



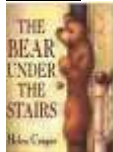




















	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English -Book	<p>Wolves</p>  <p>Non-chronological leaflets, Captions, information writing, character descriptions and comparisons</p> <p>Jim and the Beanstalk</p>  <p>Sequel stories, Narrative retellings (including dialogue), thought bubbles, informal letters</p>	<p>The Journey Home</p>  <p>Persuasive letters, Posters, lists, postcards, wanted posters, information reports, short stories</p> <p>The Great Fire of London</p>  <p>Information booklets, Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates</p>	<p>The Bear Under the Stairs</p>  <p>Information texts, Letters, retellings, own version narratives</p> <p>The Minpins</p>  <p>Own version adventure narratives, Danger posters, setting descriptions, character descriptions, information reports, postcards</p>	<p>Tadpole's Promise</p>  <p>Own version narratives, Simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p> <p>If All the World Were...</p>  <p>Non-narrative poems, Writing in role, diaries, letters of advice, short explanations</p>	<p>The Dragon Machine</p>  <p>Main Outcome: Chn will write a new dragon story</p> <p>Chn will create a Dragon guide and encyclopaedia, letters of advice, dragon machine explanation, shopping list, description, letters in role</p> <p>Toys in Space</p>  <p>Main Outcome: Chn will write own fantasy story.</p> <p>Chn will write: Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy</p>	<p>Lizzie and the Cloud</p>  <p>Main Outcome: Chn to write a Guidebook for how to care for a cloud.</p> <p>Chn will create: Descriptions, adverts / market stall pitches, letters of advice, postcard in role</p> <p>A Walk In London</p>  <p>Main Outcome: 'A Walk in...' guidebook</p> <p>Chn will write: Instructions, persuasive poster, setting descriptions, captions, postcards, diary entry</p>

					setting descriptions	
Maths Maths Mastery	<p>Unit 1 – Numbers within 100</p> <p>Read, write, represent, partition, compare and order numbers to 100</p> <ul style="list-style-type: none"> •Explore patterns including, odds and evens, tens and ones <p>Unit 2 – Addition and subtraction of 2-digit numbers (no regrouping)</p> <p>Apply number bonds to add and subtract</p> <ul style="list-style-type: none"> •Represent and explain addition and subtraction of two 2-digit numbers. •Add three 1-digit numbers <p>Unit 4 – Measuring Lengths</p> <p>Draw and measure lengths in centimetres Use and = to compare and order lengths in metres and centimetres</p>	<p>Unit 5 – Graphs</p> <p>Represent and interpret: pictograms, block diagrams, tables and tally charts.</p> <p>Unit 3 – Addition and subtraction word problems</p> <ul style="list-style-type: none"> •Introduction to bar models as a representation •Create, label and sketch bar models <p>Unit 6 – Multiplication x2, x5, x10</p> <p>Calculate the times tables of 2, 5, and 10 by skip counting Relate the 2 times table to doubling Explore representations of multiplication and division Commutativity</p>	<p>Unit 7 – Telling the Time</p> <p>Tell the time to five minutes including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Know the number of minutes in an hour and the number of hours in a day</p> <p>Compare and sequence intervals of time</p> <p>Unit 8 – Fractions</p> <p>Recognise, find, name and write fractions $\frac{1}{2}, \frac{1}{3}, \frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions for example, $\frac{1}{2}$ of 6 = 3</p> <p>Recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>	<p>Unit 10 – Money</p> <p>To give change and problem solving.</p> <p>To identify and compare the value of coins and notes.</p> <p>Unit 11 – 2D and 3D shapes</p> <p>To recognise the names and properties of 2-D shapes and 3-D shapes</p> <p>To identify right angles, lines of symmetry, vertices and sides in 2-D shapes and identify edges, vertices and faces in 3-D shapes,</p> <p>To sort and compare 2-D and 3-D objects</p> <p>Unit 9 – Adding and Subtracting with regrouping</p> <p>Adding and subtracting 1 digit to 2 digits</p> <p>Adding and subtracting 2 2 digit numbers</p>	<p>Unit 15 – Column Addition and Subtraction</p> <p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>add and subtract numbers mentally, including: a two-digit number and ones; a two-digit number and tens; adding three one-digit numbers</p> <p>add and subtract numbers with up to two digits, using written methods</p> <p>Unit 13- Measuring capacity and volume</p> <p>To read temperature in degrees Celsius on a thermometer.</p> <p>To take and read the temperature in degrees Celsius.</p> <p>To understand the concept of litres through estimating and measuring.</p> <p>To solve word problems that involve litres.</p>	<p>Unit 14- Mass</p> <p>Weigh and compare the mass of objects in kilograms.</p> <p>Interpret scales and compare mass in grams.</p> <p>Add and subtract using mass. Multiply and divide using mass.</p> <p>Consolidate knowledge of mass through investigations.</p> <p>Unit 12 – Numbers to 1000</p> <p>To partition 3-digit numbers in a variety of ways. Pupils also apply their knowledge of comparing, ordering, reading and writing numbers in numerals and words to 3-digit numbers. Pupils apply their knowledge of numbers within 1000 to reading scales</p> <p>Unit 16 – X3 X4 Times tables.</p> <p>Recall and use multiplication and division facts for the 3 and 4</p>

					<p>To Compare millilitres and litres using fraction, Use millilitres as a unit of measurement, compare, and order millilitres and litres.</p> <p>Apply number bonds and derive related facts to 1000.</p> <p>Solve word problems involving capacity and volume.</p>	<p>multiplication tables</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs</p> <p>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental method, and multiplication and division facts, including problems in contexts</p> <p>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</p>
<p>Science</p>	<p>Animals including Humans</p>  <p>Knowledge/Learning Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance</p>	<p>Materials</p>  <p>Knowledge/ Learning</p> <p>To identify uses of different everyday materials. To identify and group the uses of everyday materials. To compare the suitability of different everyday materials. To learn how the shapes of objects made from some materials can be</p>	<p>Living things and their Habitats</p>  <p>Knowledge/ Learning Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a</p>	<p>Plants</p>  <p>Knowledge/Learning</p> <p>Look closely at plants and trees.</p> <ul style="list-style-type: none"> Record what they see by drawing or writing. Follow instructions to plant a seed and a bulb. Order the life cycle of a plant. Suggest how to care for 	<p>The Environment</p>  <p>Knowledge/Learning</p> <p>Compare two different measurements.</p> <ul style="list-style-type: none"> Draw a simple conclusion from the results of a test. Identify the material of an object. Suggest ways to reduce, reuse and recycle. 	<p>Scientists and Inventors</p>  <p>+</p> <p>Knowledge/Learning</p> <p>To learn how the greenhouses invented at the Eden Project help plants grow healthily;</p> <ul style="list-style-type: none"> explain what Louis Pasteur found out about germs; describe an ocean food chain that Rachel Carson studied; identify renewable and

	<p>for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>(exercise, healthy eating, hygiene) – also include basic needs of humans / animals have offspring</p> <p>Skills: ask simple questions and recognise that they can be answered in different ways – Lessons 1 and 4</p> <p>observe closely, using simple equipment – Lessons 5 and 6</p> <p>to perform simple tests Lesson 2</p> <p>to identify and classify Lesson 1</p> <p>To gather and record data to help in answering questions – Lesson 5</p> <p>Vocabulary: Mammals, birds, reptiles, amphibians, Baby, toddler, child, teenager, adult, elderly, Basic needs, survive, water, food, air, lungs, gills, shelter, Exercise, physical activity, heart, muscles, calories.</p> <p>Curriculum Links: English – writing a description History – creating</p>	<p>changed To learn the process of recycling. To learn about the inventor John McAdam and Charles McIntosh</p> <p>Skills: To ask simple questions and recognise that they can be answered in different ways</p> <p>To observe closely, using simple equipment –</p> <p>To perform simple tests.</p> <p>Vocabulary:</p>  <p>Curriculum Links: Maths – comparing Reading – comprehension English – writing a set of instructions.</p> <p>Resources: Powerpoints Various types of materials, ie wood, plastic, metal, trays</p>	<p>variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Skills: To ask simple questions and recognise that they can be answered in different ways. Observing closely using simple equipment.</p> <p>Classifying</p> <p>Gather and record information</p> <p>Vocabulary</p>  <p>Curriculum Links: Geography – map skills</p>	<p>a plant so it grows well.</p> <ul style="list-style-type: none"> • Give examples of food crops. • Explain that plants are living things. <p>Skills ask simple questions and recognise that they can be answered in different ways</p> <p>Observing closely using simple equipment Performing simple tests; Identifying and classifying; Gathering and recording data to help in answering questions Using their observations and ideas to suggest answers to questions</p> <p>Vocabulary</p>  <p>Curriculum Links</p> <p>Art – drawing plants and trees English – writing a description Reading comprehension Maths – measuring and comparing</p> <p>Resources:</p>	<ul style="list-style-type: none"> • Take a survey using a tally. • Think of a way to teach people to use less energy. • Communicate ideas to other people. • Use different sources to find out answers • Label the animal groups. • Measure an amount of water in ml. • Record the amount of water measured. • Answer questions about an animal they have researched. <p>Skills ask simple questions and recognise that they can be answered in different ways</p> <p>Observing closely using simple equipment Performing simple tests; Identifying and classifying; Gathering and recording data to help in answering questions Using their observations and ideas to suggest answers to questions</p> <p>Vocabulary</p>  <p>Curriculum Links</p>	<p>non-renewable sources of energy;</p> <ul style="list-style-type: none"> • describe the invention of wind turbines; <p>Skills asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>using their observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions.</p> <p>Vocabulary</p>  <p>Curriculum Links</p> <p>D&T : Building Greenhouses; making pinwheel Maths: collecting and recording data Art: Drawing plants English: Creating a poster PSHE: Staying healthy</p> <p>Resources: straws, plastic wallet, boxes,</p>
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	<p>a timeline</p> <p>Computing – researching about pets.</p> <p>PE – Exercises</p> <p>Resources: Power points PE equipment Worksheets Animal Fact files</p>		<p>Maths – Pictograms and Tallys English – Reading Art – Drawing habitats</p> <p>Resources:Powerpoints</p>	<p>Power points, pots, soil, seeds, water, art pencils, Worksheets</p>	<p>Computing – researching on internet about rainforest animals</p> <p>Resources – variety of boxes, plastic etc for sorting Water jugs Worksheets</p>	<p>plants, soil, seeds, pots, glitter, soap, pinwheel templates, drawing pins and dowing.</p>
<p>History (Rising Stars)</p>		<p>Why do we remember bonfire night?</p>  <p>Knowledge/learning:</p> <ul style="list-style-type: none"> • learn about events beyond living memory that are significant nationally or globally • know where the people and events they study fit within a chronological framework • know and understand the history of the UK as a coherent, chronological narrative. <p>Skills:</p> <ul style="list-style-type: none"> • develop a curiosity about the past, asking and answering questions • choose and use parts of stories and other sources to show that they know and 	<p>Who are our Local Heroes?</p> <p>Knowledge/Learning</p> <ul style="list-style-type: none"> • learn about events beyond living memory that are significant nationally or globally • know where the people and events they study fit within a chronological framework • know and understand the history of the UK as a coherent, chronological narrative. <p>Skills</p> <ul style="list-style-type: none"> • develop a curiosity about the past, asking and answering questions • choose and use parts of stories and other sources to show that they know and understand key features of events • begin to develop an understanding of abstract terms 		<p>How have Holidays Changed Over Time?</p> <p>Knowledge/Learning To identify features of a seaside holiday.</p> <p>To use photographs to find clues as to what seaside holidays were like in the past</p> <p>To find out when and how seaside holidays became popular.</p> <p>To find out what seaside holidays were like 100 years ago.</p> <p>To be able to order seaside holidays in chronological order</p> <p>To be able to identify similarities and differences between seaside holidays now and in the past</p> <p>Skills</p> <p>develop a curiosity about the past, asking and answering questions</p> <p>Recognise the difference between past and present in their own and others lives Find answers to simple questions about the</p>	

understand key features of events

- begin to develop an understanding of abstract terms such as parliament and treason

Vocabulary:

- Catholic:** members of the Catholic Church. Followers believe that their sins will be cleansed through faith and good works. They worship Mary, the mother of Jesus as well as Joseph and Jesus. cannot marry. Church buildings are generally ornate.
- Christians:** people who follow the Christian religion. Catholics and Protestants are different branches of Christians.
- Conspirators:** people who are plotting together.
- Effigy:** a model or sculpture of a specific person. They are often burnt as a sort of protest.
- Gunpowder:** chemical that explodes if set light to inside a container.
- House of Parliament:** buildings in London, where the government meets.
- Monarch:** a king or queen.
- Parliament:** a group of people that are paid to look after the UK.
- Plot:** a secret plan to do something against the king, or harmful to others.
- Protestants:** members of the Protestant Church. Followers believe that their sins will be cleansed through faith alone. Prisons can vary. The Protestant churches came about because some people PROTESTED about the way things were done in the Catholic Church and wanted change e.g. they wanted to able to read the Bible and hear services in their own language and not in Latin. Church buildings are generally plain.
- Roman Catholic Church:** branch of Christianity led by the Pope. Followers believe that sins will be cleansed through faith and good works. And venerate Mary, the mother of Jesus. Prisons cannot marry.
- State Opening:** a ceremony to mark the start of a new parliament for the year.
- The Pope:** the leader of the Roman Catholic Church.
- Treason:** the act of plotting or carrying out a crime against one's ruler or nation.

Prior Learning:

Curriculum Links:

English: reciting poetry (Lesson 1); discussing ideas (Lessons 3–6); debating (Lesson 4); retelling a factual story (Lessons 2, 3); listening to others (Lessons 1–6); reading poetry and non-fiction (Lessons 1, 2); writing a simple explanation, a 'bill' of Parliament (Lessons 1, 2, 4, 5); answering questions (Lessons 1–6) Maths: interpreting votes as a tally

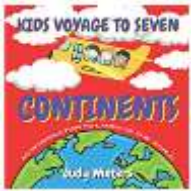
Vocabulary:
Timeline, Chronological, heroes, past, present, information, artefacts, resources.

Curriculum Links:
English – writing recounts, diaries, Art
PSHE: caring, relationships,

past from sources of information e.g. artefacts, Sequence 3 or 4 artefacts from distinctly different periods of time. Use stories to encourage children to distinguish between fact and fiction. Compare adults talking about their past. Find answers to simple questions about the past from sources of information e.g. artefacts, photographs, diaries etc Communicate their knowledge through different media
Vocabulary

seaside	A place by the sea, especially a beach area or holiday resort.
coast	Where the sea meets the land.
beaches	A patch of sandy shore by the sea.
pier	A raised platform supported by pillars that runs above the water and juts out from its shore.
amusement machines	An indoor area containing coin-operated game machines.
promenade	A paved public walk along the seashore.
railways	A network of tracks for trains to travel on.
circus	A special kind of entertainment that can be moved from place to place.

Curriculum Links:

		<p>chart and bar chart (Lesson 4) Geography: locating London on a map of Britain, locating the Houses of Parliament on a map of London (Lesson 2) PE: choreographing and performing a dance (Lesson 6) PSCH: learning about government and monarchy (Lesson 2), civil liberties (Lesson 3) RE: learning about Catholics and Protestants (Lesson 3), religious persecution and freedom (Lesson 3).</p>				
<p>Geography (Rising Stars)</p>	<p>Seasons</p> <p>Knowledge and Learning</p> <p>Develop locational and place knowledge about their locality, and the UK as a whole. Understand basic subject-specific vocabulary relating to physical geography Begin to use geographical skills, including first-hand observation, to enhance their locational awareness Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world Use simple fieldwork and observational skills in their school, its grounds and surroundings Use and construct basic symbols in a key.</p> <p>Skills</p>			<p>Our Wonderful World</p>  <p>Knowledge and Learning Name, locate and identify characteristics of the seven continents and oceans To use world maps, atlases and globes To understand geographical similarities and differences when studying both human and physical geography To Identify the locations of hot and cold areas around the World Learn to use basic vocabulary to refer to physical and human Features To develop knowledge about the world.</p> <p>Skills</p> <p>Read images, maps, atlases and globes</p>		<p>Journeys:food</p> <p>Knowledge and Learning</p> <p>Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key</p>

	<p>Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary.</p> <p>Curriculum Links</p> <p>.</p> <p>English: learning poems about the weather and seasons (Lessons 2–3) Maths: collecting data and representing it in tallies or pictograms (Lessons 1–2); using words to arrange in a weather ‘Wordle’ online (Lesson 2) Science: learning about how the seasons have inspired scientists, writers and painters for millennia (Lessons 3–6); learning about night and day (Lessons 5–6); correcting basic misconceptions about the earth in space (Lesson 1) Art: learning about how artists use the seasons for contrasts in their pictures as well as to simulate a mood in a landscape (Lessons 5–6) Music and drama: listening to sound effects and weather sounds (Lessons 1, 3, 5, 6).</p> <p>Resources</p> <p>Christina Rosetti’s The Wind Poem Blank map of the UK The North wind and the sun story The wind and the sun vocabulary words Winds from the north, east, south and west.</p>			<p>To ask and answer questions To use basic geographical vocabulary</p> <p>Vocabulary Ancient, Compass points, Continent, Country, Man-made, Modern, Natural.</p> <p>Curriculum Links</p> <p>English: creating written work to express their opinions of local area ‘wonders’ (Lesson 1) Science: exploring materials in both natural and manmade environments (Lessons 1–4) Art & design: create their own paintings/drawings/ photographs of their world as well as local ‘wonders’ to illustrate their own world wonders book (Lessons 1–6) Computing: carrying out internet research into (various lists of) the world’s wonders (Lessons 1–5) Design & technology: learning about the architecture/ engineering of buildings, bridges etc (Lessons 5, 6); learning about materials, aesthetics and the purpose of different structures – from the Egyptian Pyramids to modern architecture (Lessons 4, 5, 6) History: adding dates to build a time line for the local and global man-made ‘wonders’ (Lessons 1–6) Music: listening to and learning a song: What A Wonderful World by Louis Armstrong, and adding their own compositions of new</p>		<p>stage.</p> <p>Skills</p> <p>Read images, maps, atlases and globes To ask and answer questions To use basic geographical vocabulary.</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Bakery: a shop that sells bread, cakes, pastries, etc. etc. • Butcher: a shop that sells meat products. • Farm: where animals and crops are raised and grown. • Fast food: food that is prepared and served quickly. • High street: an area of a town where many of the shops and businesses are found. • Newsagent: a shop that sells papers, magazines, confectionery etc. • Planet: a large object that gets its food through photosynthesis. • Processed: food that has been treated by chemicals or changed in some way. • Supermarket: a shop that offers a wide variety of foods and products. <p>Curriculum Links</p> <p>.</p> <p>English: role-play through the children’s shop Big Finish (Lesson 6) Maths: reinforce learning about near and far, linking to the children’s understanding of scale and distance. What grows close to us/far away? (Lessons 1, 2, 5) Science: provides links to food growing, life cycles, ecosystems and edible and inedible things (Lessons 2–4) Modern foreign languages: extend learning by mentioning other languages of the British Isles such as Welsh, Gaelic, Irish, Cornish (Lessons 5–6) Physical education: national sports and teams, team games (Lessons 5–6). Resources:</p>
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	<p>Vocabulary: Clock: an instrument for measuring and recording time Colour words: red, brown, yellow, green etc Descriptive temperature words: warm, cold, cool, dry, hot etc Seasons: a time of year marked by certain conditions: spring, summer, autumn, winter Weather words: sun, rain, clouds, rainbow etc.</p>			verses (Lessons 1–6).		<p>Regional maps of the UK Photographs of your school and nearest shopping district Working Wall Various cooked and uncooked foods, including a bag of apples, a carton of apple juice, a potato and a packet of crispS</p> <p>Blank UK map</p>
Art	<p>Painting and mixed media life in colour.</p> <p>Knowledge and Learning</p> <p>Developing painting skills including colour mixing, painting on a range of surfaces and with different tools.</p> <p>Exploring the interplay between different media within an artwork.</p> <p>Skills</p> <p>Further demonstrate increased control with a greater range of media.</p> <p>Make choices about which materials and techniques to use to create an effect.</p> <p>Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape,</p>			<p>Art Skills – Linked to Take One Picture. Drawing tell a story.</p> <p>Knowledge and Learning</p> <p>To develop a range of mark making techniques.</p> <p>To explore and experiment with mark-making to create textures.</p> <p>To develop observational drawing.</p> <p>To understand how to apply expressions to illustrate a character.</p> <p>To develop illustrations to tell a story.</p> <p>Skills Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas.</p>		<p>Sculpture: 3D Clay houses.</p> <p>Knowledge and Learning</p> <p>To use my hands as a tool to shape clay.</p> <p>To shape a pinch pot and join clay shapes as decoration.</p> <p>To use impressing and joining techniques to decorate a clay tile.</p> <p>To use drawing to plan the features of a 3D model.</p> <p>To make a 3D clay tile from a drawn design.</p> <p>Skills Generating ideas: Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</p> <p>Using sketchbooks: Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</p>

	<p>form and space) in their work.</p> <p>Vocabulary</p> <p>collage detail mixing overlap primary colour secondary colour surface texture</p> <p>Prior Learning Year 1 – That a continuous line drawing is a drawing with one unbroken line.</p> <p>Properties of drawing materials eg; which ones smudge, which ones can be erased, which ones blend.</p> <p>Curriculum Links</p> <p>Maths – 2D shapes.</p> <p>Resources: White and black paper, various paint colours, a range of textured objects.</p>			<p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect.</p> <p>Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work.</p> <p>Vocabulary blending charcoal cross hatching emotion expression frame illustrations lines mark-making re-tell scribbling sketch storyboard texture</p> <p>Prior Learning</p> <p>Year 1 –Skills - developing a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Curriculum Links</p> <p>Maths – 2D and 3D shapes, Patterns</p> <p>Resources Paint, white paper, paper plates, charcoal, coloured paper, crayons</p>		<p>Making skills:</p> <p>Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</p> <p>Vocabulary casting ceramic cut detail flatten glaze impressing join pinch pot plaster roll sculpture shape slip smooth surface</p> <p>Prior Learning New to year 2</p> <p>Curriculum Links</p> <p>DT- Pupils should be taught to:</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p>Resources Clay, paper, pencil, paintbrush</p>
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<p>DT Food For Life Planbee Twinkl</p>	<p>Prepare to party!</p> <p>Knowledge and Learning:</p> <p>Pupils will develop knowledge about healthy eating and where food comes from.</p> <p>Pupils will be aware that others may have different dietary needs so dishes may need to be modified.</p> <p>Pupils will get ready to cook and prepare ingredients safely and hygienically.</p> <p>Pupils will make and evaluate their dish.</p> <p>Skills:</p> <p><small>Design</small> <input type="checkbox"/> design (pre-prepare), functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and constructional technology</p> <p><small>Make</small> <input type="checkbox"/> select fit-for-use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and legaments, according to their characteristics</p> <p><small>Evaluate</small> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria</p> <p><small>Technical knowledge</small> <input type="checkbox"/> build structures, explaining how they can be made stronger, safer and more stable <input type="checkbox"/> explain and use mechanisms (for example, levers, cogs, cranks and wheels), in their products</p> <p>Vocabulary: Occasions, Party food, Dish, Taste, Handle, Recipe Sketch, Ingredients, List, Label, Food packaging, Eat well plate, Healthy, Groups of food, Fruit and vegetables, Starch, Milk and dairy, Protein, Fats and sugars, Balanced plate, Tasting, Consume, Suitability, Religious/cultural beliefs,</p>		<p>Mechanism – Moving Vehicles</p> <p>Knowledge and Learning</p> <p>To investigate a variety of vehicles and their uses and features. To investigate wheels, axles and chassis, To investigate how to create a body of a vehicle. To design and create a vehicle using everyday materials. To evaluate a design</p> <p>Skills:</p> <p><small>Design</small> <input type="checkbox"/> design (pre-prepare), functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and constructional technology</p> <p><small>Make</small> <input type="checkbox"/> select fit-for-use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and legaments, according to their characteristics</p> <p><small>Evaluate</small> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria</p> <p><small>Technical knowledge</small> <input type="checkbox"/> build structures, explaining how they can be made stronger, safer and more stable <input type="checkbox"/> explain and use mechanisms (for example, levers, cogs, cranks and wheels), in their products</p> <p>Vocabulary Vehicle, design, make, evaluate, wheels, chassis, axle, body, parts of a vehicle, materials,</p> <p>Prior Learning</p> <p>Year 1 – Moving Pictures</p> <p>Curriculum Links:</p> <p>English – Reading and answering questions Labelling Maths – Creating patterns Art – Creating designs, using art materials,</p>		<p>Textiles (Bunting)</p> <p>Knowledge and Learning</p> <p>Explore and evaluate a range of existing products in the context of evaluating bunting designs.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology in the context of using a basic graphics program to design a bunting flag.</p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping and finishing) in the context of cutting a template and using it to shape a piece of fabric.</p> <p>Skills</p> <p><small>Design</small> <input type="checkbox"/> design (pre-prepare), functional, appealing products for themselves and other users based on design criteria <input type="checkbox"/> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and constructional technology</p> <p><small>Make</small> <input type="checkbox"/> select fit-for-use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) <input type="checkbox"/> select from and use a wide range of materials and components, including construction materials, textiles and legaments, according to their characteristics</p> <p><small>Evaluate</small> <input type="checkbox"/> explore and evaluate a range of existing products <input type="checkbox"/> evaluate their ideas and products against design criteria</p> <p><small>Technical knowledge</small> <input type="checkbox"/> build structures, explaining how they can be made stronger, safer and more stable <input type="checkbox"/> explain and use mechanisms (for example, levers, cogs, cranks and wheels), in their products</p> <p>Vocabulary</p> <p>Design, evaluate, make, create, fabric, bunting, sew, needle,</p>	
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	<p>Vegetarian, Allergies Health, Availability Equipment, Senses, Consideration, Plant/animal origin, Design, Design criteria, Cooking skills Cutting out – Snipping, Mixing, spooning, spreading, nutrition.</p> <p>Prior Learning: Food around the world.</p> <p>Curriculum Links: English: Learning new vocabularies, reading stories and comprehension.</p> <p>Geography: Where does food come from?</p> <p>History: Food over time.</p> <p>PSHE: Festivals and celebrations.</p> <p>Science: The food chain.</p> <p>Art: Creating a poster.</p> <p>Resources: www.foodafactoflife.org.uk www.nutrition.org.uk www.food.gov.uk cyop.potato.org.uk www.dairyco.org.uk www.grainchain.com www.nhs.uk/Livewell/Goodfood/Pages/eatwell-plate.aspx</p>		<p>Resources: Wheels, dowling, cardboard boxes, pictures of vehicles, glue, art materials, paint. Powerpoints from Planbee</p>		<p>thread, running stitch</p> <p>Resources Scissors, chalk, felt, needles, thread, patterns.</p>	
Computing (Purple Mash)	<p>Coding Knowledge and Learning</p> <p>To introduce algorithms</p>	<p>Online Safety Knowledge and Learning</p> <p>To know how to refine</p>	<p>Questioning Knowledge and Learning</p> <p>To learn that the</p>	<p>Effective Searching Knowledge and Learning</p>	<p>Creating Pictures Knowledge and Learning</p>	<p>Presenting Ideas Knowledge and Learning</p>

	<p>To use repeat and timer commands To understand debugging To make an object in a program move To create a more complex program</p> <p>Skills:</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs</p> <p>Vocabulary</p> <p>Action, algorithm, bug, character, code block, code design, command, bug/debugging, design mode, Input, object, properties, repeat, scale, timer. When clicked</p> <p>Prior Learning: Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Create and debug simple programs.</p> <p>Use logical reasoning to predict the behaviour of simple programs.</p> <p>Curriculum Links</p>	<p>searches using the Search tool. To know how to share work electronically using the display boards. To have some knowledge and understanding about sharing work on Purple Mash and the Internet. To use 2Email to write to 2Respond characters. To understand how we talk to others when they aren't there in front of us.</p> <p>Skills:</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Vocabulary</p> <p>Internet, searches, search tool, filter, safety, e-mail, stranger, harmful</p> <p>Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – To answer simple questions using e-mail.</p> <p>Art – To paint a self-portrait showing feelings.</p> <p>Spreadsheets</p> <p>Knowledge and Learning</p>	<p>information provided on pictograms is of limited use beyond answering simple Questions. To use yes/no questions to separate information. To construct a binary tree to separate different items and answer questions about it. To use a database to answer more complex search questions. To use the Search tool to find information.</p> <p>Skills</p> <p>Recognise common uses of information technology beyond school. To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Vocabulary</p> <p>Database, questioning, information, answers, Avatars, search,</p> <p>Prior Learning Year 1 - to sort, collate, edit and store simple digital content.</p> <p>Curriculum Links</p> <p>English – To answer simple questions.</p>	<p>I can recall the meaning of key internet terms. I have completed a quiz about the Internet.</p> <hr/> <p>I can identify the basic parts of a web search engine search page. I have learnt to read a web search results page. I can search for answers to a quiz on the Internet.</p> <hr/> <p>I have created a leaflet to consolidate my knowledge of effective Internet searching.]</p> <hr/> <p>Skills</p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Vocabulary:</p> <p>Internet, searching, quiz, presentation, leaflet,</p> <p>Prior Learning Year 1</p> <p>Curriculum Links English – writing a leaflet Answering questions</p>	<p>To be introduced to 2Paint a Picture. To look at the impressionist style of art (Monet, Degas, Renoir).</p> <hr/> <p>To recreate pointillist art and look at the work of pointillist artists such as Seurat.</p> <hr/> <p>To look at the work of Piet Mondrian and recreate it using the Lines template.</p> <hr/> <p>To look at the work of William Morris and recreate it using the Patterns template.</p> <hr/> <p>To explore surrealism and eCollage</p> <p>Skills</p> <p>Recognise common uses of information technology beyond school. To use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Vocabulary: Art, paint, portrait, artists, impressionism, pointillism, patterns, surrealism, e-collage</p> <p>Prior Learning Year 1</p> <p>Curriculum Links:</p> <p>Art – Creating pictures English – writing about artists.</p>	<p>To explore how a story can be presented in different ways.</p> <hr/> <p>To make a quiz about a story or class topic.</p> <hr/> <p>To make a fact file on a non-fiction topic.</p> <hr/> <p>To make a presentation to the class.</p> <p>Skills</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Vocabulary</p> <p><u>Concept Map</u></p> <p><u>Node</u></p> <p><u>Animated</u></p> <p><u>Quiz</u></p> <p><u>Non-fiction</u></p> <p><u>Presentation</u></p> <p><u>Narrative</u></p> <p><u>Audience</u></p> <p>Prior Learning – Year 1</p>
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	<p>Maths – position</p>	<p>Children can explain what rows and columns are in a spreadsheet. Children can open, save and edit a spreadsheet. Children can add images from the image toolbox and allocate them a value. Children can add the count tool to count items. Children can use copying a pasting to help make spreadsheets. Children can use tools in a spreadsheet to automatically total rows and columns. Children can use a spreadsheet to solve a mathematical puzzle. Children can use images in a spreadsheet. Children can work out how much they need to pay using coins by using a spreadsheet to help calculate. Children can create a table of data on a spreadsheet. Children can use the data to create a block graph manually.</p> <p>Skills Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Vocabulary Spreadsheets, total, column, row, images, value, block graph.</p> <p>Prior Learning Year 1</p> <p>Curriculum Links Maths – Graphs, spreadsheets, totalling,</p>				<p>To be introduced to e-books and iCreate a Story.</p> <hr/> <p>To continue a previously saved story To add animation to a story.</p> <hr/> <p>To add sound to a story, including voice recording and music the children have created.</p> <hr/> <p>To work on a more complex story, including adding backgrounds and copying and pasting pages.</p> <hr/> <p>To use additional features to enhance their stories To share their e-books on a class display board.</p> <p>Curriculum Links English – books and reading. Art – making pictures Music – adding sound</p>
<p>PE</p>	<p>Athletics</p> <p>Knowledge and Learning</p> <p>LESSON 1: To develop the sprinting action.</p> <p>LESSON 2: To develop jumping for distance.</p> <p>LESSON 3: To develop</p>	<p>Fitness</p> <p>Knowledge and Learning</p> <p>LESSON 1: To understand how to run for longer periods without stopping.</p> <p>LESSON 2: To develop co-ordination and timing when jumping in a long rope.</p>	<p>Gymnastics</p> <p>Knowledge and Learning</p> <p>LESSON 1: To perform gymnastic shapes and link them together.</p> <p>LESSON 2: To be able to use shapes to create balances.</p>	<p>Invasion</p> <p>Knowledge and Learning</p> <p>LESSON 1: To understand what being in possession means and support a teammate to do this.</p> <p>LESSON 2: To use a variety of skills to score</p>	<p>Target Games</p> <p>Knowledge and Learning</p> <p>LESSON 1: To develop an understanding of target games and consider how much power to apply when aiming at a target.</p> <p>LESSON 2: To understand</p>	<p>Athletics</p> <p>Knowledge and Learning</p> <p>LESSON 1: To develop the sprinting action.</p> <p>LESSON 2: To develop jumping for distance.</p> <p>LESSON 3: To develop</p>

	<p>technique when jumping for height.</p> <p>LESSON 4: To develop throwing for distance.</p> <p>LESSON 5: To develop throwing for accuracy.</p> <p>LESSON 6: To develop technique when taking part in an athletics carousel.</p> <p>Skills Physical: running at different speeds, jumping for distance, throwing for distance.</p> <p>Social: working safely, collaborating with others.</p> <p>Thinking: observing and providing feedback.</p> <p>Ball Skills</p> <p>Knowledge and Learning</p> <p>LESSON 1: To be able to roll a ball to hit a target.</p> <p>LESSON 2: To develop co-ordination and be able to stop a rolling ball.</p> <p>LESSON 3: To develop technique and control when dribbling a ball with your feet.</p> <p>LESSON 4: To develop control and technique when kicking a ball.</p> <p>LESSON 5: To develop co-ordination and technique when throwing and catching.</p> <p>LESSON 6: To develop control and co-ordination when dribbling a ball with</p>	<p>LESSON 3: To develop individual skipping.</p> <p>LESSON 4: To take part in a circuit to develop stamina and agility.</p> <p>LESSON 5: To explore exercises that use your own body weight.</p> <p>LESSON 6: To develop 'ABC,' agility, balance and co-ordination.</p> <p>Skills Physical: Agility, Balance, Co-ordination, Speed, Stamina Skipping.</p> <p>Social: Encouraging and supporting others, taking turns.</p> <p>Thinking: Identifying strengths and areas for improvement, Observing and providing feedback.</p> <p>Emotional: Determination, Perseverance, Challenging myself.</p> <p>Vocabulary Skip, jump, side step, jog, run, bend, lunges, high knees, tuck jump, travel.</p> <p>Prior learning</p> <p>Year 1: Recognising changes to body when exercising, developing agility, balance, coordination, speed and stamina.</p>	<p>LESSON 3: To be able to link travelling actions and balances using apparatus.</p> <p>LESSON 4: To demonstrate different shapes, take off and landings when performing jumps.</p> <p>LESSON 5: To develop rolling and sequence building.</p> <p>LESSON 6: To develop sequence work on apparatus.</p> <p>Skills Physical: Shapes, Balances, Shape jumps, Travelling movements, Barrel roll, straight roll and forwards roll.</p> <p>Social: Sharing, working safely.</p> <p>Thinking: Observing and providing feedback.</p> <p>Emotional: Confidence and independence.</p> <p>Vocabulary Straight, barrel, tuck, pike, straddle, sequence.</p> <p>Prior learning</p> <p>Year 1: Developing previous knowledge on basic gymnastic actions and use of equipment.</p> <p>Curriculum links: English- Learning vocabulary, Listening, understanding</p>	<p>goals. LESSON 3: To develop stopping goals.</p> <p>LESSON 4: To learn how to gain possession of the ball.</p> <p>LESSON 5 - To develop an understanding of marking an opponent.</p> <p>LESSON 6: To learn to apply simple tactics for attacking and defending.</p> <p>Skills Physical : Throwing and catching, kicking, dribbling, dodging, finding space, communication</p> <p>Prior learning</p> <p>Year 1: Basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means..</p> <p>Curriculum links: English- Learning vocabulary, listening and following instructions, expressing ideas, communicating with peers and small groups.</p> <p>Maths- estimating distances, counting, keeping score.</p> <p>Science- Observing changes before, during and after exercise.</p> <p>Resources: Beanbags, cones, balls, tennis balls, hoops, cricket</p>	<p>how to score in different target games using overarm throwing.</p> <p>LESSON 3: To develop understanding of different target games using the skill of kicking.</p> <p>LESSON 4: To develop striking to a target.</p> <p>LESSON 5: To develop hitting a moving target.</p> <p>LESSON 6: To select an appropriate skill to play a game.</p> <p>Skills kicking, and striking.</p> <p>Social: Kindness, support, communication and collaboration.</p> <p>Thinking: Select and apply, using tactics, decision making, provide feedback and problem solving.</p> <p>Emotional: honesty, perseverance, independence, manage emotions.</p> <p>Vocabulary Expression, pathway, direction, perform, dynamics</p> <p>Prior learning</p> <p>Year 1: Developing previous knowledge on travelling actions, movement skills and balancing. Performing with partners and opportunities for feedback to</p>	<p>technique when jumping for height.</p> <p>LESSON 4: To develop throwing for distance.</p> <p>LESSON 5: To develop throwing for accuracy.</p> <p>LESSON 6: To develop technique when taking part in an athletics carousel.</p> <p>Skills Physical: running at different speeds, jumping for distance, throwing for distance.</p> <p>Social: working safely, collaborating with others.</p> <p>Thinking: observing and providing feedback.</p> <p>Emotional: working independently, determination.</p> <p>Vocabulary Throw, catch, co-ordination, bounce, teamwork, jump, hurdle, skip</p> <p>Prior Learning Year 1 Skipping, running, catching, throwing, co-ordination</p> <p>Curriculum Links English: key vocabulary, communicating with partner.</p> <p>Science – Keeping healthy, understanding the effects of exercise.</p> <p>Maths: counting how many cones they can touch in 20 seconds, how many targets throws they can make.</p>
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	<p>your hands.</p> <p>Skills Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Vocabulary Throw, catch, co-ordination, bounce,</p> <p>Prior Learning (year 1) – Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Curriculum Links: English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions. Science: Keeping Healthy- observing changes to body during exercise. Resources: Balls, tennis balls, cones.</p>	<p>Curriculum links: English- Learning of key vocabulary, reading task cards and following instructions, communicating with others. Maths- Counting how many repetitions made and working to a time length. Science- Understanding how humans feel differently when performing different exercises.</p> <p>Resources: Hoops, cones, skipping ropes, base stations, benches, cones, speed bounce, pupil cards, balls.</p> <p><i>Sending and Receiving</i></p> <p>Knowledge and Learning Lesson 1 – To roll a ball towards a target Lesson 2 - To be able to track and receive a rolling ball Lesson 3 – To be able to stop, send and receive a ball using your feet Lesson 4 – To develop throwing and catching skill. Lesson 5 - To develop throwing and catching skill Lesson 6 – To send and receive a ball using a racket.</p> <p>Skills Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching</p>	<p>and following instructions Communicating ideas, Providing feedback on others performances, Describing shapes.</p> <p>Maths- Counting the number of actions to include, Counting number of actions to include in the aerobic warm up and counting to 10 seconds, Holding balances for 5 seconds, Creating shapes with their body.</p> <p>Science- Exploring animals and how they move, Learning how to tense their muscles to stay balanced.</p> <p>Resources: Mats, benches, climbing equipment, hoops, cones, base stations and skipping ropes.</p> <p><i>Fundamentals</i></p> <p>Knowledge and Learning Lesson 1 – To develop balance, stability and landing safely Lesson 2 – to explore how the body moves differently when running at different speeds. Lesson 3 To develop changing direction and dodging Lesson 4 – To develop and explore jumping, hopping and skipping actions. Lesson 5 – To develop co-ordination and combining jumps. Lesson 6 – to develop combination jumping and skipping in an individual rope</p> <p>Skills Physical: Agility, Balance,</p>	<p>bats, golf clubs, tennis rackets, air flow balls.</p> <p><i>Net and Wall</i></p> <p>Lesson 1 - To develop racket familiarisation.</p> <p>Lesson 2 – To develop placing an object</p> <p>Lesson 3 – To use the ready position to defend space on court</p> <p>Lesson 4 – to develop returning the ball with hands</p> <p>Lesson 5 - to develop returning the ball with a racket.</p> <p>Lesson 6 – to move an opponent to win a point.</p> <p>Skills: throwing, catchin, racket skills, readyposition, hitting a bal</p> <p>Vocabulary: throwing, catching, racket skills, ready position, tactics, opponent</p> <p>Prior learning (year 1) To develop throwing, catching and racket skills, learning to track and hit a ball.</p> <p>Curriculum Links English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions. Maths – keeping score</p>	<p>be given.</p> <p>Curriculum links: English-. Learning vocabulary, listening and following instructions, expressing ideas through movement, communication with peers.</p> <p>Maths- use of numbers, using counts to stay in time with music and partner.</p> <p>Science- discussing animals, tress, weather and rivers of the rainforest. Discussing how mirror image works,</p> <p>Resources: Hoops, music, base stations</p> <p><i>Team Building</i></p> <p>Knowledge and Learning Lesson 1 - To follow instructions and work with others. Lesson 2 - to co-operate and communicate in a small group to solve challenges. Lesson 3 - To create a plan with a group to solve the challenges. Lesson 4 - To communicate effectively and develop trust. Lesson 5 - To work as a group to solve problems. Lesson 6 - To work with a group to copy and create a basic map.</p> <p>Skills: travelling actions, jumping, balancing, planning, decision making,</p>	<p>Measuring how far they throw, estimating distances, how many lengths they can make of the playground in 1 minute/ Resources Javelins, hurdles, relay batons, cones, skipping ropes, beanbags, balls.</p> <p><i>Dance</i> Lesson 1 - THEME: Secret Garden To remember, repeat and link actions to tell the story of my dance. Lesson 2 - THEME: Secret Garden To develop an understanding of dynamics and how they can show an idea. Lesson 3 - THEME: Secret Garden Use counts of 8 to help you stay in time with the music. Lesson 4 - HEME: The Circus To copy, remember and repeat actions using facial expressions to show different characters. Lesson 5 - THEME: The Circus To explore pathways and levels. Lesson 6 - THEME: The Circus To remember and rehearse our circus dance showing expression and character.</p> <p>Skills; Travel, performing and</p>
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		<p>skills in a game. Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used.</p> <p>Vocabulary</p> <p>Throw, catch, co-ordination, bounce,</p> <p>Prior Learning</p> <p>(year 1) – Pass the ball to another player in a game. Use kicking skills in a game.</p> <p>Curriculum Links:</p> <p>English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions.</p> <p>Science: Keeping Healthy-observing changes to body during exercise.</p> <p>Resources:</p> <p>Balls, tennis balls, cones.</p>	<p>Co-ordination, Speed, Stamina Skipping.</p> <p>Social: Encouraging and supporting others, taking turns.</p> <p>Thinking: Identifying strengths and areas for improvement, Observing and providing feedback.</p> <p>Emotional: Determination, Perseverance, Challenging myself.</p> <p>Vocabulary Balance, stability, safely, co-ordination, combination, skipping, jumping, body, speed</p> <p>Prior Learning (year 1)</p> <p>Fundamental skills of balancing, running, changing direction, jumping, hopping and skipping</p> <p>Curriculum Links</p> <p>English Learning vocabulary Listening to instructions Expressing ideas Communicating with others Maths Counting from 0 to 10 Using jumps to time a partner Science Understanding changes to the body whilst exercising Exploring what helps them to balance</p>	<p>Science - Keeping Healthy-observing changes to body during exercise</p> <p>Resources –hoops, pack of cards, cones</p>	<p>Vocabulary: travelling actions, jumping, balancing, planning, decision making</p> <p>Prior learning (year 1)</p> <p>Pupils develop their communication and problem solving skills.</p> <p>Curriculum Links</p> <p>English: learning vocabulary, expressing ideas, communicating with others, listening and following instructions.</p> <p>Maths – creating shapes, adding values together.</p> <p>Science - Keeping Healthy-observing changes to body during exercise</p> <p>Resources – Balls, Rackets, Cones</p>	<p>copying actions, using dynamics, expression and speed, balance, co-ordination.</p> <p>Vocabulary</p> <p>Travel, performing and copying actions, using dynamics, expression and speed, balance, co-ordination, themes, musicality</p> <p>Prior Learning (year 1) Pupils explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases.</p> <p>Curriculum Links: English Learning vocabulary Listening to instructions Expressing ideas Communicating with others</p> <p>Maths: Using counts to stay in time with the music. Use of numbers.</p>
<p>RE (Discovery)</p>	<p>What did Jesus Teach?</p> <p>Knowledge and Learning To learn Bible stories that teach kindness. To explore how stories</p>	<p>Christianity - Jesus as a gift from God</p> <p>Knowledge and Learning</p>	<p>Judaism - Passover</p> <p>Knowledge and Learning To understand if it is important it is for Jewish</p>	<p>Christianity – Easter – Resurrection</p> <p>Knowledge and Learning To reflect on how important</p>	<p>Judaism to Islam</p> <p>Does going to a mosque give Muslims a sense of belonging?</p>	<p>Judaism – Good Works</p> <p>Knowledge and Learning: To understand what is the best way for a Jew to show</p>

	<p>make Christians behave towards other people.</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: Wisdom, kindness, Jesus, Bible Story – Samaritan, enemy, dislike, believe, gospel, Prior Learning Year 1 –</p> <p>Curriculum Links</p> <p>English - speaking and listening, drama Art - drawing</p>	<p>To learn the Christmas story. To understand the reasons for Jesus' birth To understand Christians' beliefs.</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: Superhero, problems, world, save, God, Jesus birth, Christmas, magical powers, teaching, Advent</p> <p>Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – speaking and listening, writing, sequencing</p>	<p>people to do what God asks them. To learn how Jewish people celebrate Passover and why</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of Democracy, rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: Judaism, Jews Passover, respect, Seder meal, Moses, Exodus, slavery, consequences, Synagogue. Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – speaking and listening, writing, sequencing</p>	<p>is it to Christians that Jesus came back to life. To retell the Easter story and understand what Jesus' resurrection means for Christians.</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: Winter/Spring, seasons, nature/ return to life, resurrection, crucifixion, heaven, salvation, Easter story, Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – speaking and listening, writing,</p>	<p>Knowledge and Learning: To understand the special relationship between Jews and God. To learn the promises they make to each other.</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: New Year's resolutions, promises. Agreements, contract, trust, Covenant, Abraham, descendants, stories, Jews, Ten commandments, mezuzah scrolls Hebrew, Shema Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – speaking and listening, writing,</p>	<p>commitment to God.</p> <p>Skills: Knowing about and understanding empathy, investigating and applying knowledge, to express their opinions. To reflect on other beliefs. To learn the British values of rule of law, individual liberty, mutual respect, tolerance. -</p> <p>Vocabulary: Bar/Bat Mitzvah, responsibility, Ten Commandments, covenant, Shabbat, Seder, Synagogue, worship, Torah, scrolls, festivals, home life, ceremony,</p> <p>Prior Learning Year 1</p> <p>Curriculum Links</p> <p>English – speaking and listening, writing, Maths – pie charts</p>
Music (Charanga)	<p>Pulse, Rhythm and Pitch</p> <p>Knowledge and Learning</p> <p>to recognise the basic style indicators of South African music To find the pulse Sing and play instrumental parts within the song.</p> <p>Skills</p>	<p>Playing in an Orchestra</p> <p>Knowledge/Learning</p> <p>To find the pulse and clap a rhythm. To copy a pitch pattern. Sing, dance, rap and play instrumental parts within the song.</p> <p>Skills</p> <p>To Listen and Appraise.</p>	<p>Inventing a Musical Story</p> <p>Knowledge/Learning</p> <p>To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song.</p> <p>Skills</p>	<p>Recognising Different Sounds</p> <p><i>Knowledge/Learning</i></p> <p>To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song.</p> <p><i>Skills</i></p> <p>To Listen and Appraise.</p>	<p>Exploring Improvisation</p> <p>Knowledge/Learning</p> <p>To find the pulse and clap a rhythm. To copy a pitch pattern. Sing and play instrumental parts within the song. To improvise, compose and perform.</p> <p>Skills</p> <p>To Listen and Appraise.</p>	<p>Our Big Concert</p> <p>Knowledge and Learning</p> <p>To listen to and appraise a variety of musical songs and styles.</p> <p>Skills</p> <p>To Listen & Appraise To sing To perform/share To compose</p> <p>Vocabulary</p>

	<p>To Listen & Appraise To sing To perform/share To compose</p> <p>Vocabulary Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics</p> <p>Prior Learning</p> <p>Singing assemblies Listening to music</p> <p>Curriculum Links</p> <p>Geography</p> <p>Resources</p> <p>Musical instruments; Charanga</p>	<p>To sing, move and rap to the pulse. To perform and share.</p> <p>Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure</p> <p>Prior Learning</p> <p>Hands, Feet, Heart unit. Already familiar with vocabulary and structure of music lessons. Singing assemblies Listening to music</p> <p>Curriculum Links RE</p> <p>Resources</p> <p>Musical instruments; Charanga</p>	<p>To Listen and Appraise. To sing, move and clap to the pulse. To perform and share.</p> <p>Vocabulary Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure</p> <p>Prior Learning</p> <p>Hands, Feet, Heart and Ho Ho Ho units. Singing assemblies Listening to music</p> <p>Curriculum Links</p> <p>Resources</p> <p>Musical instruments; Charanga</p>	<p>To sing, move and clap to the pulse. To improvise and compose. To perform and share.</p> <p>Vocabulary</p> <p>Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure</p> <p>Prior Learning Hands, Feet, Heart unit. Ho, Ho, Ho unit. I wanna play in a band unit. Singing assemblies Listening to music</p> <p>Curriculum Links Science – Living Things/Food chain Resources</p> <p>Musical instruments; Charanga</p>	<p>To sing, move and clap to the pulse. To improvise and compose. To perform and share</p> <p>Vocabulary</p> <p>Pulse. Rhythm, pitch, tempo, dynamics, texture, timbre, notation, song, verse, chorus, lyrics, structure</p> <p>Prior Learning Hands, Feet, Heart unit. Ho, Ho, Ho unit. I wanna play in a band unit. Zootime unit. Singing assemblies Listening to music Curriculum Links PSHE Resources</p> <p>Musical instruments; Charanga</p>	<p>Pulse, rhythm, pitch, dynamics, timbre, texture, tempo, structure, notation, song, verse, chorus, lyrics</p> <p>Prior Learning</p> <p>Listening to music; Singing Assemblies</p> <p>Curriculum Links</p> <p>Resources</p> <p>Musical instruments; Charanga</p>
<p>PSHE (SCARF)</p>	<p>Me and my Relationships</p> <p>Knowledge and Learning</p> <p>Suggest actions that will contribute positively to the life of the classroom and to make and undertake pledges</p> <p>Use a range of words to describe feelings</p> <p>Recognise that people have different ways of expressing</p>	<p>Valuing Difference</p> <p>Knowledge and Learning</p> <p>Identify some of the physical and non-physical differences and similarities between people;</p> <p>Know and use words and phrases that show respect for other people</p> <p>Recognise and explain how a person's behaviour can</p>	<p>Keeping myself safe</p> <p>Knowledge and Learning</p> <p>Understand that medicines can sometimes make people feel better when they're ill;</p> <p>Give examples of some of the things that a person can do to feel better without use of medicines, if they are</p>	<p>Rights and respect</p> <p>Knowledge and Learning</p> <p>Describe and record strategies for getting on with others in the classroom.</p> <p>Explain, and be able to use, strategies for dealing with impulsive behaviour.</p> <p>identify special people in the school and</p>	<p>Being My Best</p> <p>Knowledge and Learning understand and give examples of things they can choose themselves and things that others choose for them;</p> <p>Explain things that they like and dislike, and understand that they have choices about these things; Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health.</p>	<p>Growing and Changing</p> <p>Knowledge and Learning</p> <p>Help themselves and others develop a positive attitude that support their wellbeing</p> <p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler,</p>

<p>their feelings;</p> <p>Identify helpful ways of responding to other's feelings.</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;</p> <p>Understand and describe strategies for dealing with bullying</p> <p>Recognise that friendship is a special kind of relationship;</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Skills: Empathy</p> <p>Self-awareness</p> <p>Motivation Social skills</p> <p>British Values: Caring, Rules and Laws, Pupil voice</p> <p>Vocabulary: Feelings, classroom, contract, bullying, teasing, unkind/kind, relationship,</p> <p>Prior Learning – Year 1</p> <p>Curriculum Links</p> <p>English Y2 Writing - composition Develop positive attitudes towards and stamina for writing by writing for different purposes.</p>	<p>affect other people.</p> <p>Identify people who are special to them;</p> <p>Explain some of the ways those people are special to them</p> <p>Explain how it feels to be part of a group;</p> <p>Explain how it feels to be left out from a group;</p> <p>Identify groups they are part of;</p> <p>Suggest and use strategies for helping someone who is feeling left out.</p> <p>Recognise and describe acts of kindness and unkindness;</p> <p>Explain how these impact on other people's feelings;</p> <p>Suggest kind words and actions they can show to others;</p> <p>Show acts of kindness to others in school.</p> <p>Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted);</p> <p>Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>	<p>unwell;</p> <p>Explain simple issues of safety and responsibility about medicines and their use.</p> <p>Identify situations in which they would feel safe or unsafe;</p> <p>Suggest actions for dealing with unsafe situations including who they could ask for help.</p> <p>Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others.</p> <p>Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;</p> <p>Identify the types of touch they like and do not like;</p> <p>Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Identify safe secrets (including surprises) and unsafe secrets;</p> <p>Recognise the</p>	<p>community who can help to keep them safe;</p> <p>Know how to ask for help.</p> <p>Identify what they like about the school environment;</p> <p>Identify any problems with the school environment (e.g. things needing repair);</p> <p>Make suggestions for improving the school environment;</p> <p>Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Skills</p> <p>Identifying how to manage emotions and what can be done to manage emotions, recognising that everyone has responsibility for the school and looking after everyone.</p> <p>Vocabulary</p> <p>Environment, caring community, feelings and respect.</p> <p>Prior Learning Year 1- emotions</p> <p>Curriculum Links</p> <p>English – Develop positive attitudes towards and stamina for writing by writing</p>	<p>Understand that the body gets energy from food, water and oxygen;</p> <p>Recognise that exercise and sleep are important to health</p> <p>Skills</p> <p>Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain);</p> <p>Describe how food, water and air get into the body and blood.</p> <p>Keeping Healthy and making the right choices.</p> <p>Vocabulary</p> <p>Food, oxygen, water, growing, healthy, unhealthy, ribs, heart, lungs, blood, stomach, brain</p> <p>Prior Learning</p> <p>Curriculum Links</p> <p>Science</p> <p>Resources</p> <p>SCARF resources</p>	<p>child, teenager, adult);</p> <p>Understand and describe some of the things that people are capable of at these different stages.</p> <p>Identify which parts of the human body are private;</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p> <p>Give examples of different types of private information.</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Skills</p> <p>Understand that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>understand there is a normal range of emotions about growing and changing from young to old and how people's needs change</p> <p>understand how to keep safe and respect privacy.</p> <p>Understand the emotions connected with and how to deal with loss.</p> <p>Developing a positive attitude.</p>
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	<p>Resources</p> <p>Calming music to play during part of this lesson</p> <p>Large piece of paper (ideally flip chart size) to record ideas and display</p> <p>Paper chain strips - enough for one per child</p> <p>'Gem jar' glass jar with beads or 'gems' (for the optional extension activity)</p> <p>Feelings cards, Bullying worksheet Special object for circle time</p>	<p>Skills</p> <p>Managing feelings</p> <p>Empathy</p> <p>Social skills Self-awareness (anti-bullying week in November)</p> <p>British Values: building self esteem Diversity Respect, Tolerance Great get together Relationships Education (formerly SRE or RSE) Introduction</p> <p>Vocabulary: Difference, respect, similarities, feelings, kindness,</p> <p>National Curriculum Links</p> <p>English Y2 Writing - composition Develop positive attitudes towards and stamina for writing by writing for different purposes.</p>	<p>importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.</p> <p>Identify how inappropriate touch can make someone feel;</p> <p>Understand that there are unsafe secrets and secrets that are nice surprises;</p> <p>Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Skills</p> <p>Identifying who makes us feel safe and what to do if we do not feel in a safe environment. Chn are able to identify what to say or do when they are not feeling safe.</p> <p>Vocabulary</p> <p>Safe, unsafe, medicine. Prior Learning</p> <p>Year 1 –.looking after each other/healthy me.</p> <p>Curriculum Links</p> <p>English – Reading story/scenarios. Science – safety.</p> <p>Resources</p>	<p>for different purposes.</p> <p>British values Rules and laws</p> <p>Resources</p> <p>SCARF resources</p>		<p>Vocabulary</p> <p>Growth, genitals, privacy, friendships, positive</p> <p>Prior Learning</p> <p>Year 1 – then and now, surprises and secrets, keeping privates private.</p> <p>Curriculum Links</p> <p>English – Reading a story Science – Growing up</p> <p>Resources</p> <p>SCARF resources.</p>
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