
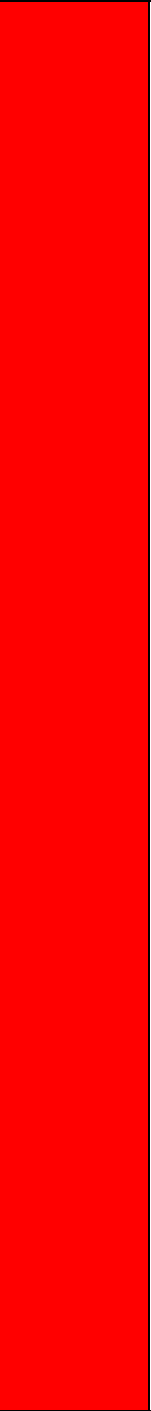



Year 1 and 2 Whittington Primary School Year Group Overview



Subject	Term	Cycle A	Cycle B
 History	Autumn 1	<p>Area: Comparison of 2 famous people- Queen Elizabeth I and Elizabeth II leading into King James for Gunpowder plot</p> <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? •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? 	<p>Area: Life of famous person- Neil Armstrong</p> <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?
	Autumn 2	Area: N/A	Area: N/A

	<p>Spring 1</p>	<p>Area: N/A</p>	<p>Area: Local history- Victorian children</p> <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? <p>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?</p> <ul style="list-style-type: none"> •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> <p>Can they explain why certain objects were different in the past, e.g. iron, music systems, televisions?</p> <ul style="list-style-type: none"> •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? •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?
		<p>Spring 2</p>	<p>Area: N/A</p>

	<p>Summer 1</p>	<p>Area: Changes in Living memory- 1940-60s</p>	<p>Area: N/A</p>
		<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? •Can they try to work out how long ago an event happened? <p>Knowledge and interpretation:</p> <ul style="list-style-type: none"> •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? 	
	<p>Summer 2</p>	<p>Area: N/A</p>	<p>Area: N/A</p>

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', <p style="color: orange;">Challenge:</p> <ul style="list-style-type: none"> •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? •Can they explain what they might wear if they lived in a very hot or a very cold place? <p style="color: orange;">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 style="color: orange;">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?

Subject	Term	Cycle A	Cycle B
SCI eN	Autumn 1	Area: N/A	Area: N/A
	Autumn 2	Area: N/A	Area: Materials

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?

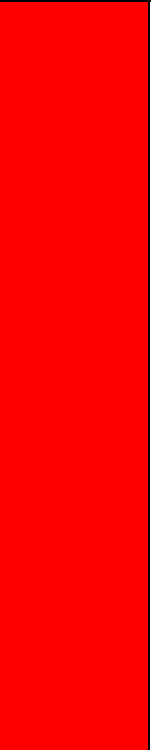
Challenge:

- Can they explain how materials are changed by heating and cooling?
 - Can they explain how materials are changed by bending, twisting and stretching?
 - 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?

Classifying and grouping materials:

- 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?
	Spring 1	<p>Area: Seasonal changes- link to Hot and Cold geography</p>	<p>Area: N/A</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? Challenge: Can they observe features in the environment and explain that these are related to a specific season? <ul style="list-style-type: none"> • Can they observe and talk about changes in the weather? • Can they talk about weather variation in different parts of the world? </p>	

	Spring 2	Area: Living things and habitats	Area: N/A
		<p>Living things and their habitats</p> <p>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: N/A	Area: Plants
			<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)? <p>Can they describe what plants need to survive?</p> <ul style="list-style-type: none"> • Can they observe and describe how seeds and bulbs grow into mature plants? • Can they find out & describe how plants need water, light and a suitable temperature to grow and stay healthy? <p>Challenge:</p> <p>Can they name the main parts of a flowering plant?</p> <ul style="list-style-type: none"> • 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?

Summer 2**Area: Animals including humans****Area: N/A****Animals including Humans**

Can they point out some of the differences between different animals?

•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 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?

Subject	Term	Cycle A	Cycle B
R.E	Autumn 1	Area: Caring 1.6b	Area: Caring for the natural world 1.6c
		<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>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	Area: Belonging 1.4c	Area: Valuing new life 1.3c
		<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 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>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Engage with religious beliefs and ideas expressed through story, symbol and other visual forms of expression</p> <p>EXPLORE Learners should be able to identify stories symbols, and other visual forms of expression of significance to faith communities and describe how they are used.</p> <p>ENGAGE 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	Area: Celebrations 1.2b	Area: Worship and ceremonies 1.3b
	<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>Year 2 Unit Programme of Learning Focus To support the learners to become religiously literate, this unit will provide opportunities to: Identify symbolic actions, 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>	

	Spring 2	Area: Families 1.5b	Area: Belonging to a group 1.2c
	<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 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>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>	

	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 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>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 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>	

<i>Subject</i>	<i>Term</i>	Cycle A	Cycle B
PSHE	<i>Autumn 1</i>	Area: Who am I?	Area: Who am I?
	<i>Autumn 2</i>	Area: Communities, feelings and relationships	Area: Communities, feelings and relationships
	<i>Spring 1</i>	Area: Choices	Area: Choices
	<i>Spring 2</i>	Area: Rights, respects and responsibilities	Area: Rights, respects and responsibilities
	<i>Summer 1</i>	Area: Right and Wrong/ Rules	Area: Right and Wrong/ Rules

	Summer 2	Area: Health and Hygiene	Area: Health and Hygiene

Subject	Term	Cycle A	Cycle B
Art	Autumn 1	Area: Warhol- Queen Elizabeth portraits 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? 	Area: N/A
	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? •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? •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: Changes within living memory- Clarice Cliff	Area: Plants- Van Gogh, Sunflowers
	3D: <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? 	Painting: <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: Drawing animals– Durer to Steve Brown	Area: Tribal art- batik
	Drawing: <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? 	Textiles: <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? •Can they create part of a class patchwork?

Subject	Term	Cycle A	Cycle B
	Yr 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 sounds? •Can they tell the difference between high and low sounds? •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? 	

Music	Yr 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? •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? 	
	Autumn 1	Area: Hey You	Area: Hands, feet 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 and replay	Area: Reflect, Rewind and replay

Design Technology

Subject	Term	Cycle A	Cycle B
	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)
			Construction <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? Construction <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? Use of materials <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? Use of materials <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	Area: Coding 1.1	Area: Online Safety Grouping and Sorting
		<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. • 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. • 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. • 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. • To explore a method to code interactivity between objects. <ul style="list-style-type: none"> • To use Collision Detection to make objects perform actions. • To use the sound property. 	<p>Online Safety 2.2</p> <p>To know how to refine searches using the Search tool.</p> <p>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.</p> <p>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	Area: Online Safety 2.2	Area: Pictograms / Lego Builders
		<p>Online Safety 2.2</p> <p>To know how to refine searches using the Search tool.</p> <p>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.</p> <p>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>Pictograms 1.3</p> <p>To understand that data can be represented in picture format.</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>
	Spring 1	Area: Questioning 2.4	Area: Maze Explorers
		<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.</p> <p>To use 2Question (a binary tree) to answer questions.</p> <p>To use a database to answer more complex search questions. To use the Search tool to find information.</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
		<p>Coding 2.1</p> <ul style="list-style-type: none"> • To understand what an algorithm is. • To create a computer program using simple algorithms • To compare the Turtle and Character objects. • To use the button object. • To understand how use the Repeat command. • To understand how to use the Timer command. • To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs. • To create programs using different kinds of objects whose behaviours are limited to specific actions. • To predict what the objects will do in other programs, based on their knowledge of what the object is capable of. • To discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to. • To use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story. 	<p>To introduce e-books and 2Create a Story.</p> <p>To continue a previously saved story. To add animation to a story.</p> <p>To add sound to a story, including voice recording and music the children have created.</p> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>To use additional features to enhance their stories.</p> <p>To share their e-books on a class display board.</p>
	Summer 1	Area: Creating Pictures 2.6	Area: Effective Searching Making Music
		<p><i>Creating Pictures 2.6</i></p> <p><i>To be introduced to 2Paint a Picture.</i></p> <p><i>To look at the impressionist style of art (Monet, Degas, Renoir).</i></p> <p><i>To recreate pointillist art and look at the work of pointillist artists such as Seurat</i></p> <p><i>To look at the work of Piet Mondrian and recreate it using the Lines template.</i></p> <p><i>To look at the work of William Morris and recreate it using the Patterns template.</i></p> <p><i>To explore surrealism and eCollage</i></p>	<p>Effective Searching 2.5</p> <ul style="list-style-type: none"> • To understand the terminology associated with searching. <p>To gain a better understanding of searching on the Internet.</p> <p>To create a leaflet to help someone search for information on the Internet.</p> <p>Making Music 2.7</p> <p>To be introduced to making music digitally using 2Sequence.</p> <p>To explore, edit and combine sounds using 2Sequence</p> <p>To add sounds to a tune they've already created to change it.</p> <p>To think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>To upload a sound from a bank of sounds into the Sounds section.</p> <p>To record their own sound and upload it into the Sounds section.</p> <p>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</p> <p>To explore how a story can be presented in different ways.</p> <p>To make a quiz about a story or class topic.</p> <p>To make a fact file on a non-fiction topic</p> <p>To make a presentation to the class.</p>	<p>Spreadsheets 2.3</p> <p>Reviewing prior use of spreadsheets</p> <p>Copying and Pasting Totalling tools</p> <p>Using a spreadsheet to add amounts</p> <p>Creating a table and block graph</p> <p>Technology Outside 1.9</p> <p>To walk around the local community and find examples of where technology is used.</p> <p>To record examples of technology outside school.</p>

<i>Subject</i>	Term	Cycle A	Cycle B
	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**Area: Playground Games****Playground Games – Yr 1**

- 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?

Playground Games – Yr 2

- 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?

Area: Playground Games**Playground Games – Yr 1**

- 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?

Playground Games – Yr 2

- 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?

Autumn 2**Area: Dance****Dance – Yr 1**

- 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?

Dance - Yr 2

- Can they perform body actions with control and co-ordination?
- 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?

Area: Dance**Dance – Yr 1**

- 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?
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Dance - Yr 2

- Can they perform body actions with control and co-ordination?
- 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? •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? 	<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? •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?
Spring 2	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?

	Summer 1	Area: Athletics	Area: Athletics
		<i>No athletics from Amy but there is skipping skills??</i>	
	Summer 2	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? • Can they come up with sensible solutions? <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? • Can they come up with sensible solutions? 	<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? • Can they come up with sensible solutions? <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? • Can they come up with sensible solutions?