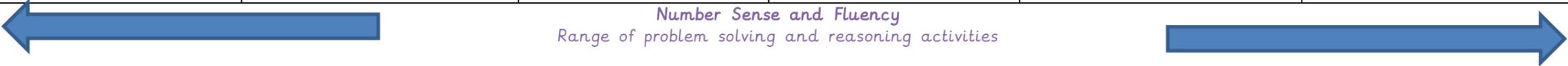


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Mindset Focus	Respect Resilience Responsibility					
Visitors in / Visits		Christmas Carol concert and Christmas Fayre  Lyceum Pantomime Christmas performance				
School Events SMSC links British Values links	Harvest	Children in Need Anti-bullying week Road Safety Week Christmas Celebration  Parents evenings	National Story Telling Week	World Book Day Red Nose Day Easter Celebrations  Parents evenings		Sports Day  Parents evenings
Parental engagement  TBC						
Maths	Number and place value  Addition and Subtraction  Re-cap: Counting, 1 more, 1 less, arrays, fractions	Addition and Subtraction  Measurement - money  Multiplication and division  Recap: Weight, length and time	Multiplication and division  Statistics  Geometry: Properties of shapes  Arithmetic	Geometry: Properties of Shapes  Fractions  Measurement: Length and height  Arithmetic	Fractions  Measurement: Length and height  Geometry: Position and direction  Time  Arithmetic	Measurement:  Time  Mass, capacity and temperature
	 <p style="text-align: center;"> <b>Number Sense and Fluency</b>                      Range of problem solving and reasoning activities                 </p>					
English Reading Writing GPVS	<p><b>Class Book:</b> Silly Billy The Three Little Wolves and the Big Bad Pig Lost and Found Some Dogs Do Grandad's Island</p> <p><b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary</p> <p><b>Phonics:</b> Phase 5 new graphemes for reading</p>	<p><b>Class Book:</b> The Great Explorer Storm Whale Life of Amelia Earheart When Santa Comes to Sheffield</p> <p><b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary clarification, comparing and contrasting</p> <p><b>Phonics:</b> Phase 5</p>	<p><b>Class Book:</b> Meerkat Mail Katie in London Toby and the Great Fire of London Eye Witness - The Great Fire of London The slightly annoying elephant</p> <p><b>Reading Skills:</b> Inference, prediction, summarising, vocabulary clarification, fact and opinion, relating background knowledge</p>	<p><b>Class Book:</b> Samuel Pepys Diary Vlad and the Great Fire of London The Twits Leon and the Place Between Smed and Smoods</p> <p><b>Reading Skills:</b> Inference, prediction, summarising, vocabulary clarification, providing evidence</p> <p><b>Phonics:</b></p>	<p><b>Class Book:</b> The last Wolf Vlad and Florence The Pirates Next Door Reading Focus</p> <p><b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence</p> <p><b>Phonics:</b> Phase 6 tenses, suffixes, homophones</p>	<p><b>Class Book:</b> Lila and the Rain The Ugly 5 Meerkat Mail The Giraffe, the Pelly and Me</p> <p><b>Reading Skills:</b> Inference, prediction, sequencing, summarising, vocabulary, sequencing, providing evidence, fact and opinion, relating background knowledge</p> <p><b>Phonics:</b></p>

<p>ay, ou, ie, ea, oy, ir, ue, aw, wh, oe, au, ew split digraphs</p> <p><b>GPV Focus:</b> expanded noun phrases capitals, full stops, question and exclamation marks past and present tense</p> <p><b>Spelling Focus:</b> kn/gn spelling wr sound c before e,i,y dge and ge end of words j spelt with a g common exception words</p>	<p>alternative pronunciations alternative spellings for phonemes</p> <p><b>Writing Genres:</b> Description - Arctic Diary and narrative - The Great explorer Non fiction - Amelia Earhart Poetry</p> <p><b>GPV Focus:</b> expanded noun phrases 4 sentence types capitals, full stops, question and exclamation marks</p> <p><b>Spelling Focus:</b> l spelt with an ie, l spelt with el, l spelt with il and al igh spelt with a y adding ies to nouns and verbs common exception words</p>	<p><b>Phonics:</b> Phase 5 alternative spellings plurals</p> <p><b>Writing Genres:</b> Narrative - Katie in London and Toby Non-chron - London Letter to an elephant Fire poetry</p> <p><b>GPV Focus:</b> subordination commas to separate items in a list</p> <p><b>Spelling Focus:</b> adding ed, er, est to word ending in y, adding ing to word ending in y, adding ing, ed, est to words ending in y, adding ing, ed, est after a single consonant, a before l or ll, common exception words</p>	<p>Phase 5 rules for plurals and suffixes</p> <p><b>Writing Genres:</b> Diary - Samuel pepys and Vlad Description - The Twits Narrative - The Twits and the Easter Story Non Chron - Roald Dahl</p> <p><b>GPV Focus:</b> commas to separate items in a list past and present tense</p> <p><b>Spelling Focus:</b> u spelt with o, ee spelt with ey, o spelt with a after w and qu, stressed er spelt or after w, zh spelt s, common exception words</p>	<p><b>Writing Genres:</b> Descriptions - hospitals Recount - Abbeydale Hamlet and Florence's day Letter - Florence Non chron - Florence</p> <p><b>GPV Focus:</b> apostrophes to mark contractions and possession progressive verbs in past and present tense expanded noun phrases</p> <p><b>Spelling Focus:</b> suffixes - ment, ness and full, less and ly words ending in tion contractions possessive apostrophes common exception words</p>	<p>Phase 6 suffixes, homophones</p> <p><b>Writing Genres:</b> Narrative - Lila and the Rain, the giraffe, the pelly and me Letter - Ugly Five Non chron - cheetahs, health and hygiene and Ecclesfield</p> <p><b>GPV Focus:</b> apostrophes to mark contractions and possession</p> <p><b>Spelling Focus:</b> homophones and near homophones months and time question words spag terms</p>
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**Reading: Word reading and comprehension**  
**Grammar Punctuation Vocabulary Spelling and Phonics (as appropriate)**


<p><b>Science</b></p> <p style="text-align: center;"><b>Materials</b></p> <p>As a class, we will be investigating the properties of materials and determining how suitable these materials are for a particular use? We will explore how the shape of materials are changed when they are squashed, bent, twisted and stretched.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Identifying</li> <li>Classifying</li> <li>Testing</li> <li>Predicting</li> </ul> <p>Enquiry Types</p> <ul style="list-style-type: none"> <li>Classifying</li> <li>Researching</li> <li>Observing over time</li> <li>Testing</li> <li>Pattern spotting</li> </ul>		<p style="text-align: center;"><b>Animals including humans</b></p> <p>These are two questions we will be looking into: How do animals grow? What does an animal need to survive? We will be looking at patterns over time and discussing changes between offspring and adult animals as well as determining what living organisms need in order to stay alive and healthy such as water, food and air.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking Questions</li> <li>Predicting</li> <li>Data Collection</li> <li>Using scientific evidence to support findings</li> <li>Evaluation</li> </ul> <p>Enquiry Types</p> <ul style="list-style-type: none"> <li>Classifying</li> </ul>	<p style="text-align: center;"><b>Living things in their habitat</b></p> <p>We will learn to identify living organisms, things that have once been alive and things that have never been alive. We will identify a range of habitats as where living organisms live and determine how they are suited to living in these environments. We will also learn about how each habitat provides for the basic needs of living organisms so that they can survive. Within these habitats, we will identify and name a variety of plants and animals, as well as including examples of microhabitats. We will also be using the ideas of simple food chains to understand how different animals source their food and how this contributes</p>	<p style="text-align: center;"><b>Plants</b></p> <p>We will research how a seed develops into a plant. We will investigate what a seed needs to grow and carry out fair tests to determine this.</p> <p><b>Concepts:</b> Working Scientifically Asking Questions Predicting Data Collection Using scientific evidence to support findings Evaluation</p> <p>Enquiry Types</p> <ul style="list-style-type: none"> <li>Classifying</li> <li>Researching</li> <li>Observing over time</li> <li>Testing</li> <li>Pattern spotting</li> </ul>	<p style="text-align: center;"><b>Humans, health &amp; hygiene</b></p> <p>We will investigate how humans grow and learn about the importance of a healthy diet. We will also explore different methods of exercise and the impact that exercise has on our bodies. We will learn about different hygiene techniques including handwashing and teeth brushing.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>Asking questions</li> <li>Predicting</li> <li>Data collection</li> </ul> <p>Enquiry Types</p> <ul style="list-style-type: none"> <li>Classifying</li> <li>Researching</li> <li>Observing over time</li> <li>Testing</li> <li>Pattern spotting</li> </ul>
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		<ul style="list-style-type: none"> <li>• Researching</li> <li>• Observing over time</li> <li>• Testing</li> <li>• Pattern spotting</li> </ul>	<p>to the habitat in which a living thing can survive in.</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Testing</li> <li>• Identifying and Classifying</li> <li>• Evaluation</li> </ul> <p>Enquiry Types</p> <ul style="list-style-type: none"> <li>• Classifying</li> <li>• Researching</li> <li>• Observing over time</li> <li>• Testing</li> <li>• Pattern spotting</li> </ul>		
<p><b>Working Scientifically</b></p> <p>During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p>					
History	<p><b>Explorers (Famous People)</b></p> <p>First we will explore the meaning of the word significance and debate who and what we find significant. We will learn about when Christopher Columbus lived and what he was trying to achieve. We will investigate his journeys and what he discovered. The impact of Columbus's voyages and what he brought back to Europe will also be investigated. As a year group we will also investigate Amelia Earhart and why she was significant. Finally we will look back at the two very different explorers and assess the impact both had on the modern day. Using sources as evidence we will decide which had the greatest impact on our lives today. (Famous people) (NC: Lives of significant individuals in the past)</p> <p><b>Concepts:</b> Chronology, Significance, Sequence, Duration, Cause and consequence</p> <p><b>Strands:</b> Social, Economic, Famous People</p>	<p><b>Great Fire of London (Innovation, Key Events)</b></p> <p>When we learn about the Great Fire of London, we will start by discussing important events that have happened in our lifetime and plotting these onto a timeline. We will introduce that there are events that happened before we were born that are significant to us now. We will look at London in detail and compare what is the same and different in 1666 and now. We will enquire about what caused the Great Fire, reactions that people had to the fire (in particular Samuel Pepys). Finally, we will look at the impact of the fire and what people did to rebuild London. (social, environmental political history) (NC: Events beyond living memory that are significant nationally)</p> <p><b>Concepts:</b> Significance, cause and consequence, chronology sequencing</p> <p><b>Strands:</b> Famous People, Environmental</p>	<p><b>Changes in medicine (Innovation, Famous People)</b></p> <p>First, we will plot events on a timeline that children know are significant to continue with our understanding of chronology. We will be learning about how Florence Nightingale and Mary Seacole helped many people across the world and, along with others, brought about changes to hospitals. (Cultural, social history, famous people) We will compare the two pioneers of medicine and the difficulties they faced in overcoming barriers. We will decide whether we agree if nursing is better now compared to the 1800s (NC: Lives of significant individuals in the past, Events beyond living memory, significant events, people or places in their own locality)</p> <p><b>Concepts:</b> Chronology, Significance, Sequence, Cause and consequence, Change and continuity</p> <p><b>Strands:</b> Famous People, Social</p>		
Geography	<p><b>Around the world (Weather/Seasons/Location)</b></p> <p>Locate all 7 <b>continents</b> (Europe, Antarctica, North America, South America, Africa, Asia, Australasia) on a world map, significant countries within and explore their <b>physical features</b> (including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and <b>human features</b> (including: city, town, village, factory, farm, house, office, port, harbour and shop.)</p> <p>Name and locate 5 <b>oceans</b> (Atlantic, Indian, Pacific, Arctic, Southern) on maps.</p> <p>Hot and cold areas of the world in relation to the Equator/North/South poles</p>	<p><b>London (Location/Culture)</b></p> <p>Exploring UK and it's capital cities (Follow on from Y1)</p> <p>Locate London on the map, identify landmarks.</p> <p>Draw a map of London from a visual</p> <p>Find famous landmarks on a map</p> <p>Look at aerial photos of London</p> <p>Comparisons between London then and now</p> <p>Multi-cultural society</p> <p><b>DEPTH STUDY mapwork</b></p>	<p><b>Africa (Lifestyle/Culture/Settlement)</b></p> <p>Comparison of life in Kitui, Kenya, compared to Sheffield, UK.</p> <p>Compare - School, home, farming, healthcare and weather</p> <p><b>DEPTH STUDY children's lives</b></p> <p>(NC: Locational Knowledge: name and locate the world's 7 continents and 5 oceans</p>	<p><b>Our Local Area</b></p> <p>We will explore the definitions of town/city/village and answer questions such as Where is our village? What is it like? What do people do for work? Finally, we will use fieldwork observations to investigate Ecclesfield and create our own maps using a key.</p>	

	<p>(NC: <u>Locational Knowledge</u>: name and locate the world's 7 continents and 5 oceans <u>Geog. Skills</u>: use world maps and atlases <u>Human and physical geography</u>: vocabulary of features)</p> <p><b>Concepts:</b> Place, Scale, Physical processes, Human processes, Environments <b>Strands:</b> Location, Place, Geographical, Physical</p>		<p>(NC: <u>Locational Knowledge</u>: name, locate and identify characteristics of a country and its capital city, <u>Geog Skills</u>: use world maps and atlases, use aerial photographs and plan perspectives to recognise landmarks and features. <u>Human and physical geography</u>: vocabulary of human and physical features)</p> <p><b>Concepts:</b> Place, Scale Interconnections, Environments <b>Strands:</b> Location, Place, Geographical, Human</p>		<p><u>Place Knowledge</u>: understand geographical similarities and differences through studying the human and physical geography of a small area of UK and a small area of contrasting non-European country <u>Human and Physical Geog</u>: identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles)</p> <p><b>Concepts:</b> Place, Human processes, Environments <b>Strands:</b> Location, Place, Geographical, Human, Physical</p> <p>(NC: <u>Geog Skills</u>: use maps, atlases, globes to describe basic human and physical features Use basic geographical vocab - key human features, Use simple fieldwork and observational skills Use simple compass directions (N, S, E and W) and locational and directional language to describe the location of features and routes on a map)</p> <p><b>Concept:</b> Place, Environment, Scale <b>Strands:</b> Geographical, Human, Physical</p> <p><i>Historical Association scheme links: Our Street</i></p>	
Music	<p style="text-align: center;"><u>Autumn -</u> <u>I wanna' play in a band</u></p> <p>We will be learning about Rock music and learning about the characteristics of Rock music and what this sounds like. We will then learn our own Rock song and play an accompaniment to the song using glockenspiels.</p> <p><b>Performance Purpose:</b> Uploading onto ClassDojo for parents to watch</p> <p style="text-align: center;"><b>Skills covered:</b> Enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part.</p> <p>Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes.</p> <p>They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p><b>Concepts:</b> Timbre Pitch Notation Tempo Rhythm Performance</p>		<p><u>Singing lessons with singing teacher (Spring Term)</u> 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 find a comfortable singing position. Learn to start and stop singing when following a leader</p> <p><b>Performance Purpose:</b> working towards Easter performance</p>		<p style="text-align: center;"><b>Recorders</b></p> <p>Y2 will spend the year learning how to play the recorder. They will learn to play a variety of tunes as well as beginning to develop an understanding of musical notation. Alongside this, children will learn about rhythm, notation, tempo and pitch.</p> <p><b>Performance Purpose:</b> Perform a piece of music to the other Y2 class</p> <p style="text-align: center;"><b>Skills covered:</b> To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect when learning to play a tuned instrumental part that matches their musical challenge, a one-note, simple or medium part. Play the part in time with the steady pulse. Help create three simple melodies with the Units using one, three or five different notes. Be able to find a comfortable singing position. Learn about voices singing notes of different pitches (high and low). They can add their ideas to the performance. Record the performance and say how they were feeling about it.</p> <p style="text-align: center;"><b>Concepts:</b> Timbre Pitch Notation Tempo Rhythm Performance</p>	
PE	<p>Fundamental movement - coordination and balance (FUNS unit 1)</p> <p>Pupils will be taught to balance on the balls of their feet, leading to jumping from one to two feet. They will balance by</p>	<p>Fundamental movement - coordination and agility (FUNS unit 5)</p> <p>Pupils will work on movements leading up to and after sending and receiving a ball. They will think about how all of their</p>	<p>Fundamental movements - agility and balance (FUNS unit 6)</p> <p>Pupils will learn to track movements of a ball and apply different amounts of pressure. Whilst running they will</p>	<p>Team Building (GS4PE)</p> <p>Pupils develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on</p>	<p>Athletics (GS4PE)</p> <p>Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in</p>	<p>Invasion (GS4PE)</p> <p>Pupils develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what</p>

<p>controlling their head, stomach muscles and back. Once in a position they will use their arms to help them balance. Children will be taught to preserve and keep trying if they don't succeed.</p> <p><b>Key Skills:</b> jumping, balancing, controlling muscles, holding a position</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Agility</li> <li>• Coordination</li> </ul>	<p>body can be used when sending and receiving. Whilst moving they will think about using their feet and hands to get in the best position. This unit will develop children's movement skills whilst encouraging them to have control.</p> <p><b>Key Skills:</b> adopting feet and head positions, controlling movements, adjusting balance</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Agility</li> <li>• Coordination</li> <li>• Technique</li> </ul>	<p>accelerate and use parts of their body to do this. They will create balance in their body by controlling their movements. They will learn how to use equipment correctly, talk about how their body feels from exercise and discuss why good health is important.</p> <p><b>Key Skills:</b> Control of body, running at different speeds, body coordination, health and fitness</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Agility</li> <li>• Coordination</li> <li>• Fitness</li> <li>• Technique</li> </ul>	<p>teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.</p> <p><b>Key Skills:</b> Balancing, travelling, jumping</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Collaboration</li> <li>• Fairness</li> </ul>	<p>performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> <p><b>Key Skills:</b> Running at varying speeds, combining running and jumping, throwing for distance</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Coordination</li> <li>• Fitness</li> <li>• Technique</li> </ul>	<p>being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents.</p> <p><b>Key Skills:</b> Throwing, catching, kicking, dribbling with hands and feet, dodging</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Coordination</li> <li>• Competition</li> </ul>
<p><b>Striking and Fielding (GS4PE)</b></p> <p>Pupils develop their basic understanding of striking and fielding games such as Rounders and Cricket. They learn skills including throwing and catching, stopping a rolling ball, retrieving a ball and striking a ball. They are given opportunities to play one against one, one against two, and one against three. They learn how to score points and how to use simple tactics. They learn the rules of the games and use these to play fairly. They show respect towards others when playing competitively and develop communication skills.</p> <p><b>Key Skills:</b> Throwing, catching, retrieving a ball, tracking a ball, striking a ball</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Agility</li> <li>• Coordination</li> <li>• Collaboration</li> <li>• Fairness</li> <li>• Technique</li> </ul>	<p><b>Dance (GS4PE)</b></p> <p>Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p> <p><b>Key Skills:</b> Travel, action, shape, perform, copy, using dynamics, using expression, using speed, using pathways</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Coordination</li> <li>• Collaboration</li> <li>• Sequence</li> </ul>	<p><b>Gymnastics (GS4PE)</b></p> <p>Pupils learn through exploring and developing basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p> <p><b>Key Skills:</b> Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Agility</li> <li>• Coordination</li> <li>• Sequence</li> <li>• Technique</li> </ul>	<p><b>Fitness (GS4PE)</b></p> <p>Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, coordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p> <p><b>Key Skills:</b> Agility, balance, coordination, speed, stamina, skipping</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Balance</li> <li>• Agility</li> <li>• Coordination</li> <li>• Fitness</li> <li>• Sequence</li> <li>• Evaluation and improvement</li> </ul>	<p><b>Sports Day Practice</b></p> <p>Children will practise races such as sprints, skipping, egg and spoon, and the sack race. Pupils will be ranked into seats so they are racing against children of similar ability. The children will also practise team work by taking part in team challenges.</p> <p><b>Key Skills:</b> Running, throwing, catching, teamwork</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Movement</li> <li>• Agility</li> <li>• Coordination</li> <li>• Competition</li> <li>• Collaboration</li> <li>• Fairness</li> <li>• Technique</li> </ul>	

<p><b>ART &amp; Design</b></p>	<p><b>Research:</b> Roy Lichtenstein - pop art</p> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Sketching with a focus on shape for different facial features</li> <li>Experiment with line, shape, pattern, colour</li> <li>Experiment using felt tips, ballpoint pen, crayons, chalk, pastels</li> </ul> <p><b>Applying skills:</b> Children to create a self portrait in a pop art style</p> <p><b>Evaluation:</b> How did colour alter the aspect of the picture? Was adding colour successful in achieving the desired outcome?</p>	<p><b>Painting</b></p> <p><b>Research:</b> Images of the GFOL</p> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Mixing a range of colours and shades</li> <li>Mixed media - adding texture to the flames e.g. cotton, paper etc.</li> </ul> <p><b>Applying skills:</b> Design and create their own painting of a fire using paint and mixed media</p> <p><b>Evaluation:</b> Compare to original photographs.</p> <p><b>Concepts: colour, tone, texture</b></p>	<p><b>3D Form (clay)</b></p> <p><b>Research: Christopher Wren/Zara Hahid</b></p> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Rolling, cutting, making a range of shapes</li> <li>Experiment joining materials together painted, etc.</li> <li>Replicate patterns and textures in a 3-D form.</li> </ul> <p><b>Applying skills:</b> Design and make a building based on one that existed during the time of the GFOL.</p> <p><b>Evaluation:</b> What went well? Did the materials hold together? What could we do/use to add more detail?</p> <p><b>Concepts: Form, texture, shape</b></p>	<p><b>Collage</b></p> <p><b>Research:</b> Vincent Van Gough - starry night image</p> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Collect materials that could be used for the background of the starry night image</li> <li>Experiment with ways they could be arranged</li> </ul> <p><b>Applying skills:</b> Recreate the background of the image with the view of adding the patterns and shapes in the sky during next unit of work.</p> <p><b>Evaluation:</b> Have we arranged the background in a way that allows the patterns to be added? How are we going to add more detail in the next unit.</p> <p><b>Concepts: texture, shape</b></p>	<p><b>Printing</b></p> <p><b>Research:</b> Vincent Van Gough - starry night image compared to other painting. looking at the different shapes and patterns</p> <p><b>Developing skills:</b></p> <ul style="list-style-type: none"> <li>Practise different shapes and patterns using foam boards</li> </ul> <p><b>Applying skills:</b> Use foam boards to print patterns and shapes onto the start of the starry night image produced in the previous unit.</p> <p><b>Evaluation:</b> How has the use of collage and printing impacted the result of the recreation of the image? Has it worked well? What alternative materials could we have used?</p> <p><b>Concepts: texture, colour, shape, form</b></p>
<p><b>Design and technology</b></p>	<p><b>To design and make a moving picture for a Y2 child to retell the story of Christopher Columbus.</b></p> <p>NC: Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b>Investigate, disassembly, evaluate:</b></p> <p>Look at moving picture books with sliders and levers. Research/investigate how they move and the movements they make. Sliders - different types and how they move. Levers and pivots and how they create a mechanism.</p> <p><b>Focus Practical tasks</b></p> <p>Practise making different sliders. Practise making levers and pivots. Use materials to practise gluing to strengthen products Cut materials safely using tools provided. Demonstrate a range of cutting and shaping techniques such as tearing, cutting, folding and curling. Use simple mechanisms.</p>	<p><b>To design and make a tudor house that withstands wind and rain.</b></p> <p>NC: Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><b>Investigate, disassembly, evaluate:</b></p> <p>Explore the features of a stable structure. Explore and compare existing building structures. Investigate materials, features and think about their purpose. Explore objects and designs to identify likes and dislikes. Explore how products have been created.</p> <p><b>Focus Practical tasks:</b></p> <p>Explore the properties of different materials and think about which ones are suitable for each section of their stable structure. Think about strength, stability, malleability and other features. Investigate the properties and characteristics of materials</p>	<p><b>To design and make a healthy, nutritious meal for wounded soldiers.</b></p> <p>NC: Use the basic principles of a healthy and varied diet to prepare dishes.</p> <p><b>Investigate, disassembly, evaluate:</b></p> <p>Research/investigate what nutritious food are and how they help to provide a healthy and varied diet. Look at a selection of foods, fruits and vegetables. Find out where they originate from and how they are used within cooking.</p> <p><b>Focus Practical tasks:</b></p> <p>Children to look closely at a variety of different fruits and vegetables. Use their senses to describe the different features of the fruits and vegetables as well as their sense of taste. Discuss safety and hygiene in relation to food. Practice using different tools for cutting and chopping safely, and using the appropriate language associated with</p>		

## Design

Design their own moving boat picture that has one of the previously learnt mechanisms.

Generate ideas by drawing on their own and other people's experiences  
Develop their design ideas through discussion, observation, drawing and modelling  
Identify a purpose for what they intend to design and make  
Identify simple design criteria  
Make simple drawings and label parts

## Make -

Children to follow their designs to create their moving picture. They should think about the appropriate materials to use and how to work safely and carefully.

Begin to select tools and materials; use vocab' to name and describe them  
Measure, cut and score with some accuracy  
Use hand tools safely and appropriately  
Assemble, join and combine materials in order to make a product  
Cut, shape and join fabric to make a simple garment.  
Use basic sewing techniques  
Choose and use appropriate finishing technique

## Evaluate

Can children evaluate their own moving pictures and say what they think and feel about them? • Can children identify what they have done well and suggest how they could make improvements? • Can children give their opinion about the work of other children and give positive feedback?

Evaluate against their design criteria  
Evaluate their products as they are developed, identifying strengths and possible changes they might make  
Talk about their ideas, saying what they like and dislike about them

## Concepts:

- Design
- Evaluate

Explore how materials can be made stronger and stiffer

## Design:

Children to design their own Tudor building, thinking about which materials to use based on the investigations carried out.

Generate ideas by drawing on their own and other people's experiences  
Develop their design ideas through discussion, observation, drawing and modelling  
Identify a purpose for what they intend to design and make  
Identify simple design criteria  
Make simple drawings and label parts

## Make

Children will follow their own design plans and use the resources provided to build their own stable structures. They will develop their fine motor skills, concentration and perseverance as they draw, cut and stick with precision.

Begin to select tools and materials; use vocab' to name and describe them  
Measure, cut and score with some accuracy  
Use hand tools safely and appropriately  
Assemble, join and combine materials in order to make a product  
Cut, shape and join fabric to make a simple garment.  
Use basic sewing techniques  
Choose and use appropriate finishing techniques

## Evaluate

Children will look at different criteria and assess whether their structures are successful. They will think about features including the stability and firmness of their structure as well as features specific to their own design criteria.

Evaluate against their design criteria  
Evaluate their products as they are developed, identifying strengths and possible changes they might make  
Talk about their ideas, saying what they like and dislike about them

## Concepts:

Design  
Evaluate

food preparation.  
Group foods into the five groups in The Eatwell Plate.  
Cut, grate or peel ingredients safely.  
Measure or weigh using cups or electronic scales.

## Design:

To design a recipe to include fruit and/or vegetables. They will be challenged to design some new recipes only using fruits and vegetables, making sure they are colourful, tasty and healthy. Children to identify what ingredients and tools they will need to make their salad or smoothie?

Generate ideas by drawing on their own and other people's experiences  
Develop their design ideas through discussion, observation, drawing and modelling  
Identify a purpose for what they intend to design and make  
Identify simple design criteria

## Make

Children will make their recipe designs making sure they are being safe and hygienic.

Prepare simple dishes-safely and hygienically-without using a heat source.  
Measure, cut with some accuracy  
Use hand tools safely and appropriately  
Follow safe procedures for food safety and hygiene

## Evaluate

Children to evaluate their finished products and say what they think and feel about them?

Evaluate against their design criteria  
Evaluate their products as they are developed, identifying strengths and possible changes they might make  
Talk about their ideas, saying what they like and dislike about them

## Concepts:

- Nutrition
- Design
- Evaluate
- Data

RE	<p><b>Theme: Believing</b> <b>Key Question</b> How and why do people pray?</p> <p><b>Religion: Christianity, Islam</b></p> <ul style="list-style-type: none"> <li>Discuss the different ways that people pray and find out how and why people pray in different religions.</li> <li>Pupils <b>choose</b> between different examples of simple prayers: which do they think are wise? They <b>talk about</b> what makes the prayers wise, and find out about how and why people pray in different religions.</li> <li>Pupils look at how different people have expressed their ideas about God, and <b>think and talk</b> about their own ideas about God,</li> </ul> <p><b>Discovery RE Enquiry</b></p> <p><b>Does praying at regular intervals everyday help a muslim in their everyday life</b></p>	<p><b>Theme: Believing</b> <b>Key Question</b> Why did God give Jesus to the world?</p> <p><b>Festival Christmas</b> <b>Religion: Christianity</b></p> <p><b>Why is Christmas special to Christians?</b> <b>What events happened at Christmas?</b> <b>Why did God give Jesus to the world?</b></p> <p><b>Discovery RE</b></p>	<p><b>Theme: Leaders</b> <b>Key Question</b> What makes some people inspiring to others?</p> <p><b>Religion: Christianity and Islam</b></p> <ul style="list-style-type: none"> <li>Retelling moral stories from Christianity, Islam and a non-religious story which discuss how leaders will make a difference to our lives.</li> <li>They <b>think about</b> whether the different stories are saying the same things about how we should behave.</li> <li>They <b>consider questions</b> about being good, kind, forgiving and generous</li> <li>Pupils encounter many examples of simple 'wise sayings'. They <b>choose</b> their favourite 'wise sayings' from different key leaders and <b>talk about</b> what makes these sayings wise, and what difference it would make if people followed them. Pupils <b>ask and find out</b> how people practice their religion, including how they follow their leaders by remembering, telling stories, celebrating, praying or making music.</li> </ul>	<p><b>Theme: Stories of Jesus</b> <b>Key Question:</b> What can we learn from stories of Jesus about praying and helping people?</p> <p><b>Festival Easter</b> <b>Religion: Christianity</b></p> <ul style="list-style-type: none"> <li>Retelling the Easter story.</li> <li>Retelling and comparing 'Jesus and the Ten Lepers' and 'The Lost Coin' and to identify and talk about the values.</li> <li>They <b>compare the stories</b> and think about what Christians today learn from the stories.</li> <li>They <b>identify and talk about</b> the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come</li> </ul> <p>EASTER Focus</p> <p><b>Discovery RE Enquiry</b> <b>Is it true that Jesus came back to life again?</b></p>	<p><b>Theme: What does it mean to Belong</b> <b>Key Question:</b> What is a religion. Who is a muslim?</p> <p><b>Religion: Islam</b></p> <ul style="list-style-type: none"> <li>Who is a Muslim? What is a religion?</li> <li>Discuss reasons why Muslims go to a mosque to pray and whether it gives them a sense of belonging.</li> <li>They learn about what happens at a mosque, especially about Muslim daily prayers</li> <li>and why some people pray every day, but others not at all</li> <li>pupils <b>make lists</b> of the different groups to which they belong and <b>consider</b> the ways these contribute to human happiness</li> </ul> <p><b>Discovery RE Enquiry</b></p> <p><b>Does going to a Mosque give Muslims a sense of belonging?</b></p>	
Computing	<p><b>0.2 - Key Skills : Using a Computer</b></p> <p><b>Entering:</b> Pupils recognise a range of digital devices, and the basic parts of a computer, e.g. mouse, keyboard, screen. They understand that you can access the same content on different devices and that information can be stored on a computer. They can add text to a document using the keyboard (where appropriate). Pupils understand that information and media can be stored on a digital device, e.g. they ask to view a photo that has been taken on a tablet.</p> <p><b>Developing:</b> Pupils can name a range of digital devices in the home and at school.</p>	<p><b>3.2 What is a branching database?</b></p> <p><b>Entering:</b> Pupils can identify an object by asking yes/no questions. They can recognise a branching database, and understand why we use them. They can distinguish between text, image, video and audio content. They understand what personal information is</p>	<p><b>2.2 How do I create a multimedia story?</b></p> <p><b>Entering:</b> Pupils select media (e.g. images, video, sound) to present information on a topic and understand that you can edit and change digital content. They recognise inappropriate content and know to tell an appropriate adult.*</p>	<p><b>4.2 How do I improve my algorithms?</b></p> <p><b>Entering:</b> Pupils understand that we control computers by giving them instructions. They can identify and list steps of a known task in order, and understand that this is called an algorithm. They can create a short sequence of instructions to control a device.</p> <p><b>Developing:</b></p>	<p><b>5.2 How do I improve my program?</b></p> <p><b>Entering:</b> Pupils understand that we control computers by giving them instructions - an algorithm. They can identify and list steps of a known task in order, and create a short sequence of instructions to control a device. They can recognise if a program is successful.</p>	

They can explain what the basic parts of a computer are used for, e.g. mouse, screen, and keyboard.

Pupils understand that you can find information on a familiar website, and use a simple password when logging on.\*

They understand that you can share digital content.

**Secure:**

Pupils recognise and use a range of input and output devices, e.g. mouse, keyboard, microphone / printer, speakers, monitor.

They recognise that a range of devices contain computers, e.g. washing machine, car, laptop.

They know where to save and open work and understand that work saved on a computer at school can be opened on a different computer or device.

Pupils understand that you can use a search engine to find information using keyword searches.

They remember a username and password for logging on, and understand that all devices, programs, websites, apps and games are designed and manufactured by real people to fulfil specific tasks.\*

Concepts:

Machine

Program

Data

**Online Safety Links**

L1: [Screen Time](#)

**1.2 How do I use a computer as a writer?**

**Entering:**

Pupils understand that you can edit and change digital content, e.g. the appearance of text.

They select basic options to change the appearance of digital content, e.g. making text bold.

They select media (e.g. images) to present information on a topic.

Pupils recognise what is personal information and can describe what makes a good friend.\*

They recognise inappropriate content and know to tell an appropriate adult.\*

**Developing:**

Pupils can apply simple edits to digital content to achieve a particular effect, e.g. change the font of text for a reason.

They combine media with support to present information, e.g. they choose images to accompany text from a selection.

They save and reuse digital content found online, and understand that digital images belong to the person that created them.\*

Pupils recognise what is personal information and understand the need to keep it private.\*

They know who to tell if concerned about content or contact online.\*

**Secure:**

Pupils plan out digital content, and present ideas and information by combining media independently.

They edit digital content to improve it.

They understand what makes a good online friend and the need to be kind and thoughtful online as in the real world.\*

and the need to keep it private.\*

**Developing:**

Pupils can create a branching database using pre-prepared images and questions.

They can identify an object using a branching database.

They can recognise an error in a branching database.

Pupils understand that you can find out information in different formats, e.g. text, video, audio.

**Secure:**

Pupils independently plan out and create a simple branching database to identify a set of objects.

They understand that the questions you ask when collecting data are important.

They can evaluate a given branching database and suggest improvements. Pupils explain how different formats e.g. text, images, audio, communicate information and their benefits.

They understand that our personal information belongs to us and why we shouldn't share it with everybody.\*

They know who to tell if concerned about content or contact online.\*

They know who to tell if concerned about content or contact online.\*

**Concepts:**

- Data
- Program

**Online Safety Links:**

S3: [Communicating Online](#)

They understand that you can share digital content online.\*

**Developing:**

Pupils combine media with support to present information, e.g. images and sound, and select basic options to change the appearance of digital content.

They understand that digital images belong to the person that first created them.\*

Pupils understand what personal information is and the need to keep it private.\*

They know who to tell if concerned about content or contact online.\*

**Secure:**

Pupils plan out digital content and present ideas and information by combining media independently

They apply edits to digital content to achieve a particular effect.

They talk about what makes digital content good or bad and edit it to improve it.

They understand that the digital content we make belongs to us and others need to ask permission to use it.\*

**Concepts:**

- Logic
- Program
- Machine

**Online Safety Links:**

L2: [Choosing what to do online](#)

or program, and identify and correct errors (debugging).

Pupils can create a simple algorithm, and understand that the order of instructions is important. They can debug an error in a simple algorithm or program, and predict the outcome of an algorithm or program.

Pupils understand that computers have no intelligence and we have to program them to do things.

Pupils can create a simple program e.g. to control a floor robot.

**Secure:**

Pupils understand that instructions need to be clear and unambiguous in an algorithm.

They can evaluate the success of an algorithm

**Concepts:**

- Program
- Algorithm

**Developing:**

Pupils understand what an algorithm is and they understand that the order of instructions is important.

They understand that computers have no intelligence and we have to program them to do things. Pupils can create a simple program e.g. to control a floor robot.

They can debug an error in and predict the outcome of a simple program.

**Secure:**

Pupils evaluate the success of an algorithm or program. They identify and correct errors in a given algorithm or program. They understand that we can decompose a problem into smaller steps to make it simpler

**Concept:**

- Program
- Algorithm
- Data

	<p>Pupils can identify rules to add to an acceptable use policy for the class.* Pupils understand that the digital content we make belongs to us and others need to ask permission to use it.*</p> <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• Machine</li> <li>• Program</li> <li>• Data</li> </ul> <p><b>Online Safety Links:</b> S2: Being Kind Online P3: Searching Safely</p>					
PSHE (inc Drugs, e-safety, SRE, Financial capability)	Health and well-being	Health and well-being	Relationships	Relationships	Health and well-being	Living in the wider world
	<p>How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up</p> <p>PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27</p>	<p>What helps us to stay safe?</p> <p>Keeping safe; recognising risk; rules</p> <p>PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9</p> <p><b>Financial Capability:</b> Sources of Money</p> <p><b>Drugs education:</b> : Harmful substances Substances and their affects</p>	<p>What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments</p> <p>PoS refs: R6, R7, R8, R9, R25</p>	<p>What is bullying?</p> <p>Behaviour; bullying; words and actions; respect for others</p> <p>PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R2</p>	<p>What can help us grow and stay healthy?</p> <p>Being healthy: eating, drinking, playing and sleeping</p> <p>PoS refs: H1, H2, H3, H4, H8, H9</p>	<p>What jobs do people do?</p> <p>People and jobs; money; role of the internet</p> <p>PoS refs: L15, L16, L17, L7, L</p> <p><b>Financial Capabilities:</b> Money: what is it and its value, coins, notes and keeping it safe Spending Money, Money in different countries. Consequences of having money stolen and having more or less money.</p>
Online Safety	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work	Online Safety lessons from Scheme of Work
	L1: Screen Time S2: Being Kind Online P3: Searching Safely		S3: Communicating Online	L2: Choosing what to do online	C3: Accepting Messages	N2: Scary News

	<p><i>Online Safety links to PSHE</i></p> <p>How does our online self contribute to a healthy lifestyle?</p> <p>What choices do we make online?</p>	<p><i>Online Safety links to PSHE</i></p> <p>What is your online identity?</p> <p>How to keep safe online</p> <p>Keeping our personal identity safe online</p>	<p><i>Online Safety links to PSHE</i></p> <p>How you can recognise people's feelings online</p> <p>How feelings can be hurt online</p> <p>Should you keep secrets online?</p> <p>Comparing physical and online boundaries</p> <p>Is it easier to resolve online conflicts</p> <p>How does online bullying differ?</p>	<p><i>Online Safety links to PSHE</i></p> <p>How to respect opinions online</p> <p>How the online world highlights similarities and differences</p>	<p><i>Online Safety links to PSHE</i></p> <p>Keeping in contact with family online</p> <p>Who is responsible for our online safety?</p>	<p><i>Online Safety links to PSHE</i></p> <p>Spending and saving money online and keeping it safe</p> <p>How money is linked to the online world</p>
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