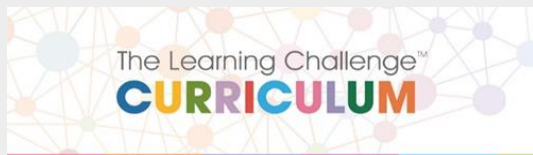



Year 1 and 2 Whittington Primary School Year Group Overview



Subject	Term	Cycle A	Cycle B
 History	Autumn 1	Area: Comparison of 2 famous people- Queen Elizabeth I and Elizabeth II leading into King James for Gunpowder plot	Area: Life of famous person- Neil Armstrong
		<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? •Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? •Can they explain what is meant by a parliament? •Can they explain why someone in the past acted in the way they did? •Can they explain why their locality (as wide as it needs to be) is associated with a special historical event? •Can they explain what is meant by a democracy and why it is a good thing? •Can they tell us about an important historical event that happened in the past? •Do they know who will succeed the queen and how the succession works? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research about a famous event that happens in Britain and why it has been happening for some time? •Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them? 	<p>Knowledge and Interpretation:</p> <ul style="list-style-type: none"> •Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later? •Can they recount some interesting facts from an historical event, such as where the 'Fire of London' started? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they research the life of a famous Briton from the past using different resources to help them? •Can they answer questions by using a specific source, such as an information book? •Can they find out more about a famous person from the past and carry out some research on him or her? <p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they sequence a set of events in chronological order and give reasons for their order? •Can they sequence events about the life of a famous person?

		<ul style="list-style-type: none"> •Can they explain why eye-witness accounts may vary? •Can they research about a famous event that happens somewhere else in the world and why it has been happening for some time? 	
	Autumn 2	Area: N/A	Area: N/A
	Spring 1	Area: N/A	Area: Local History – Victorian Children
		<p>Knowledge and interpretation</p> <ul style="list-style-type: none"> •Can they explain how their local area was different in the past? •Can they explain why Britain has a special history by naming some famous events and some famous people? •Can they begin to identify the main differences between old and new objects? •Can they identify objects from the past, such as vinyl records? Do they appreciate that some famous people have helped our lives be better today? Do they recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago? •Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions? •Can they tell us about an important historical event that happened in the past? •Can they explain differences between past and present in their life and that of other children from a different time in history? •Can they give examples of things that are different in their life from that of a long time ago in a specific period of history such as the Victorian times? <p>Chronological understanding</p> <ul style="list-style-type: none"> •Can they use words and phrases like: old, new and a long time ago? •Can they recognise that a story that is read to them may have happened a long time ago? •Do they know that some objects belonged to the past? •Can they retell a familiar story set in the past? •Can they use words and phrases like: before I was born, when I was younger? 	

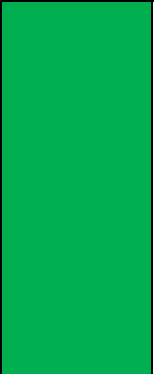
		<ul style="list-style-type: none"> •Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning? •Can they use the words 'past' and 'present' accurately? •Can they use a range of appropriate words and phrases to describe the past? •Can they say why they think a story was set in the past? •Can they use the words before and after correctly? <p>Historical enquiry</p> <ul style="list-style-type: none"> •Can they give a plausible explanation about what an object was used for in the past? •Can they ask and answer questions about old and new objects? •Can they spot old and new things in a picture? •Can they answer questions using an artefact/ photograph provided? •Can they answer questions using a range of artefacts/ photographs provided?
Spring 2	Area: N/A	Area: N/A
Summer 1	Area: N/A	Area: N/A
Summer 2	Area: Changes in Living memory- 1940-60s	Area: N/A
	<p>Chronological Understanding:</p> <ul style="list-style-type: none"> •Can they put up to three objects in chronological order (recent history)? •Can they tell me about things that happened when they were little? •Can they explain how they have changed since they were born? •Can they put up to five objects/events in chronological order (recent history)? •Can they use words and phrases like: very old, when mummy and daddy were little? •Can they sequence a set of objects in chronological order and give reasons for their order? •Can they sequence events about their own life? 	

	<ul style="list-style-type: none">•Can they try to work out how long ago an event happened? Knowledge and interpretation:•Can they give examples of things that are different in their life from that of their grandparents when they were young? <p>Historical Enquiry:</p> <ul style="list-style-type: none">•Can they find out something about the past by talking to an older person?•Can they say at least two ways they can find out about the past, for example using books and the internet?	
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Subject	Term	Cycle A	Cycle B
Geography	Autumn 1	Area: N/A	Area: N/A
	Autumn 2	Area: Local study	Area: N/A
		<p>Physical Geography:</p> <ul style="list-style-type: none"> •Can they tell someone their address? •Can they describe a locality using words and pictures? •Can they name key features associated with a town or village, e.g. 'church', 'farm', Challenge: •Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> •Can they say what they like about their locality? •Can they sort things they like and don't like? •Can they answer some questions using different resources, such as books, the internet and atlases? •Can they think of a few relevant questions to ask about a locality? <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> •Can they label a diagram or photograph using some geographical words? •Can they find out about a locality by using different sources of evidence? •Can they find out about a locality by asking some relevant questions to someone else? 	
Spring 1	Area: Hot and Cold	Area: N/A	
	<p>Human Geography:</p> <ul style="list-style-type: none"> •Can they begin to explain why they would wear different clothes at different times of the year? •Can they tell something about the people who live in hot and cold places? 		

		<ul style="list-style-type: none"> •Can they explain what they might wear if they lived in a very hot or a very cold place? <p>Challenge;</p> <ul style="list-style-type: none"> •Can they name different jobs that people living in their area might do? •Can they explain how the weather affects different people? <p>Physical Geography:</p> <ul style="list-style-type: none"> •Can they explain the main features of a hot and cold place? •Can they explain how the weather changes with each season? <p>Geographical Enquiry:</p> <ul style="list-style-type: none"> •Can they answer questions about the weather? •Can they keep a weather chart? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they answer questions using a weather chart? •Can they make plausible predictions about what the weather may be like later in the day or tomorrow? •Can they make inferences by looking at a weather chart? •Can they make plausible predictions about what the weather may be like in different parts of the world? 	
	Spring 2	Area: N/A	Area: World Knowledge
		<p>Geographical Knowledge:</p> <ul style="list-style-type: none"> •Can they identify the four countries making up the United Kingdom? •Can they name some of the main towns and cities in the United Kingdom? •Can they point out where the equator, north pole and south pole are on a globe or atlas? •Can they name the continents of the world and find them in an atlas? •Can they name the world's oceans and find them in an atlas? •Can they name the major cities of England, Wales, Scotland and Ireland? •Can they find where they live on a map of the UK? 	

			<p>Challenge;</p> <ul style="list-style-type: none"> •Can they name a few towns in the south and north of the UK? •Can they locate some of the world's major rivers and mountain ranges? •Can they point out the North, South, East and West associated with maps and compass?
	Summer 1	Area: N/A	Area: N/A
	Summer 2	Area: N/A	Area: Comparison of countries – Madagascar
		<p>Human Geography:</p> <ul style="list-style-type: none"> •Can they describe some human features of their own locality, such as the jobs people do? •Can they explain how the jobs people do may be different in different parts of the world? •Do they think that people ever spoil the area? How? •Do they think that people try to make the area better? How? •Can they explain what facilities a town or village might need? <p>Physical Geography:</p> <ul style="list-style-type: none"> •Can they describe some physical features of their own locality? •Can they explain what makes a locality special? •Can they describe some places which are not near the school? •Can they describe a place outside Europe using geographical words? •Can they describe some of the features associated with an island? •Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean and valley? 	

			<p>Challenge;</p> <ul style="list-style-type: none">•Can they find the longest and shortest route using a map?•Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? <p>Geographical Enquiry:</p> <ul style="list-style-type: none">•Can they say what they like and don't like about their locality and another locality like the seaside?
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Subject	Term	Cycle A	Cycle B
Science	Autumn 1	Area: N/A	Area: N/A
	Autumn 2	Area: Area:	Area: Materials
			<p>Everyday materials: Can they distinguish between an object and the material from which it is made? •Can they describe materials using their senses? •Can they describe materials using their senses, using specific scientific words? •Can they explain what material objects are made from? •Can they explain why a material might be useful for a specific job? •Can they name some different everyday materials? e.g. Wood, plastic, metal, water and rock •Can they sort materials into groups by a given criterion? •Can they explain how solid shapes can be changed by squashing, bending, twisting and stretching? •Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) •Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) •Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? •Can they explain how things move on different surfaces?</p> <p>Challenge: •Can they explain how materials are changed by heating and cooling? •Can they explain how materials are changed by bending, twisting and stretching?</p>

		<ul style="list-style-type: none"> •Can they tell which materials cannot be changed back after being heated, cooled, bent, stretched or twisted? Can they describe things that are similar and different between materials? Can they explain what happens to certain materials when they are heated, e.g. bread, ice, chocolate? Can they explain what happens to certain materials when they are cooled,e.g. jelly, heated chocolate? <p>Classifying and grouping materials:</p> <ul style="list-style-type: none"> •Can they describe the simple physical properties of a variety of everyday materials? •Can they compare and group together a variety of materials based on their simple physical properties? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they describe the properties of different materials using words like, transparent or opaque, flexible, etc.? •Can they sort materials into groups and say why they have sorted them in that way? •Can they say which materials are natural and which are manmade?
	<p>Spring 1</p> <p>Area: Seasonal changes- link to Hot and Cold geography</p> <p>Seasonal changes Can they observe changes across the four seasons? <ul style="list-style-type: none"> •Can they name the four seasons in order? •Can they observe and describe weather associated with the seasons? •Can they observe and describe how day length varies? <p>Challenge: Can they observe features in the environment and explain that these are related to a specific season? •Can they observe and talk about changes in the weather? <ul style="list-style-type: none"> •Can they talk about weather variation in different parts of the world? </p> </p>	<p>Area: N/A</p>

	Spring 2	Area: Living things and their habitats	Area: N/A
		<p>Living things and their habitats Can they match certain living things to the habitats they are found in?</p> <ul style="list-style-type: none"> •Can they explain the differences between living and non-living things? •Can they describe some of the life processes common to plants and animals, including humans? •Can they decide whether something is living, dead or non-living? •Can they describe how a habitat provides for the basic needs of things living there? •Can they describe a range of different habitats? •Can they describe how plants and animals are suited to their habitat? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they name some characteristics of an animal that help it to live in a particular habitat? •Can they describe what animals need to survive and link this to their habitats? 	
	Summer 1	Area: Animals including humans	Area: Plants
		<p>Animals including Humans Can they point out some of the differences between different animals?</p> <ul style="list-style-type: none"> •Can they sort photographs of living things and non-living things? •Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) •Can they describe how an animal is suited to its environment? •Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? •Can they name the parts of the human body that they can see? •Can they draw & label basic parts of the human 	<p>Plants:</p> <ul style="list-style-type: none"> •Can they name the petals, stem, leaf, bulb, flower, seed, stem and root of a plant? •Can they identify and name a range of common plants and trees? •Can they recognise deciduous and evergreen trees? •Can they name the trunk, branches and root of a tree? •Can they describe the parts of a plant (roots, stem, leaves, and flowers)? <ul style="list-style-type: none"> • Can they describe what plants need to survive? •Can they observe and describe how seeds and bulbs grow into mature plants?

	<p>body? •Can they identify the main parts of the human body and link them to their senses? •Can they name the parts of an animal's body? •Can they name a range of domestic animals? •Can they classify animals by what they eat? (carnivore, herbivore, omnivore) •Can they compare the bodies of different animals? Can they describe what animals need to survive? •Can they explain that animals grow and reproduce? •Can they explain why animals have offspring which grow into adults? •Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) •Can they explain the basic needs of animals, including humans for survival? (water, food, air) •Can they describe why exercise, balanced diet and hygiene are important for humans? Challenge: Can they explain that animals reproduce in different ways? Can they begin to classify animals according to a number of given criteria? •Can they point out differences between living things and non-living things? •Can they name some parts of the human body that cannot be seen? •Can they say why certain animals have certain characteristics?</p>	<p>•Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? Challenge: Can they name the main parts of a flowering plant? •Can they describe what plants need to survive and link it to where they are found? •Can they explain that plants grow and reproduce in different ways?</p>
	<p>Summer 2</p>	<p style="text-align: center;">Area: N/A</p>
		?

Subject	Term	Cycle A	Cycle B
R.E	Autumn 1	<p style="text-align: center;">Area: Caring 1.6b</p> <p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Reflect on examples of care and concern shown by believers and religious communities and explore reasons for these actions</p> <p>EXPLORE Learners should be able to identify ways in which faith communities respond to need and link this with their beliefs</p> <p>ENGAGE Learners should be able to identify the teachings of faith communities about caring for others and suggest how this might impact on behaviour</p> <p>REFLECT Learners should be able to identify who cares for them and who they care for and explain how and why people show they care in different ways</p>	<p style="text-align: center;">Area: Caring for the natural world 1.6c</p> <p>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Explore stories from religious traditions and find out about attitudes to the natural world</p> <p>EXPLORE Learners should be able to link faith stories about the natural world with beliefs, attitudes and action</p> <p>ENGAGE Learners should be able to identify important teachings from faith stories and demonstrate how these might impact on the lives of believers</p> <p>REFLECT Learners should be able to identify personal responses to the natural world showing how ideas about right and wrong can influence behaviour</p>
		Autumn 2	<p style="text-align: center;">Area: Belonging 1.4c</p> <p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Find out about ceremonies in which special moments in the life cycle are marked</p> <p>EXPLORE Learners should be able to identify and describe ceremonies which are special to faith communities and suggest why they are important to believers</p> <p>ENGAGE</p>

		<p>Learners should be able to link faith stories with beliefs, ceremonies and actions</p> <p>REFLECT Learners should be able to identify special ceremonies from their own experience and explore their own related feelings as well as those of others</p>	<p>Learners should be able to link stories, symbols and other visual forms of expression to faith communities making clear links with important beliefs</p> <p>REFLECT Learners should be able to identify what they value and show how they might express this symbolically</p>
	Spring 1	<p>Area: Celebrations 1.2b</p> <p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Explore the preparations for and find out about the celebration of festivals</p> <p>EXPLORE Learners should be able to identify religious celebrations, talk about the way members of faith communities might prepare for them and suggest what and why believers celebrate</p> <p>ENGAGE Learners should be able to talk about some key beliefs of faith communities and say how these are expressed through celebrations</p> <p>REFLECT Learners should be able to talk about celebrations they have taken part in, explain how they prepared for these celebrations and say why the celebration might be important to them</p>	<p>Area: Belonging to a group 1.2c</p> <p>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Identify the importance for some people of belonging to a religion and recognise the difference this makes</p> <p>EXPLORE Learners should be able to identify faith groups that people might belong to and to suggest what difference that might make to the lives of believers to their lives.</p> <p>ENGAGE Learners should be able to recall activities around belonging to faith communities and explore what this might say to a believer</p> <p>REFLECT Learners should be able to identify groups that they themselves belong to, to say how they show they belong, and what difference this makes to their lives</p>
	Spring 2	<p>Area: Families 1.5b</p> <p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Listen to and ask</p>	<p>Area: Worship and ceremonies 1.3b</p> <p>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Identify symbolic actions,</p>

		<p>questions about stories of individuals and their relationship with God</p> <p>EXPLORE Learners should be able to identify faith stories about believers and their relationship with God, making the link between faith and action</p> <p>ENGAGE Learners should be able to make connections between the behaviour and action of believers</p> <p>REFLECT Learners should be able to explore examples from their own experience and to consider the consequences of action</p>	<p>gestures and rituals and talk about how they are used as part of worship and ceremonies</p> <p>EXPLORE Learners should be able to identify actions, gestures and rituals used as part of worship and ceremonies and suggest why they might be important to believers</p> <p>ENGAGE Learners should be able to link actions, gestures and rituals to faith stories and beliefs</p> <p>REFLECT Learners should be able to identify actions, gestures or rituals from their own experience and suggest how this might express what is important to them</p>
	Summer 1	Area: Answers 1.1a	Area: Story telling through sacred writings 1.5c
		<p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Engage with stories and extracts from religious literature and talk about their meanings</p> <p>EXPLORE Learners should be able to identify stories from faith communities that have meanings for believers and link these to possible action</p> <p>ENGAGE Learners should be able to share ideas about the meaning of stories from faith communities and to suggest why these might be important to believers.</p> <p>REFLECT</p>	<p>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Explore a range of stories and extracts from sacred writings and talk about the meaning they have for believers</p> <p>EXPLORE Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live</p> <p>ENGAGE Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer</p> <p>REFLECT</p>

		<p>Learners should be able to identify and share stories which convey a meaning for them and to suggest what they might learn from the story or stories.</p>	<p>Learners should be able to identify important ideas from stories with meaning and explain how different people might respond</p>
	Summer 2	Area: Worship 1.2a	Area: Showing kindness and goodness 1.6a SIKHISM
		<p>Year 1 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Find out about how and when people worship and ask questions about why this is important to believers</p> <p>EXPLORE Learners should be able to identify when and where members of faith communities might meet together for worship and suggest reasons why it might be important to them</p> <p>ENGAGE Learners should be able to identify aspects of worship which have meaning for believers and say why these help to give believers a sense of belonging to a community</p> <p>REFLECT Learners should be able to draw on their own experience to identify opportunities to meet with others that are important to them, to say why and to suggest how the experience of others might be different</p>	<p>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Reflect and respond to stories highlighting the morals and values of believers in practice - Sikhism</p> <p>EXPLORE Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community</p> <p>ENGAGE Learners should be able to identify important examples from faith stories and link these to the way believers might behave</p> <p>REFLECT Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour</p>

Subject	Term	Cycle A	Cycle B
PSHE	Autumn 1	Area: being me	Area: Being me
		<p>Lesson 1 special and safe PSHE learning intentions</p> <ul style="list-style-type: none"> • I know how to use my Jigsaw Journal <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I feel special and safe in my class <p>Lesson 2 My class PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand the rights and responsibilities as a member of my class <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know that I belong to my class <p>Lesson 3 rights and responsibilities PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand the rights and responsibilities of being a member of my class <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know how to make my class a safe place for everybody to learn <p>Lesson 4 Rewards and feeling proud PSHE learning intentions</p> <ul style="list-style-type: none"> • I know my views are valued and can contribute to the Learning Charter <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I recognise how it feels to be proud of an achievement <p>Lesson 5 consequences PSHE learning intentions</p> <ul style="list-style-type: none"> • I recognise the choices I make and understand the consequences <p>Social and emotional development learning intentions</p>	<p>Lesson 1 hopes and fears for the year PSHE learning intentions</p> <ul style="list-style-type: none"> • identify some of my hopes and fears for this year <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know how to use my Jigsaw Journal recognise when I feel worried and know who to ask for help <p>Lesson 2 Rights and responsibilities PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand the rights and responsibilities of being a member of my class and school <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know how to help myself and others feel like we belong <p>Lesson 3 Rewards and consequences PSHE learning intentions</p> <ul style="list-style-type: none"> • I listen to other people and contribute my own ideas about rewards and consequences <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I help make my class a safe and fair place <p>Lesson 4 rewards and consequences PSHE learning intentions</p> <ul style="list-style-type: none"> • I listen to other people and contribute my own ideas about rewards and consequences <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I help make my class a safe and fair place <p>Lesson 5 Our learning charter PSHE learning intentions</p>

		<ul style="list-style-type: none"> I recognise the range of feelings when I face certain consequences <p>Lesson 6 Owing our learning charter PSHE learning intentions</p> <ul style="list-style-type: none"> I understand my rights and responsibilities within our Learning Charter <p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> I understand my choices in following the Learning Charter 	<ul style="list-style-type: none"> I understand how following the Learning Charter will help me and others learn <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I can work cooperatively <p>Lesson 6 Owing our learning charter PSHE learning intentions</p> <ul style="list-style-type: none"> I recognise the choices I make and understand the consequences I can follow the Learning Charter
	Autumn 2	Area: Celebrating differences	Area: celebrating differences
		<p>Lesson 1 The same as</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify similarities between people in my class <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I can tell you some ways in which I am the same as my friends <p>Lesson 2 Different from</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify differences between people in my class <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends <p>Lesson 3 What is bullying?</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you what bullying is <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand how being bullied might feel <p>Lesson 4 What do I do about bullying?</p> <p>PSHE learning intentions</p>	<p>Lesson 1 Boys and girls</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I can start to understand that sometimes people make assumptions about boys and girls (stereotypes) <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand some ways in which boys and girls are similar and feel good about themselves <p>Lesson 2 Boys and girls</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I can start to understand that sometimes people make assumptions about girls and boys <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand some ways that boys and girls are different and understand that his is ok. <p>Lesson 3 Why does bullying happen</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> I understand that bullying is sometimes about difference

	<ul style="list-style-type: none"> I know some people who I could talk to if I was feeling unhappy or being bullied <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I know how to be kind to children who are bullied <p>Lesson 5 Making new friends PSHE learning intentions</p> <ul style="list-style-type: none"> I know how to make new friends I know how it feels to make a new friend <p>Lesson 6 Celebrating difference, celebrating me PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends <p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> I understand these differences make us all special and unique 	<p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I am able to tell you how someone who is bullied feels I can be kind to children who are bullied <p>Lesson 4 Standing up for myself and others PSHE learning intentions</p> <ul style="list-style-type: none"> I recognise what is right and wrong and know how to look after myself <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I know when and how to stand up for myself and others if I am being bullied <p>Lesson 5 Gender diversity PSHE learning intentions</p> <ul style="list-style-type: none"> I understand that it is OK to be different from other people and to be friends with them <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I understand that we shouldn't judge people if they are different from us <p>I know how it feels to be a friend and have a friend</p> <p>Lesson 6 Celebrating difference and still being friends PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends I understand these differences make us all special and unique
	Area: Dreams and goals	Area: Dreams and goals
Spring 1	<p>Lesson 1 My treasure chest of success PSHE learning intentions</p> <ul style="list-style-type: none"> I can set simple goals <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I can tell you about the things I do well <p>Lesson 2 Steps to goals PSHE learning intentions</p>	<p>Lesson 1 Goals to success PSHE learning intentions</p> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I can tell you things I have achieved and say how that makes me feel

	<ul style="list-style-type: none"> • I can set a goal and work out how to achieve it Social and emotional development learning intention • I can tell you how I learn best <p>Lesson 3 Achieving together PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand how to work well with a partner <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can celebrate achievement with my partner <p>Lesson 4 Stretchy learning PSHE learning intentions</p> <ul style="list-style-type: none"> • I tackle a new challenge and understand this might stretch my learning <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can identify how I feel when I am faced with a new challenge <p>Lesson 5 Overcoming obstacles PSHE learning intentions</p> <ul style="list-style-type: none"> • I can identify obstacles which make it more difficult to achieve my new challenge and work out how to overcome them <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> • I know how I feel when I see obstacles and how I feel when I overcome them <p>Lesson 6 Celebrating my success PSHE learning intentions</p> <ul style="list-style-type: none"> • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it <p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> • I know how to store the feelings of success in my internal treasure chest 	<p>Lesson 2 My learning strength PSHE learning intentions</p> <ul style="list-style-type: none"> • I can persevere even when I find tasks difficult <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can tell you some of my strengths as a learner <p>Lesson 3 learning with others PSHE learning intentions</p> <ul style="list-style-type: none"> • I recognise who it is easy for me to work with and who it is more difficult for me to work with <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I understand how working with other people can help me to learn <p>Lesson 4 A group challenge PSHE learning intentions</p> <ul style="list-style-type: none"> • I can work cooperatively in a group to create an end product <p>I can explain some of the ways I worked cooperatively in my group to create the end product Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can work with other people to solve problems express how it felt to be working as part of this group <p>Lesson 5 A group challenge PSHE learning intentions</p> <ul style="list-style-type: none"> • I can work cooperatively in a group to create an end product <p>explain some of the ways I worked cooperatively in my group to create the end product</p> <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> • I can work with other people to solve problems and express how it felt to be working as part of this group <p>Lesson 6 Celebrating our achievements PSHE learning intentions</p> <ul style="list-style-type: none"> • I know how to share success with other people
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			<p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> I know how contributing to the success of a group feels and be able to store those feelings in my internal treasure chest (proud)
		Area: Healthy Me	Area: <i>Healthy me</i>
Spring 2	<p>Lesson 1 Being healthy PSHE learning intentions</p> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy Social and emotional development learning intention I feel good about myself when I make healthy choices <p>Lesson 2 Healthy Choices PSHE learning intentions</p> <ul style="list-style-type: none"> I know how to make healthy lifestyle choices Social and emotional development learning intention I feel good about myself when I make healthy choices <p>Lesson 3 Clean and Healthy PSHE learning intentions</p> <ul style="list-style-type: none"> I know how to keep myself clean and healthy, and understand how germs cause disease/ illness Social and emotional development learning intention I know that all household products including medicines can be harmful if not used properly recognise that I am special so I keep myself safe <p>Lesson 4 Medicine safety PSHE learning intentions</p> <ul style="list-style-type: none"> I understand that medicines can help me if I feel poorly and I know how to use them safely Social and emotional development learning intention 	<p>Lesson 1 Being healthy PSHE learning intentions</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy Social and emotional development learning intention I know how to be motivated to make healthy lifestyle choices <p>Lesson 2 Being relaxed PSHE learning intentions</p> <ul style="list-style-type: none"> I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed Social and emotional development learning intention I can tell you when a feeling is weak and when a feeling is strong <p>Lesson 3 Medicine safety PSHE learning intentions</p> <ul style="list-style-type: none"> I understand how medicines work in my body and how important it is to use them safely Social and emotional development learning intention I feel positive about caring for my body and keeping it healthy <p>Lesson 4 Healthy Eating PSHE learning intentions</p>	

	<ul style="list-style-type: none"> I know some ways to help myself when I feel poorly <p>Lesson 5 Road safety PSHE learning intentions</p> <ul style="list-style-type: none"> I know how to keep safe when crossing the road, and about people who can help me to stay safe <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I recognise when I feel frightened and know who to ask for help <p>Lesson 6 Happy healthy me PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Social and emotional learning intentions</p> <p>I recognise how being healthy helps me to feel happy</p> <ul style="list-style-type: none"> 	<ul style="list-style-type: none"> I sort foods into the correct food groups and know which foods my body needs every day to keep me healthy <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I have a healthy relationship with food and know which foods I enjoy the most <p>Lesson 5 Healthy eating PSHE learning intentions</p> <ul style="list-style-type: none"> I can make some healthy snacks and explain why they are good for my body <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I can express how it feels to share healthy food with my friends <p>Lesson 6 Happy healthy me PSHE learning intentions</p> <ul style="list-style-type: none"> I can decide which foods to eat to give my body energy <p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> I have a healthy relationship with food and know which foods are most nutritious for my body
	Area: Relationships	Area: Relationships
Summer 1 Summer 2	<p>Lesson 1 Families PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify the members of my family and understand that there are lots of different types of families <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I know how it feels to belong to a family and care about the people who are important to me <p>Lesson 2 Making friends PSHE learning intentions</p>	<p>Lesson 1 Families PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify the different members of my family, <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand my relationship with each of them and know why it is important to share and cooperate accept that everyone's family is different and understand that most people value their family <p>Lesson 2 keeping safe – exploring physical contact.</p>

	<ul style="list-style-type: none"> • I can identify what being a good friend means to me <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know how to make a new friend <p>Lesson 3 Greetings</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I know appropriate ways of physical contact to greet my friends and know which ways I prefer <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I recognise which forms of physical contact are acceptable and unacceptable to me <p>Lesson 4 People who help us</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I know who can help me in my school community <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know when I need help and know how to ask for it <p>Lesson 5 Being my own best friend</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I recognise my qualities as a person and a friend <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> • I know ways to praise myself <p>Lesson 6 Celebrating my special relationships</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I tell you why I appreciate someone who is special to me <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> • I can express how I feel about them 	<p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know which types of physical contact I like and don't like and be able talk about this <p>Lesson 3 friends and conflicts</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I can identify some of the things that cause conflict with my friends understand <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends <p>Lesson 4 Secrets</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this <p>Lesson 5 trust and appreciation</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I recognise and appreciate people who can help me in my family, my school and my community <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> • I understand how it feels to trust someone <p>Lesson 6 Celebrating my special relationships</p> <p>PSHE learning intentions</p> <ul style="list-style-type: none"> • I can express my appreciation for the people in my special relationships <p>Social and emotional learning intentions</p> <ul style="list-style-type: none"> • I am comfortable accepting appreciation from other
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		Area: Changing me	Area: Changing Me
Summer 2	<p>Lesson 1 Life cycles PSHE learning intentions</p> <ul style="list-style-type: none"> I can start to understand the life cycles of animals and humans <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand that changes happen as we grow and that this is OK <p>Lesson 2 Changing me PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you some things about me that have changed and some things about me that have stayed the <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I know that changes are OK and that sometimes they will happen whether I want them to or not <p>Lesson 3 My changing body PSHE learning intentions</p> <ul style="list-style-type: none"> I know how my body has changed since I was a baby <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand that growing up is natural and that everybody grows at different rates <p>Lesson 4 boys and girls bodies PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I respect my body and understand which parts are private 	<p>Lesson 1 life cycles into nature PSHE learning intentions</p> <ul style="list-style-type: none"> I can recognise cycles of life in nature <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I understand there are some changes that are outside my control and to recognise how I feel about this <p>Lesson 2 Growing from young to old PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you about the natural process of growing from young to old and understand that this is not in my control <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I CAN identify people I respect who are older than me <p>Lesson 3 THE CHANGING ME PSHE learning intentions</p> <ul style="list-style-type: none"> I recognise how my body has changed since I was a baby and where I am on the continuum from young to old <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I feel proud about becoming more independent <p>Lesson 4 Boys and girls bodies PSHE learning intentions</p>	

		<p>Lesson 5 learning and growing PSHE learning intentions</p> <ul style="list-style-type: none"> I understand that every time I learn something new I change a little bit <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I enjoy learning new things <p>Lesson 6 coping with changes PSHE learning intentions</p> <ul style="list-style-type: none"> I can tell you about changes that have happened in my life <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I know some ways to cope with changes 	<ul style="list-style-type: none"> I recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private. <p>Social and emotional development learning intention</p> <ul style="list-style-type: none"> I can tell you what I like/don't like about being a boy/girl <p>Lesson 5 assertiveness PSHE learning intentions</p> <ul style="list-style-type: none"> I understand there are different types of touch and tell you which ones I like and don't like <p>Social and emotional development learning intentions</p> <ul style="list-style-type: none"> I can be confident to say what I like and don't like and ask for help <p>Lesson 6 looking ahead PSHE learning intentions</p> <ul style="list-style-type: none"> I can identify what I am looking forward to when I move to my next class <p>Social and emotional learning intentions</p> <p>I am starting thinking about changes I will make in my next year at school and know how to go about this</p>

Subject	Term	Cycle A	Cycle B
Art	Autumn 1	Area: Warhol- Queen Elizabeth portraits	Area: N/A
		Use of ICT: <ul style="list-style-type: none"> •Can they use a simple painting program to create a picture? •Can they use tools like fill and brushes in a painting package? •Can they go back and change their picture? •Can they create a picture independently? •Can they use simple IT mark-making tools, e.g. brush and pen tools? •Can they edit their own work? •Can they take different photographs of themselves displaying different moods? •Can they change their photographic images on a computer? 	
	Autumn 2	Area: N/A	Area: N/A
	Spring 1	Area: N/A	Area: William Morris-Victorians
			Printing: <ul style="list-style-type: none"> •Can they print with sponges, vegetables and fruit? •Can they print onto paper and textile? •Can they design their own printing block? •Can they create a repeating pattern? •Can they create a print using pressing, rolling, rubbing and stamping? <li style="padding-left: 20px;">•Can they create a print like a designer?
	Spring 2	Area: Habitats- Rousseau	Area: N/A
		Collage: <ul style="list-style-type: none"> •Can they cut and tear paper and card for their collages? •Can they gather and sort the materials they will need? •Can they create individual and group collages? 	

	<ul style="list-style-type: none"> •Can they use different kinds of materials on their collage and explain why they have chosen them? •Can they use repeated patterns in their collage? 	
Summer 1	Area: Drawing animals– Durer to Steve Brown	Area: Plants- Van Gogh, Sunflowers
	<p>Drawing:</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their drawing? •Can they create moods in their drawings? •Can they draw using pencil and crayons? •Can they draw lines of different shapes and thickness, using 2 different grades of pencil? •Can they use three different grades of pencil in their drawing (4B, 8B, HB)? •Can they use charcoal, pencil and pastels? •Can they create different tones using light and dark? •Can they show patterns and texture in their drawings? •Can they use a viewfinder to focus on a specific part of an artefact before drawing it? 	<p>Painting:</p> <ul style="list-style-type: none"> •Can they communicate something about themselves in their painting? •Can they create moods in their paintings? •Can they choose to use thick and thin brushes as appropriate? •Can they paint a picture of something they can see? •Can they name the primary and secondary colours? •Can they mix paint to create all the secondary colours? •Can they mix and match colours, predict outcomes? •Can they mix their own brown? •Can they make tints by adding white? •Can they make tones by adding black?
Summer 2	Area: Changes within living memory- Clarice Cliff	Area: Tribal art- batik
	<p>3D:</p> <ul style="list-style-type: none"> •Can they add texture by using tools? •Can they make different kinds of shapes? •Can they cut, roll and coil materials such as clay, dough or plasticine? •Can they make a clay pot? •Can they join two finger pots together? •Can they add line and shape to their work? 	<p>Textiles:</p> <ul style="list-style-type: none"> •Can they sort threads and fabrics? •Can they group fabrics and threads by colour and texture? •Can they weave with fabric and thread? •Can they join fabric using glue? •Can they sew fabrics together? <ul style="list-style-type: none"> •Can they create part of a class patchwork?

Subject	Term	Cycle A	Cycle B
	YEAR 1 Every term	<p>Performing:</p> <ul style="list-style-type: none"> •Can they use their voice to speak/sing/chant? •Do they join in with singing? •Can they use instruments to perform? •Do they look at their audience when they are performing •Can they clap short rhythmic patterns? •Can they copy sounds? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they make loud and quiet sounds? •Do they know that the chorus keeps being repeated? <p>Composing Including Notation:</p> <ul style="list-style-type: none"> •Can they make different sounds with their voice? •Can they make different sounds with instruments? •Can they identify changes in sounds? •Can they change the sound? •Can they repeat (short rhythmic and melodic) patterns? •Can they make a sequence of sounds? •Can they show sounds by using pictures? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they tell the difference between long and short sound •Can they give a reason for choosing an instrument? <p>Appraising:</p> <ul style="list-style-type: none"> •Can they respond to different moods in music? •Can they say how a piece of music makes them feel? •Can they say whether they like or dislike a piece of music? •Can they choose sounds to represent different things? •Can they recognise repeated patterns? •Can they follow instructions about when to play or sing? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they tell the difference between a fast and slow tempo? •Can they tell the difference between loud and quiet sounds? •Can they identify two types of sound happening at the same time? 	
	YEAR 2 Every term	<p>Performing:</p> <ul style="list-style-type: none"> •Do they sing and follow the melody (tune)? •Do they sing accurately at a given pitch? •Can they perform simple patterns and accompaniments keeping a steady pulse? •Can they perform with others? 	

		<ul style="list-style-type: none"> •Can they play simple rhythmic patterns on an instrument? •Can they sing/clap a pulse increasing or decreasing in tempo? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse? <p>Composing including Notation:</p> <ul style="list-style-type: none"> •Can they order sounds to create a beginning, middle and end? •Can they create music in response to different starting points? •Can they choose sounds which create an effect? •Can they use symbols to represent sounds? •Can they make connections between notations and musical sounds? <p>Challenge:</p> <ul style="list-style-type: none"> •Can they use simple structures in a piece of music? •Do they know that phrases are where we breathe in a song? <p>Appraising:</p> <ul style="list-style-type: none"> •Can they improve their own work? •Can they listen out for particular things when listening to music? <p>Challenge:</p> <ul style="list-style-type: none"> •Do they recognise sounds that move by steps and by leaps? 	
Music	Autumn 1	Area: Hey you	Area: Hands, feet and heart
	Autumn 2	Area: Rhythm in the way we walk Banana wrap	Area: Ho! Ho! Ho!
	Spring 1	Area: In the groove	Area: I wanna play in a band
	Spring 2	Area: Round and round	Area: Zoo time
	Summer 1	Area: Your imagination	Area: Friendship song
	Summer 2	Area: Reflect, rewind, replay	Area: Reflect, rewind, replay

Subject	Term	Cycle A	Cycle B
Design Technology	Autumn 1	Area: N/A	Area: Mechanisms: Wheels & Axles (Creating a moon buggy)
			Mechanisms (y1) <ul style="list-style-type: none"> •Can they make a product which moves? •Can they cut materials using scissors? •Can they describe the materials using different words? •Can they say why they have chosen moving parts? Mechanisms (y2) <ul style="list-style-type: none"> •Can they join materials together as part of a moving product? •Can they add some kind of design to their product?
	Autumn 2	Area: Mechanisms: Sliders and levers (Topic: Local study)	Area: Textiles (Materials topic)
		Evaluating processes and products <ul style="list-style-type: none"> •Can they describe how something works? •Can they talk about their own work and things that other people have done? Evaluating processes and products <ul style="list-style-type: none"> •Can they explain what went well with their work? •If they did it again, can they explain what they would improve? 	Textiles (y1) <ul style="list-style-type: none"> •Can they describe how different textiles feel? •Can they make a product from textiles by gluing? Textiles (y2) <ul style="list-style-type: none"> •Can they measure textile? •Can they join textiles together to make something? •Can they cut textiles? •Can they explain why they chose a certain textile?
	Spring 1	Area: Food (Topic – Hot & Cold)	Area: N/A
		Cooking and nutrition <ul style="list-style-type: none"> •Can they cut food safely? •Can they describe the texture of foods? •Do they wash their hands and make sure that surfaces are clean? •Can they think of interesting ways of decorating food they have made, e.g., cakes? Cooking and nutrition <ul style="list-style-type: none"> •Can they describe the properties of the ingredients they are using? •Can they explain what it means to be hygienic? 	

		•Are they hygienic in the kitchen?	
	Spring 2	Area: N/A	Area: Structure (World Knowledge – making landmarks)
			<p>Construction</p> <ul style="list-style-type: none"> •Can they talk with others about how they want to construct their product? •Can they select appropriate resources and tools for their building projects? •Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building? <p>Construction</p> <ul style="list-style-type: none"> •Can they make sensible choices as to which material to use for their constructions? •Can they develop their own ideas from initial starting points? •Can they incorporate some type of movement into models? •Can they consider how to improve their construction? <p>Use of materials</p> <ul style="list-style-type: none"> •Can they make a structure/model using different materials? •Is their work tidy? •Can they make their model stronger if it needs to be? <p>Use of materials</p> <ul style="list-style-type: none"> •Can they measure materials to use in a model or structure? •Can they join material in different ways? •Can they use joining, folding or rolling to make it stronger?

	Summer 1	Area: N/A	Area: N/A
	Summer 2	Area: n/a	Area: n/a

Subject	Term	Cycle A	Cycle B
Computing	Autumn 1	<p style="text-align: center;">Area: Coding 1.1</p> <p>Coding 1.1</p> <ul style="list-style-type: none"> • To understand what coding means in computing. • To create unambiguous instructions like those required by a computer. <ul style="list-style-type: none"> • To build one- and two-step instructions using the printable code cards. • To introduce 2Code. • To use the 2Code program to create a simple program. • To use Design Mode to add and change backgrounds and characters. They will use the Properties table to change the look of the objects. <ul style="list-style-type: none"> • To use the Properties table to change the look of the objects. • To design a scene for a program. • To use code blocks to make the characters move automatically when the green Play button is clicked. • To add an additional character who moves when clicked. <ul style="list-style-type: none"> • To explore the When Key and When Swiped commands (on tablets if available). • To use the Stop button to make characters stop when the background is clicked. <ul style="list-style-type: none"> • To explore a method to code interactivity between objects. • To use Collision Detection to make objects perform actions. <p>To use the sound property.</p>	<p style="text-align: center;">Area: Online Safety Grouping and Sorting</p> <p>Online Safety 2.2</p> <p>To know how to refine searches using the Search tool. To know how to share work electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally. To have some knowledge and understanding about sharing more globally on the Internet.</p> <p>To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we talk to others when they aren't there in front of us. To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To begin to think critically about the information they leave online.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p> <p>Grouping and Sorting 1.2</p> <p>To sort items using a range of criteria.</p> <p>To sort items on the computer using the 'Grouping' activities in Purple Mash</p>
		Autumn 2	<p style="text-align: center;">Area: Online Safety 2.2</p> <p>Online Safety 2.2</p> <p>To know how to refine searches using the Search tool. To know how to share work</p>

	<p>electronically using the display boards. To use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>To have some knowledge and understanding about sharing more globally on the Internet. To introduce Email as a communication tool using 2Respond simulations.</p> <p>To understand how we talk to others when they aren't there in front of us. To open and send simple online communications in the form of email.</p> <p>To understand that information put online leaves a digital footprint or trail.</p> <p>To begin to think critically about the information they leave online.</p> <p>To identify the steps that can be taken to keep personal data and hardware secure.</p>	<p>To contribute to a class pictogram</p> <p>To use a pictogram to record the results of an experiment.</p> <p><i>Lego Builders 1.4</i></p> <p><i>To emphasise the importance of following instructions.</i></p> <p><i>To follow and create simple instructions on the computer.</i></p> <p><i>To consider how the order of instructions affects the result</i></p>
	<p>Spring 1</p> <p style="text-align: center;">Area: Questioning 2.4</p> <p>Questioning 2.4</p> <p>To show that the information provided on pictograms is of limited use beyond answering simple questions.</p> <p>To use yes/no questions to separate information.</p> <p>To construct a binary tree to separate different items. To use 2Question (a binary tree) to answer questions. To use a database to answer more complex search questions.</p> <p>To use the Search tool to find information.</p>	<p style="text-align: center;">Area: Maze Explorers</p> <p>Maze Explores 1.5</p> <p>To understand the functionality of the basic direction keys in Challenges 1 and 2.</p> <p>To be able to use the direction keys to complete the challenges successfully.</p> <p>To understand the functionality of the basic direction keys in Challenges 3 and 4.</p> <p>To understand how to create and debug a set of instructions (algorithm).</p> <p>To use the additional direction keys as part of their algorithm.</p> <p>To understand how to change and extend the algorithm list.</p> <p>To create a longer algorithm for an activity.</p> <p>To provide an opportunity for the children to set challenges for each other.</p> <p>To provide an opportunity for the teacher to set these new challenges as 2Dos for all the class to try.</p>

	Spring 2	Area: Coding 2.1	Area: Animated Stories
	Summer 1	Area: Creating Pictures 2.6	Area: Effective Searching Making Music
		<p><i>Creating Pictures 2.6</i> <i>To be introduced to 2Paint a Picture.</i> <i>To look at the impressionist style of art (Monet, Degas, Renoir).</i> <i>To recreate pointillist art and look at the work of pointillist artists such as Seurat</i> <i>To look at the work of Piet Mondrian and recreate it using the Lines template.</i> <i>To look at the work of William Morris and recreate it using the Patterns template.</i> <i>To explore surrealism and eCollage</i></p>	<p>Effective Searching 2.5 <ul style="list-style-type: none"> • To understand the terminology associated with searching. To gain a better understanding of searching on the Internet. To create a leaflet to help someone search for information on the Internet. Making Music 2.7 To be introduced to making music digitally using 2Sequence. To explore, edit and combine sounds using 2Sequence To add sounds to a tune they've already created to change it. To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. To record their own sound and upload it into the Sounds section. To create their own tune using the sounds which they have added to the Sounds section.</p>
	Summer 2	Area: Presenting Ideas 2.8	Area: Spreadsheets Outside Technology
<p>Presenting ideas 2.8 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.</p>	<p>Spreadsheets 2.3 Reviewing prior use of spreadsheets Copying and Pasting Totalling tools Using a spreadsheet to add amounts Creating a table and block graph</p> <p>Technology Outside 1.9 To walk around the local community and find examples of where technology is used. To record examples of technology outside school.</p>		

Subject	Term	Cycle A	Cycle B
P.E.	Every term	<p>Acquiring and developing skills – Yr 1</p> <ul style="list-style-type: none"> •Can they copy actions? •Can they repeat actions and skills? <p>Acquiring and developing skills – Yr 2</p> <ul style="list-style-type: none"> •Can they copy and remember actions? •Can they move with control and care? •Can they repeat and explore actions with control and coordination? <p>Evaluating and improving – Yr 1</p> <ul style="list-style-type: none"> •Can they talk about what they have done? •Can they describe what other people did? <p>Evaluating and improving – Yr 2</p> <ul style="list-style-type: none"> •Can they talk about what is different between what they did and what someone else did? •Can they say how they could improve? <p>Health and fitness – Yr 1</p> <ul style="list-style-type: none"> •Can they describe how their body feels before, during and after an activity? •Can they explain what their body needs to keep healthy? <p>Health and fitness – Yr 2</p> <ul style="list-style-type: none"> •Can they show how to exercise safely? •Can they describe how their body feels during different activities? 	
	Autumn 1	<p align="center">Area: Playground Games</p> <p>Playground Games – Yr 1</p> <ul style="list-style-type: none"> •Can run fast, medium and slow speeds, changing speed and direction? • Can they make up and repeat a short-sequence of jumps? •Can they take part in a relay activity remembering when to run and what to do? • Can they throw a variety of objects, changing their action for accuracy and distance? <p>Playground Games – Yr 2</p> <ul style="list-style-type: none"> •Can run fast, medium and slow speeds, changing speed and direction? 	<p align="center">Area: Playground Games</p> <p>Playground Games – Yr 1</p> <ul style="list-style-type: none"> •Can run fast, medium and slow speeds, changing speed and direction? • Can they make up and repeat a short-sequence of jumps? •Can they take part in a relay activity remembering when to run and what to do? • Can they throw a variety of objects, changing their action for accuracy and distance? <p>Playground Games – Yr 2</p> <ul style="list-style-type: none"> •Can run fast, medium and slow speeds, changing speed and direction?

	<ul style="list-style-type: none"> • Can they make up and repeat a short-sequence of jumps? • Can they take part in a relay activity remembering when to run and what to do? • Can they throw a variety of objects, changing their action for accuracy and distance? 	<ul style="list-style-type: none"> • Can they make up and repeat a short-sequence of jumps? • Can they take part in a relay activity remembering when to run and what to do? • Can they throw a variety of objects, changing their action for accuracy and distance?
Autumn 2	Area: Dance	Area: Dance
	<p>Dance – Yr 1</p> <ul style="list-style-type: none"> • Can they perform basic body actions using different parts of the body singly and in combination? • Can they show some sense of dynamic, expressive and rhythmic qualities to their dance? • Can they choose appropriate dance moves? • Can they make up a short dance? • Can they move around the space safely and with some control? <p>Dance - Yr 2</p> <ul style="list-style-type: none"> • Can they perform body actions with control and coordination? • Can they dance imaginatively, choosing movements with different dynamic qualities? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling? 	<p>Dance – Yr 1</p> <ul style="list-style-type: none"> • Can they perform basic body actions using different parts of the body singly and in combination? • Can they show some sense of dynamic, expressive and rhythmic qualities to their dance? • Can they choose appropriate dance moves? • Can they make up a short dance? • Can they move around the space safely and with some control? <p>Dance - Yr 2</p> <ul style="list-style-type: none"> • Can they perform body actions with control and coordination? • Can they dance imaginatively, choosing movements with different dynamic qualities? • Can they change rhythm, speed, level and direction? • Can they dance with control and co-ordination? • Can they make a sequence by linking sections together? • Can they link some movements to show a mood or feeling?
Spring 1	Area: Gymnastics	Area: Gymnastics
	<p>Gymnastics – Yr 1</p> <ul style="list-style-type: none"> • Can they show basic control and coordination when travelling and when remaining still? • Can they choose and link actions? • Can they remember and repeat actions accurately? • Can find and use a safe space with awareness of others? 	<p>Gymnastics – Yr 1</p> <ul style="list-style-type: none"> • Can they show basic control and coordination when travelling and when remaining still? • Can they choose and link actions? • Can they remember and repeat actions accurately? • Can find and use a safe space with awareness of others?

	<ul style="list-style-type: none"> •Can they identify and copy basic actions such as rolls and jumps? •Can they use words such as rolling, <p>Gymnastics – Yr 2</p> <ul style="list-style-type: none"> •Can they plan and show a sequence of movements? •Can they use contrast in their sequences? •Are their movements controlled, coordinated and varied? •Can they think of more than one way to create a sequence which follows a set of 'rules'? •Can they work on their own and with a partner to create a sequence? 	<ul style="list-style-type: none"> •Can they identify and copy basic actions such as rolls and jumps? •Can they use words such as rolling, <p>Gymnastics – Yr 2</p> <ul style="list-style-type: none"> •Can they plan and show a sequence of movements? •Can they use contrast in their sequences? •Are their movements controlled, coordinated and varied? •Can they think of more than one way to create a sequence which follows a set of 'rules'? •Can they work on their own and with a partner to create a sequence?
<i>Spring 2</i>	Area: Cosmic Yoga	Area: Cosmic Yoga
	<p>Yoga – Yr 1</p> <ul style="list-style-type: none"> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they balance in different ways? •Can they stretch in different ways? <p>Yoga – Yr 2</p> <ul style="list-style-type: none"> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they balance in different ways? •Can they stretch in different ways? 	<p>Yoga – Yr 1</p> <ul style="list-style-type: none"> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they balance in different ways? •Can they stretch in different ways? <p>Yoga – Yr 2</p> <ul style="list-style-type: none"> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when balancing? •Can they copy sequences and repeat them? •Can they balance in different ways? •Can they stretch in different ways?
<i>Summer 1</i>	Area: Athletics	Area: Athletics
<i>Summer 2</i>	Area: Tri-Golf	Area: Tri-Golf

	<p>Tri-Golf – Yr 1</p> <ul style="list-style-type: none">•Can they use a few skills with control and accuracy?• Can they hit a stationary ball?• Can they use a small range of skills and tactics in games? <p>•Can they come up with sensible solutions?</p> <p>Tri-Golf – Yr 2</p> <ul style="list-style-type: none">•Can they use a few skills with control and accuracy?• Can they hit a stationary ball with some accuracy?• Can they use a range of skills and tactics in games? <p>•Can they come up with sensible solutions?</p>	<p>Tri-Golf – Yr 1</p> <ul style="list-style-type: none">•Can they use a few skills with control and accuracy?• Can they hit a stationary ball?• Can they use a small range of skills and tactics in games? <p>•Can they come up with sensible solutions?</p> <p>Tri-Golf – Yr 2</p> <ul style="list-style-type: none">•Can they use a few skills with control and accuracy?• Can they hit a stationary ball with some accuracy?• Can they use a range of skills and tactics in games? <p>•Can they come up with sensible solutions?</p>
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