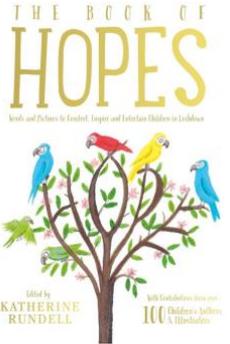
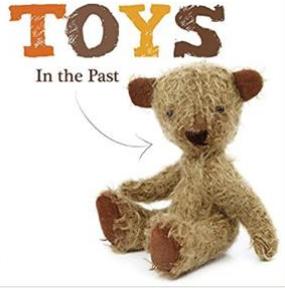
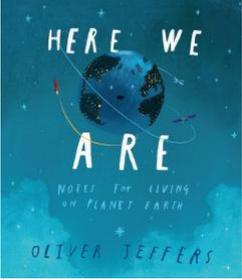
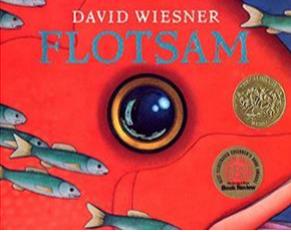
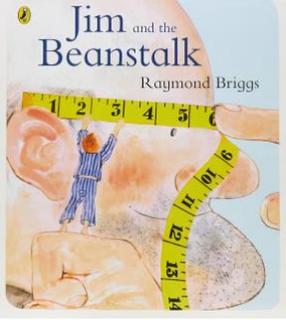
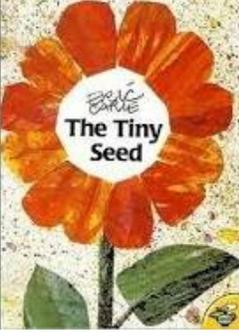


	<b>Autumn Term</b> <b>Toys through Time</b>		<b>Spring Term</b> <b>Under the Sea</b>		<b>Summer Term</b> <b>How does your garden grow?</b>	
	<p><b>Curriculum overview:</b> During the Autumn term, KS1's learning will be based around the topic 'Toys through Time'. We will start the year by looking at a short story called '<i>My Favourite Game</i>' by Harriet Muncaster, which has been published on the National Literacy Trust's website in 'The Book of Hopes'. The children will make their own bear or doll, give them a birth certificate and take them on an adventure ready. This is be the start of their descriptive and story writing.</p> <p>As the term progresses, we will continue to enjoy a range of books about toys and even make our own mode of transport. We will travel back in time to research toys of the past and discuss how they were suited for the time. Through our research, we will see how toys are adapted to lifestyles and we will look into the future to predict where our timeline of toys will go next.</p>		<p><b>Curriculum overview:</b> Over the Spring term we will be learning about Earth and our solar system. We will name and order the planets, compare them and find out how humans visit space. As the term progresses, we will focus our learning back to Earth when we will name the continents and oceans and learn about human and physical features. We will practise our map work, follow compass directions and look at aerial photographs.</p> <p>Printmaking and textiles will be used to explore patterns and textures from around our world and we will name and classify a range of living things. Looking at the lifecycles of living things will help us to discover how they survive and help us to identify possible threats to them.</p>		<p><b>Curriculum overview:</b> Summer is here and the grass is green, and the plants are blooming! The drive for this term is focusing on science and plants. Within science the children will begin to develop their understanding of the structure of a plant and what they need to survive. We will perform experiments with plants seeing what happens to them over periods of time. Within science the children will learn about habitats and how different animals have adapted to suit the environment they live in.</p> <p>Using a range of art media, the children will develop their artistic skills. In Geography we will look at where we live and compare this to other villages across the globe. The children will discuss and describe seasonal weather and how they change not only here in the UK but in other parts of the world.</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Value + key questions linked to topic</b>	Love	Integrity	Trust	Resilience	Belief	Respect
<b>Hook</b>	Possible hooks: TBC		Possible hooks: TBC		Possible hooks: TBC	
<b>Visit</b>						

Topic Finale						
<b>Subject Drivers</b>	<p><b>English</b></p> <p>English will drive this half term. From our text, we will create our own bear or doll and write about their adventures. We will use our ideas to move into Design &amp; Technology, where we will learn about mechanisms.</p>	<p><b>History</b></p> <p>For our second half term of toys, we will focus on History. We will look back in time to see how toys have changed and compare them to today. Using a range of sources, we will discuss lifestyles of the past as well as predict the future.</p>	<p><b>Geography</b></p> <p>In the Spring term we will focus on Geography. We will identify countries in the UK and discover continents and countries around the world. We will compare places and consider how we can care for our planet and oceans.</p>	<p><b>Science</b></p> <p>Science will be a big focus over the whole Spring term. We will start by looking at Earth and Space, discovering the planets in our solar system. Identifying animals, including humans, will then take us into the last part of the Spring term where we will consider life cycles and survival.</p>	<p><b>Art and Music</b></p> <p>During the Summer term we will spend time learning outside. Observing our plants and mini-beasts, sketching, painting and performing music. We will experiment with different medias within art and consider how we can develop a piece of music.</p>	<p><b>Science</b></p> <p>Throughout the Summer term we will be learning about plants. We hope to plant many things at school so we can watch them grow. Our gardening will be our influence for our writing and Design &amp; Technology.</p>
<b>Core text</b>						
<b>English</b>	<p><b>Genres</b></p> <p><b>Descriptive writing</b></p> <ul style="list-style-type: none"> <li>-Practise use of descriptive writing features</li> </ul> <p><b>Story writing</b></p> <ul style="list-style-type: none"> <li>-Develop the process of different stages within a story.</li> <li>-Use of descriptive features, such as expanded noun phrases</li> </ul>	<p><b>Genres</b></p> <p><b>Character and Setting Descriptions</b></p> <ul style="list-style-type: none"> <li>-Developing descriptive language and sentence structure.</li> </ul> <p><b>Non-fiction (Non-Chronological reports)</b></p> <ul style="list-style-type: none"> <li>-Researching the development of toys.</li> <li>-Features of fiction and non-fiction text</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-Features of instructions.</li> </ul>	<p><b>Genres</b></p> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Different types of poetry</li> <li>-Features of poems</li> <li>-Rhyming words</li> <li>-Descriptive language</li> <li>-Rhythm and performance</li> </ul> <p><b>Non-fiction (Non-Chronological reports)</b></p> <ul style="list-style-type: none"> <li>-Features of reports</li> <li>-Fact writing</li> <li>-Simple and coherent sentences</li> </ul>	<p><b>Genres</b></p> <p><b>Recount (Diary writing)</b></p> <ul style="list-style-type: none"> <li>-Features of a recount</li> <li>-Tense</li> <li>-Sequence of events</li> <li>-Recalling key events</li> <li>-Coherency</li> </ul> <p><b>Letter writing</b></p> <ul style="list-style-type: none"> <li>-Formal and informal</li> <li>-Features of letter writing</li> <li>-Writing for purpose</li> </ul>	<p><b>Genres</b></p> <p><b>Story writing (traditional tales)</b></p> <ul style="list-style-type: none"> <li>-Develop the process of different stages within a story.</li> <li>-Use of descriptive features, such as expanded noun phrases</li> </ul> <p><b>Instructions</b></p> <ul style="list-style-type: none"> <li>-Features of instructions.</li> <li>-Clear, simple sentences.</li> <li>-Writing for purpose</li> </ul>	<p><b>Genres</b></p> <p><b>Non-fiction (Non-Chronological reports)</b></p> <ul style="list-style-type: none"> <li>-Features of reports</li> <li>-Fact writing</li> <li>-Simple and coherent sentences</li> <li>-Vocabulary linked to topic</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>-Different types of poetry</li> <li>-Features of poems</li> <li>-Rhyming words</li> <li>-Descriptive language</li> <li>-Rhythm and performance</li> </ul>

	<p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Word classes</li> <li>-Common and proper nouns</li> <li>-Punctuate proper nouns</li> <li>-Punctuate the end of sentences</li> <li>-identify what makes a sentence</li> <li>-Extending sentences using conjunctions</li> <li>-Using commas correctly</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-writing in a book using lines and finger spaces</li> <li>-using full stops and capital letters within a sentence</li> <li>-understand word classes: nouns and adjectives</li> <li>-using lower and capital letters</li> </ul>	<p>-Clear, simple sentences. -Writing for purpose</p> <p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Extending sentences using conjunctions</li> <li>-Including different sentence types within writing</li> <li>-Revise previous objectives.</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Revise previous objectives (spacing, FS and CL main focus)</li> <li>-capital letters for nouns</li> <li>-understand what a verb is and use in a sentence</li> <li>-writing the date, days of the week and months using capital letters</li> <li>-demarcate sentences using full stops and capital letter</li> </ul>	<p>-Vocabulary linked to topic <b><u>Descriptive writing</u></b></p> <ul style="list-style-type: none"> <li>-Develop use of descriptive writing features</li> <li>-Writing for purpose</li> </ul> <p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Identifying word classes</li> <li>-Correctly use apostrophes</li> <li>-Including different sentence types within writing</li> <li>-Recognising different tenses</li> <li>-Using past and present tense correctly</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-revise learnt word classes</li> <li>-introduce and use conjunctions</li> <li>-introduce and use exclamation marks</li> <li>Introduce and use question marks</li> </ul>	<p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Including different sentence types within writing</li> <li>-Recognising different tenses</li> <li>-Using past and present tense correctly</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-revisit using capital letters for names, places, days of the week and for I</li> <li>-revise using full stops, exclamation and questions mark to demarcate a sentence</li> </ul>	<p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Recognising compound nouns</li> <li>-Adding suffixes correctly</li> <li>-Revise previous objectives.</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-revise using full stops, exclamation and questions mark to demarcate a sentence</li> <li>-use singular and plural</li> <li>-look at how the prefix un- changes the meaning of verbs and adjectives</li> </ul>	<p>-Writing for purpose</p> <p><b><u>YR 2 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Adding suffixes correctly</li> <li>-Revise previous objectives.</li> </ul> <p><b><u>YR 1 Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>-Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>-sequencing a narrative</li> </ul>
<p><b>Maths</b> <b>YR 1</b></p>	<p><b>Number and place value</b></p> <p>Counting forwards and backwards from 0 or 1 to and across 100. Find one more and one less.</p> <p><b>Addition and subtraction</b></p> <p>Number bond facts to 20.</p> <p><b>Measurement</b></p>	<p><b>Number and place value</b></p> <p>Count read and write numbers to 100; count in 2's, 5's and 10's.</p> <p><b>Measurement</b></p> <p>Time to one hour and half past; recognise different coins and notes.</p> <p><b>Addition and subtraction</b></p> <p>One-digit and two-digit to 20, including 0. CPA missing number problems.</p> <p><b>Fractions</b></p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<p><b>Number and place value</b></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of equal to, more than, less than (fewer), most, least</p> <p><b>Addition and Subtraction</b></p> <p>Number bonds to 20.</p> <p><b>Measurement</b></p> <p>compare and describe and record length and weight: longer/shorter; heavier/lighter.</p> <p><b>Fractions</b></p>	<p><b>Multiplication and division</b></p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p><b>Number and place value</b></p> <p>Count read and write numbers to 100; count in 2's, 5's and 10's.</p> <p><b>Addition and subtraction</b></p> <p>Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial</p>	<p><b>Measurement</b></p> <p>Compare, describe and solve practical problems for capacity and volume; tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p><b>Addition and subtraction</b></p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</p> <p><b>Fractions</b></p> <p>Recognise, find and name a quarter as one of four equal</p>	<p><b>Multiplication and division</b></p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p><b>Fractions</b></p> <p>Recognise, find and name a half and a quarter parts of an object, shape or quantity.</p> <p><b>Number and place value</b></p> <p>Numbers on a number line, use a language: more than, less than, most, fewer, equal to.</p>

	<p>Compare and describe and record length and weight: longer/shorter; heavier/lighter.</p> <p>Addition and subtraction- Part-part-whole, interpret + - and =</p> <p><b>Shape</b></p> <p>Recognise and name common 2d shapes.</p> <p><b>Number and place value</b></p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.</p>	<p><b>Shape</b></p> <p>Recognise and name common 3d shapes.</p>	<p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity.</p> <p><b>Multiplication and division</b></p> <p>Use concrete objects, pictorial representations and arrays to solve problems.</p> <p><b>Position and direction</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p>	<p>representations, and missing number problems.</p> <p><b>Fractions</b></p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</p> <p><b>Properties of shape</b></p> <p>Recognise and name common 2d shapes.</p> <p><b>Measurement</b></p> <p>Sequence events in chronological order using language; recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>parts of an object, shape or quantity.</p> <p><b>Multiplication and division</b></p> <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays.</p> <p><b>Number and place value</b></p> <p>Read and write numbers from 1 to 20 in numerals and words; identify one more and one less.</p> <p><b>Position and direction</b></p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>	<p><b>Addition and subtraction</b></p> <p>Represent and use number bonds and related subtraction facts within 20.</p> <p><b>Measurement</b></p> <p>Recognise and know the value of different denominations of coins and note.</p> <p><b>Properties of shape</b></p> <p>Recognise and name common 3d shapes.</p>
<p><b>Maths</b> <b>YR 2</b></p>	<p><b>Number and Place Value</b></p> <p>Recognise the value of digits; estimate and use a number line; compare and order numbers to 100.</p> <p><b>Addition and Subtraction</b> Facts to 20; use CPA and mental strategies.</p> <p><b>Multiplication and Division</b></p> <p>Facts for x2, x5 and x10; odd and even.</p> <p><b>Fractions</b></p>	<p><b>Number and place value</b></p> <p>Count forwards and backwards in steps of 2,3,5.</p> <p><b>Addition and Subtraction</b></p> <p>Facts to 20, related facts to 100; CPA representations and mentally 2 digit and ones, two digit and tens.</p> <p><b>Multiplication and division</b></p> <p>Facts for x2, x5 and x10; odd and even; record as a number sentence.</p> <p><b>Fractions</b></p>	<p><b>Addition and subtraction</b></p> <p>Using a number line add and subtract two two-digit numbers, adding three one-digit numbers. Commutative and inverse relationships.</p> <p><b>Measurement</b></p> <p>Length/height cm/mg/kg compare and order using &gt;, &lt; and =</p> <p><b>Number and place value</b></p> <p>Count forwards and backwards in steps of 2,3,5; place value tens and ones.</p>	<p><b>Multiplication and division</b></p> <p>Commutative, solving problems using arrays, repeated addition, mental methods and known facts.</p> <p><b>Number and place value</b></p> <p>Count forwards and backwards in steps of 2,3,5; compare and order numbers from 0 to 100 using &gt;, &lt; and = signs; place value to solve problems.</p> <p><b>Addition and subtraction</b></p>	<p><b>Number and place value</b></p> <p>Read and write numbers to at least 100 in numerals and in words; use place value and number facts to solve problems.</p> <p><b>Addition and subtraction</b></p> <p>Recall facts to 20 and use related facts to 100; use inverse to check and solve missing number problems.</p> <p><b>Multiplication and division</b></p> <p>Recall and use facts for x2,x5,x10; record as number</p>	<p><b>Addition and subtraction</b></p> <p>Apply knowledge of mental and number line written methods.</p> <p><b>Fractions</b></p> <p>1/2, 1/4, 2/4, 3/4, 4/4 of length, shape, set of objects; Recognise fractions of amounts.</p> <p><b>Number and place value</b></p> <p>Count forwards and backwards in steps of 2,3,5,10; use place value and number facts to problem solve.</p>

	<p>Recognise, name length/shape/set/quantity/objects <math>1/4</math>, <math>2/4</math>, <math>3/4</math>, <math>4/4=1</math></p> <p><b>2-d shape-properties</b> Sides, symmetry in a vertical line.</p> <p><b>Measurement</b> Time o'clock, half past, quarter past, quarter to. 60 mins=1 hr, 24hr=1day; find different combinations of coins that equal same amount.</p>	<p>Recognise, name length/shape/set/quantity/objects <math>1/4</math>, <math>2/4</math>, <math>3/4</math>, <math>4/4=1</math></p> <p><b>Position and direction</b> Order and arrange objects in patterns and sequences; describe position: clockwise, anti-clockwise, right-angle turn, half turn, three quarters turn.</p>	<p><b>Multiplication and division</b> Facts for x2, x5 and x10; odd and even; record as a number sentence; solve problems using arrays and repeated addition and multiplication and division facts.</p> <p><b>Fractions</b> Recognise, name length/shape/set/quantity/objects <math>1/4</math>, <math>2/4</math>, <math>3/4</math>, <math>4/4=1</math></p> <p><b>Properties of shape</b> Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.</p>	<p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Fractions</b> Recognise the equivalence eg. of <math>2/4=1/2</math>. Find half, quarter, three quarters of a number.</p> <p><b>Properties of shape</b> Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p><b>Statistics</b> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables; ask questions and compare data.</p>	<p>sentences; multiplication commutative, division is not.</p> <p><b>Fractions</b> Recognise the equivalence eg. of <math>2/4=1/2</math>. Find half, quarter, three quarters of a number.</p> <p><b>Position and direction</b> Order and arrange objects in patterns and sequences; describe position: clockwise, anti-clockwise, right-angle turn, half turn, three quarters turn.</p> <p><b>Measurement</b> Compare sequences and intervals of time; tell the time to 5 mins; solve money problems including change.</p>	<p><b>Multiplication and division</b> Recall x2,x5,x10 using materials, arrays, repeated addition, mental methods and learnt facts. Recognise odd and even.</p> <p><b>Measurement</b> Estimate and measure capacity l/ml; compare and order using &gt;, &lt; and =; tell and write 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><b>Properties of shape</b> Compare and sort 2d and 3d shapes- faces, edges, vertices.</p>
<b>Science</b>	<p><b><u>YR 2 - Uses of Everyday Materials</u></b> -Investigating the properties of materials -Sorting and classifying materials -Investigating how solid objects can be changed -Identifying and comparing the suitability of materials</p> <p><b><u>YR1</u></b></p> <p><b><u>Everyday Materials</u></b>  -Can I Distinguish between object and material?</p>	<p><b><u>YR 2 - Uses of Everyday Materials</u></b> -Comparing how things move on different surfaces -Considering the suitability of materials when designing a product -Testing the suitability of materials</p> <p><b><u>YR 2 – Light</u></b> -Understanding that darkness is the absence of light -Recognising that light comes from different sources -Recognising that some materials block light</p> <p><b><u>YR1 – Light</u></b>  Identify differences between day and night</p>	<p><b><u>YR 2 – Earth and Space</u></b> -Naming and ordering the planets in our solar system -Identifying differences between two planets -Describing how humans visit space -Explaining the purpose of an astronaut’s space suit and name possible materials it could be made from</p> <p><b><u>YR1</u></b></p> <p><b><u>Earth and Space</u></b>  -What is space? Key words: planets, Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Sun, Moon, galaxies, Milky Way,</p>	<p><b><u>YR 2 – Animals including Humans</u></b> -Recognising that animals have offspring that grow into adults -Describing the different stages of life -Explaining what is important for survival -Identifying healthy and unhealthy foods -Explaining how exercise keeps humans healthy -Explaining the importance of good hygiene -Describing ways to ensure a healthy lifestyle</p> <p><b><u>YR1</u></b> <b><u>Animals Including Humans</u></b></p>	<p><b><u>YR 2 – SRE</u></b> -Identifying differences between males and females -Understanding that some people have fixed ideas about what boys and girls can do -Describing some differences between male and female animals -Understanding that making a new life needs a male and a female -Describing the physical differences between males and females -Naming the male and female body parts</p> <p><b><u>YR 2 – Living Things and Their Habitats</u></b> <b><u>YR2</u></b> <b><u>Living Things and Their Habitats</u></b></p>	<p><b><u>YR 2 – Plants</u></b> -Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p><b><u>YR 1 – Plants</u></b> -Observe and describe how seeds and bulbs grow into mature plants.</p> <p>-Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p>

	<ul style="list-style-type: none"> <li>- Can I Identify and compare everyday materials?</li> <li>- Can I describe the physical properties of materials? Bendy, stretchy, Transparent, translucent and opaque</li> <li>- Can I Investigate? <i>Floating and sinking</i></li> <li>- Can I investigate? <i>waterproof</i></li> </ul>	<p>Recognise and identify shadows</p> <p>Identify best material for a purpose - puppet shows/shadow puppets</p>	<p>asteroids, comets, stars, asteroid belt, universe</p> <p>-naming the planets</p> <p>-naming and finding constellations</p>	<ul style="list-style-type: none"> <li>-Classification of birds and reptiles</li> <li>-Classification of amphibian and fish</li> <li>- Classification of mammals</li> <li>- Understand what Carnivore, herbivore and omnivore means. Find and describe a range of animals that are herbs, oms and cars.</li> <li>- Labelling the human body with scientific language. Label and find the senses.</li> </ul>	<ul style="list-style-type: none"> <li>-Compare and explore the differences between things that are living, dead, and things that have never been alive.</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>-Identify a variety of different animals and plants in their habitat.</li> <li>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.</li> </ul> <p><b><u>YR 1 – Seasonal changes and SRE</u></b></p> <ul style="list-style-type: none"> <li>-the importance of and how to maintain personal hygiene</li> <li>-about the process of growing from young to old and how people’s needs change</li> <li>-the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> <li>- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> </ul>	
<b>Computing</b>	<b><u>YR 2 - E-Safety</u></b> -Recognising that information online leaves a digital footprint.	<b><u>YR 2 – Graphics</u></b> -Using ICT to generate ideas for work -Using various tools such as brushes, pens, rubber,	<b><u>YR 2 – Word/Text</u></b> -Using the keyboard to control the text (using the keyboard functions)	<b><u>YR 2 – Programming</u></b> -Exploring what happens when a sequence of instructions is given	<b><u>YR 2 – Presentation</u></b> -Choosing a suitable subject and collect some information	<b><u>YR 2 – Sound and Video</u></b> -Capture video -Keep and delete videos -Arrange clips to create a short film

	<p>-Recognising whether a website is appropriate for children. -Identifying and using devices safely -Safely searching the internet -Recognising kind and unkind behaviour online</p> <p><b><u>YR1 - E-Safety</u></b> Make decisions about whether or not statements found on the internet are true or not. Identify devices that can be used to search the Internet. Identify what things count as personal information. Identify when inappropriate content is accessed and act appropriately. Recognise that a variety of devices can be used to connect a number of people. Consider other people's feelings on the Internet.</p>	<p>stamps, shapes, text, fill to create a piece of work -Saving work -Retrieving a saved file -Printing work</p> <p><b><u>YR1 – using multimedia (Paint)</u></b> Use ICT to generate ideas for their work. Use various tools such as brushes, pens, rubber, stamps, shapes. Save, retrieve and print work.</p>	<p>-Using two hands when typing -Using Word to create texts to present and print -Saving work -Retrieving a saved file -Printing work</p> <p><b><u>YR1 – Text</u></b> Use spacebar, backspace, delete, arrow keys, return. Start to use two hands when typing. Word process short texts to present.</p>	<p>-Giving a set of instructions to follow out a task (algorithms and coding) -Debugging simple programs -Using the terms, program, debug, algorithms and coding confidently -Using logical reasoning to predict the behaviour of simple programs</p> <p><b><u>YR1 – Programming Using Bee-Bots or a simple avatar programmable software:</u></b> Explore what happens when a sequence of instructions is given. Give a set of simple instructions to follow out a task – algorithms and coding To program an avatar/Bee-Bot to follow simple task. To debug simple programs To use the terms, program, debug, algorithms and coding</p>	<p>-Exploring a website by clicking on arrows, menus, search engines and hyperlinks -Creating a mind-map or slide show -Make a simple Y/N tree diagram to sort information -Storing and retrieving data -Presenting information to a group</p> <p><b><u>YR1 – Presentation</u></b> Choose a suitable subject and collect some information. Create a mind map of this data or slide show. Present the information to a group. Be able to store and retrieve data.</p>	<p>-Add a title and credits -Record sound at and away from a computer -Use software to record sounds -Changing sounds recorded -Saving, retrieving and editing sounds</p> <p><b><u>YR1 – Sound and video</u></b> Record sound at and away from a computer. Use software to record sounds. Change sounds recorded. Save, retrieve and edit sounds. Capture video. Discuss which videos to keep and which to delete. Arrange clips to create a short film. Add a title and credits.</p>
<b>Art/DT</b>	<p><b><u>Mechanisms</u></b> Design, Make and Evaluate transportation for a toy.</p> <p>Skill: Attach wheels to a chassis using an axle e.g. cotton reels and dowel</p>	<p><b><u>Mechanisms</u></b> Make and evaluate pop-up books about toys.</p> <p>Skill: leavers and sliders</p> <p><b><u>Drawing &amp; painting</u></b> Skills: -Using different drawing materials. -Observational drawing -Drawing from memory -Colour mixing</p>	<p><b><u>Printmaking &amp; Collage</u></b> -Printing onto plasticine -Looking at patterns -Find objects and experiment with the patterns they make when printing -Mono printing</p>	<p><b><u>Textiles</u></b> Design, Make and Evaluate an under the sea themed piece of textile. -Join fabrics -Decorate fabrics -Draw around templates and cut out shapes -Colour fabrics</p>	<p><b><u>Drawing &amp; Painting</u></b> Flowers/wildlife</p> <p>Skills: -Using different drawing materials. -Observational drawing -Drawing from memory -Colour mixing</p>	<p><b><u>Cooking &amp; Nutrition</u></b> Design, Make and Evaluate a dish using ingredients that can be grown in the garden.</p> <p>Skills: -Identifying food groups -Cutting food safely -Describe taste, smell, texture, touch -Grate, peel and chop -Knowing the source of food</p>

<p><b>RE</b></p>	<p><b><u>YR 2 – Who should you follow?</u></b>          Can I compare Jesus to other leaders?          Can I decide whether Moses was a good leader?          Can I decide whether Joshua was a good leader?          Can I interview a leader?          Can I describe the qualities of a good leader?</p> <p><b><u>Yr1 – Is everybody special?</u></b>          Can I tell people why I am special?          Can I list ways in which people belong?          Can I retell a parable about belonging?          Can I list what happens when a person is baptised?          Can I ask questions about baptism?          Can I create a ceremony for joining a group? (e.g. Year one class)</p>	<p><b><u>YR 2 – Do religious symbols mean the same to everyone?</u></b>          Can I recognise that clothing can be symbolic?          Can I explain the meaning of a vicar’s clothes?          Can I find out the meaning of symbols that a Jew wears?          Can I find out the meaning of symbols that a Jew could have in their home?          Can I explore the symbols of Christmas?</p> <p><b><u>Yr1 – Should we celebrate Christmas or Harvest?</u></b>          Can I describe how and why Harvest is celebrated by Christians?          Can I describe the festival of Sukkot?          Can I compare Sukkot to Harvest?          Can I retell the Christmas story?          Can I plan a Christmas celebration?          Can I decide whether harvest or Christmas is more important?</p>	<p><b><u>YR 2 – Does everyone celebrate the New Year?</u></b>          Can I understand why New Year is celebrated?          Can I compare New Year celebrations?          Can I understand how Jews celebrate Rosh Hashanah?          Can I retell the story of Adam and Eve?          Can I understand why Jews celebrate Rosh Hashanah?</p> <p><b><u>Yr1 – How should people care for the world?</u></b>          Can I sequence the Judeo-Christian creation story?          Can I explore curious and beautiful things in the world?          Can I illustrate a psalm about creation?          Can I create a model and explain how people should look after it?          Can I suggest ways in which we can care for the world?          Can I reflect on what God is like?</p>	<p><b><u>YR 2 – How should the church celebrate Easter?</u></b>          Can I compare the features of churches?          Can I understand what lent is and how it is celebrated in church?          Can I retell the Easter story?          Can I find out how Easter is celebrated in church?          Can I evaluate how important Easter is for the church?</p> <p><b><u>Yr1 – Should everyone follow Jesus?</u></b>          Can I identify characteristics of a leader?          Can I retell the story of Easter?          Can I explore why people followed Jesus?          Can I explain why Christians think that Jesus is a good leader?          Can I reflect on what makes a good leader?          Can I answer the question, ‘Should everyone follow Jesus?’</p>	<p><b><u>YR 2 – Can stories change people?</u></b>          Can I list ways in which stories can help us?          Can I explore the ways in which people change in the story of Joseph?          Can I describe ways that people change in the story of Zacchaeus?          Can I retell the story of Gideon?          Can I describe what people learn from bible stories?</p> <p><b><u>Yr1 – Are some stories more important than others?</u></b>          Can I compare my favourite story with a religious story?          Can I retell the story of Noah?          Can I retell the story of Abraham?          Can I retell the story of Joseph and his technicolour dreamcoat?          Can I retell the story of Moses?          Can I review a Bible story?</p>	<p><b><u>YR 2 – How should you spend the weekend?</u></b>          Can I identify the difference between work and play?          Can I make links between the Shabbat and the Judeo-Christian creation story?          Can I identify the artefacts and rituals used by Jews at Friday night dinner?          Can I write the rules for Shabbat?          Can I understand how Jews feel about the Shabbat?</p> <p><b><u>Yr1 – Do we need shared places?</u></b>          Can I explain why places are special?          Can I label the main features of a synagogue?          Can I explain how the main features of a synagogue are used?          Can I understand why Jews attend the synagogue?          Can I design a synagogue?          Can I design my own special place?</p>
<p><b>Music</b></p>	<p><b><u>YR1</u></b>          Hey you!          -Compose own songs</p> <p><b><u>YR2</u></b>          -Reflect, rewind and replay</p>	<p><b><u>1</u></b>          ythm in the way we walk and banana rap</p> <p>istmas songs</p>	<p><b><u>YR1</u></b>          In the groove          -Different styles of music</p> <p><b><u>YR2</u></b>          I wanna play in a band</p>	<p><b><u>YR1</u></b>          Round and round          -Music from countries around the world</p> <p><b><u>YR2</u></b></p>	<p><b><u>YR1</u></b>          Your imagination</p> <p><b><u>YR2</u></b>          Friendship song</p>	<p><b><u>YR1/YR2</u></b>          Listen to and compose our own music.          -inspired music</p>

	-Western classical music	arning songs rformance skills <b>2</b> istmas songs arning songs rformance skills	-Teamwork, working together	Zootime -Animals and poetry		-How music changes depending on culture and areas
<b>PE</b>	<p><b><u>YR 1</u></b> <b>Games</b> Explore and use skills, actions and ideas individually and in combination to suit the game that is being played.</p> <p><b>Dance</b> Compose and link movements to make simple beginnings, middles and ends.</p> <p><b><u>YR 2</u></b> <b>Games</b> Develop basic tactics in simple team games and use them appropriately.</p> <p><b>Dance</b> Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas.</p>	<p><b><u>YR 1</u></b> <b>Indoor sport</b> To be confident and keep themselves safe in the space in which an activity/game is being played.</p> <p><b>Gym</b> Copy, create and link movement phrases with beginnings, middles and ends.</p> <p><b><u>YR 2</u></b> <b>Indoor sport</b> Improve the way they co-ordinate and control their bodies in various activities.</p> <p><b>Gym</b> Choose, use and vary simple compositional ideas in the sequence they create and perform, with moderate control.</p>	<p><b><u>YR 1</u></b> <b>Gym</b> Perform movement phrases using a range of body actions and body parts. Explore making their body tense, relaxed, stretched and curled.</p> <p><b>Dance</b> Move confidently and safely in their own general space using changes of speed level and direction.</p> <p><b><u>YR2</u></b> <b>Gym</b> Work with a partner sharing ideas and creating a simple sequence. Recognise and describe what their bodies feel like during different paced activities.</p> <p><b>Swimming (if possible)</b> Work with confidence in the water.</p>	<p><b><u>YR 1</u></b> <b>Games</b> Show ability to work with a partner in throwing and catching games.</p> <p><b>Gym</b> Recognise how their body feels when still and exercising.</p> <p><b><u>YR2</u></b> <b>Games</b> Develop basic tactics in simple team games and use them appropriately.</p> <p><b>Swimming (if possible)</b> Consolidate and develop the quality of their skills. i.e. front crawl, back crawl, breaststroke, floating, survival skills.</p>	<p><b><u>YR 1</u></b> <b>Games</b> Choose and use skills effectively for particular games. Throw a ball accurately underarm to a target using increasing control. Show increasing control when rolling an object, using a technique.</p> <p><b>Dance</b> Explore movement ideas and respond imaginatively to a range of stimuli.</p> <p><b><u>YR2</u></b> <b>Games</b> Choose, use and vary simple tactics. Catch and control a ball in movement working with a partner or in a small group. Take part in games where there is an opposition.</p> <p><b>Dance</b> Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance.</p>	<p><b><u>YR 1</u></b> <b>Athletics</b> <b>Sports Day</b> Run at different speeds. Jump from a standing position. Perform a variety of throws with basic control.</p> <p><b>Games</b> Hit a ball with control using an appropriate object. Explore throwing and catching in different ways.</p> <p><b><u>YR2</u></b> <b>Athletics</b> <b>Sports Day</b> Change speed and direction whilst running. Jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination.</p> <p><b>Games</b> Take part in games where there is an opposition. Begin to lead others in a simple team game.</p>
<b>PSHE</b>	<p><b><u>Me and My Relationships</u></b> -Thinking about feelings -Managing feelings -Managing friendships -Making right choices</p>	<p><b><u>Valuing Difference</u></b> -What makes us who we are? -How do we make others feel -Belonging to different groups -Recognising similarities and differences</p>	<p><b><u>Keeping Myself Safe</u></b> -It is ok to be different -Asking for help -One secrets should never be kept -Recognising potential risks</p>	<p><b><u>Rights and Responsibilities</u></b> -Understanding that we share the world with lots of people -Feeling safe -Following rules</p>	<p><b><u>Being my Best</u></b> -Our bodies work in different ways -Recognising that we are all unique</p>	<p><b><u>Growing up</u></b> -Surprises and secrets -Keeping privates privates -Recognise that people are different ages -Respecting privacy</p>

	-Recognising our strengths and qualities -Challenging stereotypes	-Celebrating who we are	-Good and bad touches (recognising safe adults) -Bullying		-Understand what makes people feel proud	-Feeling proud to be different
<b>History</b>	<b>Looking at toys through time:</b> Chronology, timelines, key/famous toys and how they have changed. Comparisons between old and new/modern toys. Link to science and the materials used to make toys and how they have changed. Compare scientist (light, Alexander Graham Bell) Describe and discuss toys that use technology and how they have developed.					<b>Historical pictures and stories</b> Recognise that a story that is read to me may have happened a long time ago. Compare and discuss stories and pictures from the past stories.
<b>Geography</b>			<b>World:</b> Location of UK and countries. 7 Continents, Capital cities and Oceans Map reading using compass directions and aerial photos Discussing and describing human and physical features.		<b>Comparing villages and seasonal changes</b> Comparing where we live and comparing to other villages, link to weather and way of life. Identifying seasonal and daily weather patterns in UK and other hot and cold places.	