop co-ordination and combining jumps. Lesson 6 – to develop combination jumping and skipping in an individual rope Skills Physical: Agility, Balance, Co-ordination, Speed, Stamina Skipping. Social: Encouraging and supporting others, taking turns. Thinking: Identifying strengths and areas for improvement, Observing and providing feedback. Emotional: Determination, Perseverance, Challenging myself. Vocabulary Balance, stability, safely, co-ordination, combination, skipping, jumping, body, speed Prior Learning (year 1) Fundamental skills of balancing, running, changing direction, jumping, hopping and skipping Curriculum Links English Learning vocabulary	building. LESSON 6: To develop sequence work on apparatus. Skills Physical: Shapes, Balances, Shape jumps, Travelling movements, Barrel roll, straight roll and forwards roll. Social: Sharing, working safely. Thinking: Observing and providing feedback. Emotional: Confidence and independence. Vocabulary Straight, barrel, tuck, pike, straddle, sequence. Prior learning Year 1: Developing previous knowledge on basic gymnastic actions and use of equipment. Curriculum links: English- Learning vocabulary, Listening, understanding and following instructions Communicating ideas, Providing feedback on others performances, Describing shapes. Maths- Counting the number of actions to include, Counting number of actions to include in the aerobic warm up and counting to 10 seconds, Holding balances	animals, tress, weather and rivers of the rainforest. Discussing how mirror image works, Resources: Hoops, music, base stations Team Building Knowledge and Learning Lesson 1 - To follow instructions and work with others. Lesson 2 - to co-operate and communicate in a small group to solve challenges. Lesson 3 - To create a plan with a group to solve the challenges. Lesson 4 - To communicate effectively and develop trust. Lesson 5 - To work as a group to solve problems. Lesson 6 - To work with a group to copy and create a basic map. Skills: travelling actions, jumping, balancing, planning, decision making, Vocabulary: travelling actions, jumping, balancing, planning, decision making Prior learning (year 1) Pupils develop their communication and problem solving skills. Curriculum Links English: learning vocabulary, expressing	in time with the music. Use of numbers. <u>Yoga</u>
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	English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions. Science: Keeping Healthy- observing changes to body during exercise. Resources: Balls, tennis balls, cones.	player in a game. Use kicking skills in a game. Curriculum Links: English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions. Science: Keeping Healthy- observing changes to body during exercise. Resources: Balls, tennis balls, cones.	Listening to instructions Expressing ideas Communicating with others Maths Counting from 0 to 10 Using jumps to time a partner Science Understanding changes to the body whilst exercising Exploring what helps them to balance	for 5 seconds, Creating shapes with their body. Science- Exploring animals and how they move, Learning how to tense their muscles to stay balanced. Resources: Mats, benches, climbing equipment, hoops, cones, base stations and skipping ropes.	ideas, communicating with others, listening and following instructions. Maths – creating shapes, adding values together. Science - Keeping Healthy- observing changes to body during exercise Resources – Balls, Rackets, Cones	
RE (Discovery)	What did Jesus Teach? Knowledge and Learning To learn Bible stories that teach kindness. To explore how stories make Christians behave towards other people. Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: Wisdom, kindness, Jesus, Bible Story – Samaritan, enemy, dislike, believe, gospel, Prior Learning Year 1 – Curriculum Links English - speaking and listening, drama Art - drawing	Christianity - Jesus as a gift from God Knowledge and Learning To learn the Christmas story. To understand the reasons for Jesus' birth To understand Christians' beliefs. Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: Superhero, problems, world, save, God, Jesus birth, Christmas, magical powers, teaching, Advent Prior Learning Year 1 Curriculum Links	Judaism - Passover Knowledge and Learning To understand if it is important it is for Jewish people to do what God asks them. To learn how Jewish people celebrate Passover and why Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: Judaism, Jews Passover, respect, Seder meal, Moses, Exodus, slavery, consequences, Synagogue. Prior Learning Year 1 Curriculum Links English – speaking and listening, writing, sequencing	Christianity – Easter – Resurrection Knowledge and Learning To reflect on how important it is to Christians that Jesus came back to life. To retell the Easter story and understand what Jesus' resurrection means for Christians. Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: Winter/Spring, seasons, nature/ return to life, resurrection, crucifixion, heaven, salvation, Easter story, Prior Learning Year 1 Curriculum Links	Judaism to Islam Does going to a mosque give Muslims a sense of belonging? Knowledge and Learning: To understand the special relationship between Jews and God. To learn the promises they make to each other. Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: New Year's resolutions, promises. Agreements, contract, trust, Covenant, Abraham, descendants, stories, Jews, Ten commandments, mezuzah scrolls Hebrew, Shema Prior Learning	Judaism – Good Works Knowledge and Learning: To understand what is the best way for a Jew to show commitment to God. Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. - Vocabulary: Bar/Bat Mitzvah, responsibility, Ten Commandments, covenant, Shabbat, Seder, Synagogue, worship, Torah, scrolls, festivals, home life, ceremony, Prior Learning Year 1 Curriculum Links English – speaking and

		English – speaking and listening, writing, sequencing		English – speaking and listening, writing,	Year 1 Curriculum Links English – speaking and listening, writing,	listening, writing, Maths – pie charts
Music (Charanga)	Pulse, Rhythm and Pitch Knowledge and Learning to recognise the basic style indicators of South African music To find the pulse Sing and play instrumental parts within the song. Skills To Listen & Appraise To sing To perform/share To compose Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics Prior Learning Singing assemblies Listening to music Curriculum Links Geography Resources Musical instruments; Charanga	Playing in an Orchestra Knowledge/Learning To find the pulse and clap a rhythm. To copy a pitch pattern. Sing, dance, rap and play instrumental parts within the song. Skills To Listen and Appraise. To sing, move and rap to the pulse. To perform and share. Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure Prior Learning Hands, Feet, Heart unit. Already familiar with vocabulary and structure of music lessons. Singing assemblies Listening to music Curriculum Links RE Resources Musical instruments; Charanga	Inventing a Musical Story Knowledge/Learning To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song. Skills To Listen and Appraise. To sing, move and clap to the pulse. To perform and share. Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure Prior Learning Hands, Feet, Heart and Ho Ho Ho units. Singing assemblies Listening to music Curriculum Links Resources Musical instruments; Charanga	Recognising Different Sounds <i>Knowledge/Learning</i> To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song. <i>Skills</i> To Listen and Appraise. To sing, move and clap to the pulse. To improvise and compose. To perform and share. Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure Prior Learning Hands, Feet, Heart unit. Ho, Ho, Ho unit. I wanna play in a band unit. Singing assemblies Listening to music Curriculum Links Science – Living Things/Food chain Resources	Exploring Improvisation Knowledge/Learning To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song. To improvise, compose and perform. Skills To Listen and Appraise. To sing, move and clap to the pulse. To improvise and compose. To perform and share Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure Prior Learning Hands, Feet, Heart unit. Ho, Ho, Ho unit. I wanna play in a band unit. Zootime unit. Singing assemblies Listening to music Curriculum Links PSHE Resources	Our Big Concert Knowledge and Learning To listen to and appraise a variety of musical songs and styles. Skills To Listen & Appraise To sing To perform/share To compose Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics Prior Learning Listening to music; Singing Assemblies Curriculum Links Resources Musical instruments; Charanga

				Musical instruments; Charanga	Musical instruments; Charanga	
PSHE (SCARF)	Me and my Relationships Knowledge and Learning Suggest actions that will contribute positively to the life of the classroom and to make and undertake pledges Use a range of words to describe feelings Recognise that people have different ways of expressing their feelings; Identify helpful ways of responding to other's feelings. Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Understand and describe strategies for dealing with bullying Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. Skills: Empathy	Valuing Difference Knowledge and Learning Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people Recognise and explain how a person's behaviour can affect other people. Identify people who are special to them; Explain some of the ways those people are special to them Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. Recognise and describe acts of kindness and	Keeping myself safe Knowledge and Learning Understand that medicines can sometimes make people feel better when they're ill; Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; Explain simple issues of safety and responsibility about medicines and their use. Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others. Recognise that body language and facial expression can give	Rights and respect Knowledge and Learning Describe and record strategies for getting on with others in the classroom. Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can help to keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.	Being My Best Knowledge and Learning understand and give examples of things they can choose themselves and things that others choose for them; Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. Understand that the body gets energy from food, water and oxygen; Recognise that exercise and sleep are important to health Skills Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. Keeping Healthy and making the right choices. Vocabulary Food, oxygen, water, growing, healthy, unhealthy, ribs, heart, lungs, blood,	Growing and Changing Knowledge and Learning Help themselves and others develop a positive attitude that support their wellbeing Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages. Identify which parts of the human body are private; Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. Understand that humans mostly have the same body parts but that they can look different from person to person.

	Self-awareness Motivation Social skills British Values: Caring, Rules and Laws, Pupil voice Vocabulary: Feelings, classroom, contract, bullying, teasing, unkind/kind, relationship, Prior Learning – Year 1 Curriculum Links English Y2 Writing - composition Develop positive attitudes towards and stamina for writing by writing for different purposes. Resources Calming music to play during part of this lesson Large piece of paper (ideally flip chart size) to record ideas and display Paper chain strips - enough for one per child 'Gem jar' glass jar with beads or 'gems' (for the optional extension activity) Feelings cards, Bullying worksheet Special object for circle time	unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships. Skills Managing feelings Empathy Social skills Self-awareness (anti-bullying week in November) British Values: building self esteem Diversity Respect, Tolerance Great get together Relationships Education (formerly SRE or RSE) Introduction Vocabulary: Difference, respect, similarities, feelings, kindness, National Curriculum Links English Y2 Writing -	clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. Skills Identifying who makes us feel safe and what to do if	Skills Identifying how to manage emotions and what can be done to manage emotions, recognising that everyone has responsibility for the school and looking after everyone. Vocabulary Environment, caring community, feelings and respect. Prior Learning Year 1- emotions Curriculum Links English – Develop positive attitudes towards and stamina for writing by writing for different purposes. British values Rules and laws Resources SCARF resources	stomach, brain Prior Learning Curriculum Links Science Resources SCARF resources	Skills Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded understand there is a normal range of emotions about growing and changing from young to old and how people's needs change understand how to keep safe and respect privacy. Understand the emotions connected with and how to deal with loss. Developing a positive attitude. Vocabulary Growth, genitals, privacy, friendships, positive Prior Learning Year 1 – then and now, surprises and secrets, keeping privates private. Curriculum Links English – Reading a story Science – Growing up Resources SCARF resources.
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		composition Develop positive attitudes towards and stamina for writing by writing for different purposes.	we do not feel in a safe environment. Chn are able to identify what to say or do when they are not feeling safe. Vocabulary Safe, unsafe, medicine. Prior Learning Year 1 –looking after each other/healthy me. Curriculum Links English – Reading story/scenarios. Science – safety. Resources SCARF resources			
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