



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>PROJECT</b>	Coastline		Movers & Shakers		Magnificent Monarchs	
<b>ENRICHMENT OPPORTUNITIES</b>	Educational Visit to Crickley Hill (Science Link)		Educational Visit to Holst Museum/Wilson Museum		Educational Visit to Warwick Castle	
<b>READING</b> <i>Essential knowledge in bold</i>	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.					
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.					
<b>Decoding</b>	Accurately read most words of two or more syllables.		Read most words containing common suffixes.			
	Read further common exception words.		Automatically read unfamiliar words accurately and without undue hesitation when reading aloud.			
<b>Fluency</b>	Read aloud books (closely matched to my improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.					
	Reread these books to build up fluency and confidence in word reading.					
	Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.					
				Recite some poems with appropriate intonation to make the meaning clear.		
<b>Vocabulary</b>	Begin to use a range of techniques to explore the meaning of new words: discussion, synonyms, definitions, word mapping, linking to known vocabulary.					
			Recognise simple recurring literary language in stories and poems.		Pick out words in a sentence that impact on the reader.	
			Use a dictionary to check the meaning of words.			
<b>Retrieval</b>	Find the main facts.					
	Locate key vocabulary and specific information in the text to find simple answers.					
	<i>What is the story mostly about? What are some of the key details from the story? Who are the main/some of the characters in the story? What is the setting of the story?</i>					
<b>Inference</b>	Make simple plausible inferences about what is said and done.		Make simple plausible inferences based about events and information.		Make inferences about events and information.	Make plausible inferences.
	<i>What is the character thinking and feeling? How do you know? Why do you think . . . ? How did the pictures help you to understand the story? What do you notice about what the characters were doing/saying? Why do you think the character did/said that?</i>					
	<b>Suggest why a story ended as it did.</b>					
	Begin to make connections across contexts, stories and books.					
	<i>How are the characters the same as you? How are the characters and what happens to them in this story the same or different as in a story that you know? What does this story remind you of? Can you think of another book that is similar to this one?</i>					
<b>Prediction</b>	Predict what might happen based on what has been read so far.					
	<i>What do you think happens next? Why do you think this? How do you think the book will end? What else might the characters like or do?</i>					
<b>Summary</b>	Identify the sequence of events in fiction and non-fiction.					
	Identify the main themes and ideas in a text.					
	Retell some stories, fairy stories and traditional tales.					
<b>Author Intent</b>	Pick out words in a sentence that impact on the reader.					
	Know that some books make me laugh. <i>What was funny in the book?</i>					
<b>Discuss it</b>	Make statements about what I like and dislike. <i>What did you like/dislike about this book/the illustrations?</i>					
		Take part in group talk about what we have listened to.				
				Recite some poems with appropriate intonation to make the meaning clear.		
			Take turns and listen to what others have to say.			
	Discuss favourite words and phrases.					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Primary Class Text	The Lighthouse Keeper's Lunch		The Enchanted Wood		Flat Stanley	
	Milo's Monster	The Day the Crayons Quit	The Search for the Giant Arctic Jellyfish	The Rainbow Bear	Julian is a Mermaid	Just Like Grandpa Jazz
<b>WRITING</b> <b>Grammar and punctuation</b>	<p>Basic sentence punctuation (including statements, questions and exclamations) and nouns (including proper nouns)</p> <p>I can use full stop, capital letters, question/exclamation marks and commas for lists correctly</p> <p>I understand proper nouns and use capital letters appropriately (e.g. people, places, days, months, some festivals)</p> <p>I can use statements, questions, exclamations and commands (e.g. You are ready to go. /Are you ready to go? / How amazing you are! / Get ready to go.)</p>	<p>Noun Phrases and pronouns to replace both nouns and noun phrases</p> <p>I understand and use (1) nouns, (3) verbs and (2) adjectives</p> <p>I can begin to use noun phrases to describe and specify (e.g. 'a deep, dark, cave'/'one chilly night'/'the best day of his life')</p> <p>I can choose nouns precisely (e.g. 'puppy' instead of 'young dog')</p> <p>I understand when adjectives do NOT improve my writing (e.g. 'The big dog ran along the flat path and jumped into the white snow')</p> <p>I recognise and use different pronouns (personal, subject, object, possessive) and use them appropriately, as well as beginning to use some synonyms for variety</p> <p>I can use suffixes to form (1) nouns (e.g. -ment/-ness) (2) adjectives (-ful/-less)</p>	<p>Verbs, clauses and connecting clauses using conjunctions</p> <p>I can begin to join clauses using a wider range of conjunctions (e.g. when, if, as, because, before, as well as, or, and, but, so)</p> <p>I recognise verbs as doing words AND being words (e.g. is, are, am, was, were)</p> <p>I recognise a clause as an idea (e.g. 'The clever spider weaved a web.')</p> <p>I can use the present/past tenses correctly and consistently (including the progressive form) (e.g. I sit/I am sitting; I sat/I was sitting)</p> <p>I recognise regular and irregular verbs (e.g. jump/jumped/ take/took/taken)</p>	<p>Rules of Standard English and the introduction of adverbs</p> <p>I can follow rules of Standard English (subject and verb agree, consistency of tenses)</p> <p>I can use suffixes to form (4) adverbs (-ly)</p> <p>I am beginning to use adverbs</p> <p>I am beginning to experiment with where I can put an adverb in a sentence</p>	<p>Apostrophes of contraction and possession (and when not to use them, e.g. for plurals and third person verbs)</p> <p>I can use apostrophes of contraction appropriately (I'll, we're, he's, they're, couldn't, shouldn't)</p> <p>I can use apostrophes of possession (singular) appropriately (the pen's lid, the dog's dinner)</p> <p>I know when NOT to use apostrophes (e.g. verbs- gives/sings; and plurals- houses/friends)</p>	<p>Further punctuation</p> <p>I am beginning to use inverted commas.</p> <p>I know that direct speech should be punctuated with inverted commas start a new line rather than have two people speak on the same line.</p> <p>I am beginning to place punctuation inside of inverted commas</p> <p>I am beginning to put colons before lists</p> <p>I can separate items in a list with commas and/or 'and'</p> <p>I realise that a list can contain just one item and still have a colon before it.</p>
<b>Spelling</b>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I can spell words with letter blends that sound the same but are spelt differently (incl. common homophones such as there/their/they're; to/too/two)</p>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I know the difference between homophones (there/their/they're) and near homophones (quite, quiet)</p>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I can use the prefix un- to change the meaning of words (e.g. unhappy, unfair, undo)</p>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I can add suffixes to spell new, longer words (-ment, -ness, -ful, -less, -ly, -tion)</p>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I can spell more contractions and words using the single possessive apostrophe (e.g. can't, won't, couldn't, shouldn't, Dad's car, the girl's ball)</p>	<p>Ongoing: I can follow the Y2 spelling rules and alternative spellings from Floppy Phonics Level 5</p> <p>Ongoing: I can spell the words on the year 1/2 high frequency list (e.g. because, climb, every)</p> <p>Ongoing: I can remember sentences my teacher reads to me and write them down correctly using GPCs, common exception words and punctuation taught so far.</p> <p>I can spell verbs and adjectives correctly when adding a suffix by knowing when to drop "e" before "ed" or "ing" and doubling a hard consonant after a soft vowel (e.g. bake-baked-baking, vote-voted-voting, stop-stopped-stopping, grab-grabbed-grabbing).</p>
<b>Handwriting</b>	<p>I can write upper- and lower-case letters to the correct size</p> <p>I can write capital letters correctly, making sure they are clearly bigger than my lower-case letters</p>	<p>I can write upper- and lower-case letters to the correct size</p> <p>I can write capital letters correctly, making sure they are clearly bigger than my lower-case letters</p>	<p>I can write upper- and lower-case letters to the correct size</p> <p>I can write capital letters correctly, making sure they are clearly bigger than my lower-case letters</p>	<p>I can write upper- and lower-case letters to the correct size</p> <p>I can write capital letters correctly, making sure they are clearly bigger than my lower-case letters</p>	<p>I leave appropriately sized spaces between words, whilst keeping letters within words appropriately close</p>	<p>I leave appropriately sized spaces between words, whilst keeping letters within words appropriately close</p>

		I leave appropriately sized spaces between words, whilst keeping letters within words appropriately close	I leave appropriately sized spaces between words, whilst keeping letters within words appropriately close	I leave appropriately sized spaces between words, whilst keeping letters within words appropriately close	I am beginning to use some of the diagonal and horizontal strokes needed to join letters	I am beginning to use some of the diagonal and horizontal strokes needed to join letters  I am beginning to appreciate which letters can be joined and which shouldn't  I can join some letters
<b>Composition</b>	I am developing a positive attitude to writing  I am developing stamina for writing by writing about my own or others' experiences (fact or fiction)  I am beginning to group ideas together in paragraphs	I am developing a positive attitude to writing  I am developing stamina for writing by writing about real events  I am beginning to group ideas together in paragraphs	I am developing a positive attitude to writing  I am developing stamina for writing by writing for other purposes  I am beginning to group ideas together in paragraphs	I am developing a positive attitude to writing  I am developing stamina for writing by writing poems	I am developing a positive attitude to writing  I can think carefully about what I am going to write (writing down new ideas/key words/new vocab/discussing ideas)	I am developing a positive attitude to writing  I can make simple changes or additions to my writing, after the following: evaluating it with others; re-reading to check it makes sense; proofreading for spelling, grammar and punctuation
<b>Writing Outcome 1</b>	<b>Stories with familiar settings</b>  I can create my own story based on those I've read.  I can plan the structure of a story: beginning, problem, resolution, ending.  I can write the beginning of a story.  I can write the ending of a story.  <i>Based on the story 'The Lighthouse Keeper's Lunch'</i>	<b>Traditional stories</b>  I can plan the structure of a story: beginning, problem, resolution, ending.  I can write the beginning of a story.  I can write the ending of a story.  I can plan and tell stories based on my own experiences.  <i>A Squash and a Squeeze by Julia Donaldson</i>	<b>Traditional stories from a different culture</b>  I can create my own story based on those I've read.  I can plan the structure of a story: beginning, problem, resolution, ending.  I can punctuate speech, use descriptive phrases and paragraphs to present my work.  I can use appropriate vocabulary to bring a different culture to life on the page.  <i>Based on the traditional Chinese story 'The Magic Brush'.</i>	<b>"7 Directions Poem"</b>  I can write my own poem based on my direct observations or direct experiences.	<b>Non-chronological report</b>  I can plan a non-chronological report using subheadings.  I can write my own simple non-chronological report arranged into simple paragraphs.  <i>Based on the film unit 'Caterpillar Shoes'</i>	<b>Extended stories/significant authors</b>  I can plan and write a sustained sequel to a classic story independently.  <i>Based on the story 'Traction Man'.</i>
<b>Writing Outcome 2</b>	<b>Instructions</b>  I can write a set of instructions with teacher support.  I can write a set of instruction independently and evaluate them.  <i>Instructions on how to make a sandwich for Mr Grinling.</i>	<b>My best day! Recount</b>  I can write about real events and experiences  I can start new paragraphs for new events or to show time has passed  I can use expanded noun phrases for description	<b>Information texts</b>  I can write questions about things I would like to find out about.  I can make simple notes from a text.  I can write a simple information text using: labels, pictures, diagrams, charts and lists.  I can create an alphabetised glossary.  <i>Information text based on a significant person.</i>	<b>Patterns on a page</b>  I can write my own simple patterned poem, from a given beginning, following a given pattern or within a given frame.  <b>Silly Stuff</b>  I can experiment with language through play and talk.  I can write my own silly sentences or poems	<b>Different stories by the same author</b>  I can write a new story about a character from a known story.	<b>Traditional stories from a different culture</b>  I can create my own story based on those I've read.  I can plan the structure of a story: beginning, problem, resolution, ending.  I can punctuate speech, use descriptive phrases and paragraphs to present my work.  I can use appropriate vocabulary to bring a different culture to life on the page.  <i>Based on the story 'Traction Man'</i>
<b>MATHEMATICS</b>	<b>Number &amp; Place Value: Up to 100</b> • Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward	<b>Subtraction</b> • Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involve numbers,	<b>Multiplication Tables</b> • Count in steps of 2, 3 and 5 from 0 • Recall and use multiplication and division facts for the 2, 5 and 10	<b>Fractions</b> • Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity	<b>Statistics</b> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables	Review of all objectives from across the year: • Place Value • Addition & Subtraction • Geometry & Measure • Multiplication & Division



<ul style="list-style-type: none"> <li>Recognise the place value of each digit in a 2-digit number (tens, ones)</li> <li>Identify, represent and estimate numbers using different representations, including the number line</li> <li>Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>Read and write numbers to at least 100 in numerals and in words</li> <li>Use place value and number facts to solve problems</li> </ul> <p><u>Geometry: Properties of Shapes</u></p> <ul style="list-style-type: none"> <li>Identify and describe the properties of 2-digit shapes including the number of sides and line symmetry in a vertical line</li> <li>Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> </ul> <p><u>Addition</u></p> <ul style="list-style-type: none"> <li>Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involve numbers, quantities and measure, applying their increasing knowledge of mental and written methods</li> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, and adding three one-digit numbers</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<p>quantities and measure, applying their increasing knowledge of mental and written methods</p> <ul style="list-style-type: none"> <li>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones, a two-digit number and tens, two two-digit numbers, and adding three one-digit numbers</li> <li>Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul> <p><u>Geometry: Properties of Shapes</u></p> <ul style="list-style-type: none"> <li>Identify 2-D shapes on the surface of 3-D shapes</li> <li>Compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><u>Multiplication &amp; Division</u></p> <ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><u>Geometry: Position &amp; Direction</u></p> <ul style="list-style-type: none"> <li>Order and arrange combinations of mathematical objects in patterns and sequences</li> <li>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns</li> </ul>	<p>multiplication tables, including recognising odd and even numbers</p> <ul style="list-style-type: none"> <li>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication, division and equals signs</li> <li>Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot</li> <li>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</li> </ul> <p><u>Measurement: Length &amp; Mass</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure length / height in any direction (m / cm) and mass (kg / g)</li> <li>Compare and order lengths and mass and record the results using &lt;, &gt; and =</li> </ul>	<ul style="list-style-type: none"> <li>Write simple fractions, e.g. <math>\frac{1}{2}</math> of 6 = 3, and recognise the equivalence of two quarters and one half</li> </ul> <p><u>Measurement: Time</u></p> <ul style="list-style-type: none"> <li>Compare and sequence intervals of time</li> <li>Tell and write the time to five minutes, including <math>\frac{1}{4}</math> past / to the hour and draw the hands on a clock face to show these times</li> <li>Know the number of minutes in an hour and the number of hours in a day</li> </ul> <p><u>Measurement: Money</u></p> <ul style="list-style-type: none"> <li>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>Find different combinations of coins that equal the same amounts of money</li> <li>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>Ask and answer questions about totalling and comparing categorical data</li> </ul> <p><u>Measurement: Capacity &amp; Temperature</u></p> <ul style="list-style-type: none"> <li>Choose and use appropriate standard units to estimate and measure capacity (litres / ml) and temperature (<math>^{\circ}</math>C) to the nearest appropriate unit using thermometers and measuring vessels</li> <li>Compare and order volume / capacity and record the results using &lt;, &gt; and =</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Problem Solving</li> </ul>
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<p><b>SCIENCE</b></p>	<p><b>Animals inc. Humans – Growth</b> <i>(PSHE Link)</i></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <ol style="list-style-type: none"> <li>Describe the needs of animals for survival</li> <li>Describe the needs of humans, for survival</li> </ol> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <ol style="list-style-type: none"> <li>Explore the importance of eating the right food</li> <li>Describe what a healthy, balanced diet looks like</li> <li>Investigate the impact of exercise on our bodies</li> <li>Investigate the importance of hygiene</li> </ol> <ul style="list-style-type: none"> <li>Animals move in order to survive.</li> <li>Different animals move in different ways to help them survive.</li> <li>Exercise keeps animal's bodies in good condition and increases survival chances.</li> <li>All animals eventually die.</li> </ul> <p><i>Vocabulary:</i> exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p> <p>Linked Text: Funnybones by Janet &amp; Allan Ahlberg</p>	<p><b>Animals inc. Humans – Life Cycles</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <ol style="list-style-type: none"> <li>Learn how to order the stages of the human life cycle</li> <li>Describe the stages of life from adulthood to old age</li> <li>Learn how to match offspring to their parent</li> <li>Explore the life cycle of a chicken</li> <li>Describe the life cycle of a butterfly</li> <li>Explore the life cycle of a frog</li> </ol> <ul style="list-style-type: none"> <li>Animals reproduce new animals when they reach maturity.</li> <li>Animals grow until maturity and then do not grow any larger.</li> </ul> <p><i>Vocabulary:</i> Offspring, reproduction, growth, child, young/old stages (examples – chick/hen, baby/child/adult, caterpillar/butterfly)</p> <p>Linked texts: Tadpole's Promise (Jeanne Willis and Tony Ross)</p>	<p><b>Living Things and their Habitats</b></p> <ol style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>Design a suitable microhabitat where living things could survive</li> </ol> <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> <ol style="list-style-type: none"> <li>Find out what animals eat to survive in their habitats</li> <li>Understand a food chain</li> <li>Understand the journey food makes from the farm to the supermarket</li> </ol> <ul style="list-style-type: none"> <li>Some things are living, some were once living but now dead and some things never lived.</li> <li>There is variation between living things.</li> </ul> <p><i>Vocabulary:</i> Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g., pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p> <p>Linked Text: Meerkat Mail by Emily Gravett</p>	<p><b>Living Things and their Habitats: Habitats from around the World</b></p> <p>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> <ol style="list-style-type: none"> <li>Learn about habitats</li> <li>Appreciate that environments are constantly changing</li> <li>Explore the rainforests and its problems</li> <li>Describe life in the ocean</li> <li>Discover the Arctic and Antarctic habitat</li> <li>Create a model of a habitat (homework task)</li> </ol> <ul style="list-style-type: none"> <li>Different animals and plants live in different places. Living things are adapted to survive in different habitats.</li> <li>Environmental change can affect plants and animals that live there</li> </ul> <p><i>Vocabulary:</i> Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g., pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.</p> <p>Linked Text: Dear Greenpeace by Simon James</p>	<p><b>Uses of Everyday Materials</b></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ol style="list-style-type: none"> <li>Identify different materials and their uses</li> <li>Understand how to select the right materials to build a bridge</li> <li>Find out about Charles Macintosh and explore how materials are suitable for different purposes</li> <li>Discover which materials change shape when making a road with John McAdam</li> </ol> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <ol style="list-style-type: none"> <li>Explore and test the stretchiness of materials</li> <li>Understand that materials can change their shape by twisting, bending, squashing or stretching</li> </ol> <p>Names of materials – increased range from year 1</p> <ul style="list-style-type: none"> <li>Materials can be changed by physical force (twisting, bending, squashing and stretching)</li> </ul> <p><i>Vocabulary:</i> Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching</p> <p>Linked Text: Centrally Heated Knickers by Micheal Rosen</p>	<p><b>Plants</b></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <ol style="list-style-type: none"> <li>Know the difference between seeds and bulbs</li> <li>Describe the life cycle of a plant</li> <li>Observe and record the growth of plants over time</li> </ol> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <ol style="list-style-type: none"> <li>Design an experiment to find out what plants need to grow</li> <li>Describe what plants need to grow and stay healthy</li> <li>Understand that plants adapt to suit their environment</li> </ol> <ul style="list-style-type: none"> <li>Plants grow from seeds/bulbs</li> <li>Plants need light, water and warmth to grow and survive</li> <li>Flowers make seeds to make more plants (reproduce)</li> <li>Plants are important</li> <li>We need plants to survive (to clean air, to eat)</li> <li>We can eat different parts of the plant (leaves, stems, roots, seeds, fruit)</li> </ul> <p><i>Vocabulary:</i> As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy, germinate</p> <p>Linked Text: Mabel's Magical Garden by Paula Metcalf</p>
<p><b>SCIENTIFIC ENQUIRY</b> <i>(ongoing)</i></p>	<ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Observe closely, using simple equipment.</li> <li>Perform simple tests.</li> <li>Identify and classify.</li> <li>Use their observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help in answering questions.</li> </ul>					
<p><b>HISTORY</b></p>	<p><b>Coastline</b></p> <p>Learn about events beyond living memory that are significant nationally or globally.</p>	<p><b>Movers and Shakers</b></p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Magnificent Monarchs</b></p> <p>Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>			



	<p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Learn about significant historical events, people and places in their own locality.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>	<p>Learn about events beyond living memory that are significant nationally or globally.</p> <p>Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’.</p> <p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.</p>			
<p><b>GEOGRAPHY</b></p>	<p><b><u>Coastline</u></b></p> <p>Name and locate the world’s seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p><b><u>Movers and Shakers</u></b></p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p><b><u>Magnificent Monarchs</u></b></p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>			
<p><b>RELIGIOUS EDUCATION</b></p>	<p><b><u>Unit 1.6 - Who is a Muslim and how do they live?</u></b> <i>(Part 1, Part 2 in Term 3)</i></p>	<p><b><u>Unit 1.3 - Why does Christmas matter to Christians?</u></b></p>	<p><b><u>Unit 1.6 - Who is a Muslim and how do they live?</u></b> <i>(Part 2, Part 1 in Term 1)</i></p>	<p><b><u>Unit 1.5 - Why does Easter matter to Christians?</u></b></p>	<p><b><u>Unit 1.4 - What is the good news Christians believe Jesus brings?</u></b></p>	<p><b><u>Unit 1.8 - What makes some places sacred to believers?</u></b></p>



	<p><b>Recognise the words of the Shahadah and that it is very important for Muslims</b></p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p><b>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</b></p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p><b>Think, talk about and ask questions about Muslim beliefs and ways of living</b></p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p><b>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</b></p>	<p>Recognise that stories of Jesus' life come from the Gospels</p> <p><b>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</b></p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p><b>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</b></p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p>	<p><b>Recognise the words of the Shahadah and that it is very important for Muslims</b></p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p><b>Give examples of how Muslims use the Shahadah to show what matters to them</b></p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p><b>Think, talk about and ask questions about Muslim beliefs and ways of living</b></p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p><b>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</b></p>	<p><b>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</b></p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p><b>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</b></p>	<p><b>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</b></p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p><b>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</b></p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p><b>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</b></p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p><b>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</b></p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p><b>Give simple examples of how people worship at a church, mosque or synagogue</b></p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p><b>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</b></p>
<p><b>PHYSICAL EDUCATION</b></p>	<p><b>Basic Movement (ABCs) and Team Games: Rugby</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> </ul> <p><b>Evaluation of Performance</b> (Ongoing)</p> <ul style="list-style-type: none"> <li>Identify components and articulate which were effective and explain why</li> <li>Can work with others, including adults, to identify next steps for improvement</li> </ul>	<p><b>Basic Movement (ABCs) and Team Games: Netball</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> </ul>	<p><b>Basic Movement (ABCs) and Team Games: Football</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> </ul> <p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Plan and perform a sequence of movements</li> <li>Improve sequence based on feedback</li> <li>Think of more than one way to create a sequence which follows some 'rules'</li> </ul>	<p><b>Basic Movement (ABCs) and Team Games: Hockey</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>Change rhythm, speed, level and direction in dance</li> <li>Make a sequence by linking sections together</li> <li>Use dance to show a mood or feeling</li> </ul>	<p><b>Basic Movement (ABCs) and Team Games: Cricket and Tennis</b></p> <ul style="list-style-type: none"> <li>Use hitting, kicking and/or rolling in a game</li> <li>Decide the best space to be in during a game</li> <li>Use a tactic in a game</li> <li>Follow rules</li> </ul>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching'</li> <li>Run forwards and backwards demonstrating appropriate technique (hips, shoulders, cadence)</li> <li>Jump effectively from a standing and running start point</li> <li>Throw a range of balls/ objects with confidence</li> <li>Catch effectively using W technique</li> </ul> <p><b>Outdoor Education</b></p> <ul style="list-style-type: none"> <li>Follow a simple map within the school grounds</li> <li>Use symbols and pictures to identify position</li> </ul>
<p><i>Component knowledge</i></p>	<ul style="list-style-type: none"> <li>Generalised Motor Programme for hitting, kicking and/ or rolling</li> <li>Spatial awareness/ perceptual cognitive skill</li> <li>Understand rules of games</li> </ul>	<ul style="list-style-type: none"> <li>Generalised Motor Programme for hitting, kicking and/ or rolling</li> <li>Spatial awareness/ perceptual cognitive skill</li> <li>Understand rules of games</li> </ul>	<ul style="list-style-type: none"> <li>Generalised Motor Programme for hitting, kicking and/ or rolling</li> <li>Spatial awareness/ perceptual cognitive skill</li> <li>Understand rules of games</li> </ul>	<ul style="list-style-type: none"> <li>Generalised Motor Programme for hitting, kicking and/ or rolling</li> <li>Spatial awareness/ perceptual cognitive skill</li> <li>Understand rules of games</li> </ul>	<ul style="list-style-type: none"> <li>Generalised Motor Programme for hitting, kicking and/ or rolling</li> <li>Spatial awareness/ perceptual cognitive skill</li> <li>Understand rules of games</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordination (feet) and other limbs</li> <li>Agility and GMP for changing direction</li> <li>Ability to squad and extend over hips/ knees and ankles</li> </ul>

	<ul style="list-style-type: none"> <li>○ Observe and remember events</li> <li>○ Language to articulate/ explain/ justify</li> </ul>		<ul style="list-style-type: none"> <li>○ Control body when travelling and balancing</li> <li>○ Rhythm/ timing</li> </ul>	<ul style="list-style-type: none"> <li>○ Rhythm/ timing</li> <li>○ Range of movement across joint/s</li> <li>○ Sequencing of movement</li> <li>○ Understand how mood may be reflected in physical performance</li> </ul>		<ul style="list-style-type: none"> <li>○ GMP for throwing (overarm, underarm etc)</li> <li>○ Knowledge and timing of W catching technique</li> <li>○ Map reading skills (basic)</li> <li>○ Understanding of direction (N, E, S, W)</li> </ul>
Vocabulary	<ul style="list-style-type: none"> <li>✓ Throw/ roll</li> <li>✓ Kick</li> <li>✓ Strike</li> <li>✓ Timing</li> <li>✓ Space/ spread out/ compact</li> <li>✓ Tactic/ strategy/ plan</li> <li>✓ Observe</li> <li>✓ Remember</li> <li>✓ Select</li> <li>✓ Explain</li> </ul>	<ul style="list-style-type: none"> <li>✓ Throw/ roll</li> <li>✓ Kick</li> <li>✓ Strike</li> <li>✓ Timing</li> <li>✓ Space/ spread out/ compact</li> <li>✓ Tactic/ strategy/ plan</li> </ul>		<ul style="list-style-type: none"> <li>✓ Throw/ roll</li> <li>✓ Kick</li> <li>✓ Strike</li> <li>✓ Timing</li> <li>✓ Space/ spread out/ compact</li> <li>✓ Tactic/ strategy/ plan</li> <li>✓ Moves/ routines/ sequence/ sequencing</li> <li>✓ Timing/ rhythm</li> <li>✓ Safe/ safety/ space</li> <li>✓ Joints</li> <li>✓ Mood/ emotion/ feelings/ representation</li> </ul>		<ul style="list-style-type: none"> <li>✓ Sprint/ steps</li> <li>✓ Start point</li> <li>✓ Momentum</li> <li>✓ W technique</li> <li>✓ Forward/ backwards/ right/ left/ whole-half-quarter turn</li> <li>✓ North/ East/ South/ West</li> <li>✓ Map/ icon/ location/ key</li> </ul>
PSHE	<p><b>Growth (Dreams and Goals)</b> <i>FBV: Democracy</i></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know how to choose a realistic goal and think about how to achieve it</li> <li>• Know that it is important to persevere</li> <li>• Know how to recognise what working together well looks like</li> <li>• Know what good group working looks like</li> <li>• Know how to share success with other people</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Recognise how working with others can be helpful</li> <li>• Be able to work effectively with a partner</li> <li>• Be able to choose a partner with whom they work well</li> <li>• Be able to work as part of a group</li> <li>• Be able to describe their own achievements and the feelings linked to this</li> <li>• Recognise their own strengths as a learner</li> <li>• Recognise how it feels to be part of a group that succeeds and store this feeling</li> </ul> <p><b>Healthy Me</b> <i>(Part 1: Science Link)</i></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know what their body needs to stay healthy</li> </ul>	<p><b>Being me in My World</b> <i>FBV: Rules of Law, Democracy, Individual Liberty, Respect and Tolerance of others</i></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of class members</li> <li>• Know about rewards and consequences and know this stem from choice</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> <li>• Identifying hopes and fears for the year ahead</li> <li>• Know where to get help if being bullied</li> </ul> <p><b>Social and Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work co-operatively</li> <li>• Recognise own feelings and know when and where to get help</li> <li>• Recognise the feeling of being worried</li> </ul>	<p><b>Celebrating Difference</b> <i>FBV: Respect and Tolerance of Others</i></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Explain how being bullied can make someone feel</li> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone's differences make them special and unique</li> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Recognise that they shouldn't judge people because they are different</li> </ul>	<p><b>Relationships</b> <i>FBV: Respect and Tolerance of Others</i> <i>NSPCC: Visit (Pants Talk)</i></p> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust is</li> <li>• Know that everyone's family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve-it-together problem-solving methods</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> </ul>	<p><b>Healthy Me</b> <i>(Part 2)</i> <i>FBV: Individual Liberty</i></p> <p><b>Knowledge</b> <i>Recap from Autumn Science Link</i> <i>Healthy Me plus:</i></p> <ul style="list-style-type: none"> <li>• Know what relaxed means</li> <li>• Know what makes them feel relaxed / stressed</li> <li>• Know how medicines work in their bodies</li> <li>• Know that it is important to use medicines safely</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<p><b>Changing Me</b> <i>FBV: Individual Liberty, Respect and Tolerance of Others</i></p> <p><b>Knowledge</b> <i>Recap from Autumn 2:</i></p> <ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul> <ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>• Know the correct names for private body parts</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/ uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> </ul>





	<ul style="list-style-type: none"> <li>• Know why healthy snacks are good for their bodies</li> <li>• Know which foods given their bodies energy</li> <li>• Know how to make some healthy snacks</li> </ul> <p><b>Social &amp; Emotional skills</b></p> <ul style="list-style-type: none"> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Have a healthy relationship with food</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Desire to make healthy lifestyle choices</li> <li>• Identify when a feeling is weak and when a feeling is strong</li> <li>• Feel positive about caring for their bodies and keeping it healthy</li> <li>• Express how it feels to share healthy food with their friends</li> </ul>	<p><b>Changing Me Knowledge</b></p> <ul style="list-style-type: none"> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old-age</li> <li>• Know that some changes are out of an individual’s control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> </ul>		<ul style="list-style-type: none"> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can use positive problem-solving techniques to resolve a friendship conflict</li> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul>		<ul style="list-style-type: none"> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> <li>• Can say what they are looking forward to in the next year</li> </ul>
<p><b>ART &amp; DESIGN</b></p>	<p><b>Coastline</b></p> <p>Use a range of materials creatively to design and make products</p> <p><b>Flowerhead (Art)</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Movers and Shakers</b></p> <p><b>Still life (Art)</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p><b>Mix it! (Art)</b></p> <p>Use a range of materials creatively to design and make products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>	<p><b>Magnificent Monarchs</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p><b>Portraits and poses (Art)</b></p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Produce creative work, exploring their ideas and recording their experiences.</p> <p>Evaluate and analyse creative works using the language of art, craft and design.</p>			
<p><b>DESIGN &amp; TECHNOLOGY</b></p>	<p><b>Coastline</b></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p><b>Beach hut (DT)</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>	<p><b>Movers and Shakers</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p>	<p><b>Magnificent Monarchs</b></p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p><b>Cut, stitch and join (DT)</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>			



	<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate their ideas and products against design criteria.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p>			<p>Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p>		
<b>COMPUTING</b>	<p><b>IT around us</b></p> <ul style="list-style-type: none"> <li>I can recognise the uses and features of information technology.</li> <li>I can identify information technology in the home.</li> <li>I can identify information technology beyond school.</li> <li>I can explain how information technology benefits us.</li> <li>I can show how to use information technology safely.</li> <li>I can recognise that choices are made when using information technology</li> </ul>	<p><b>Digital Music</b></p> <ul style="list-style-type: none"> <li>I can say how music can make us feel.</li> <li>I can identify that there are patterns in music.</li> <li>I can describe how music can be used in different ways.</li> <li>I can show how music is made from a series of notes.</li> <li>I can create music for purpose.</li> <li>I can review and refine our computer work.</li> </ul>	<p><b>Robot algorithms</b></p> <ul style="list-style-type: none"> <li>I can describe a series of instructions as a sequence.</li> <li>I can explain what happens when we change the order of instructions.</li> <li>I can use logical reasoning to predict the outcome of a program (series of commands).</li> <li>I can explain that programming projects can have code and artwork.</li> <li>I can design an algorithm.</li> <li>I can create and debug a program that I have written.</li> </ul>	<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>I can recognise that we can count and compare objects using tally charts.</li> <li>I can recognise that objects can be represented as pictures.</li> <li>I can create a pictogram.</li> <li>I can select objects by attribute and make comparisons.</li> <li>I can recognise that people can be described by attributes.</li> <li>I can explain that we can present information using a computer.</li> </ul>	<p><b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>I can say what devices can be used to take photographs.</li> <li>I can use a digital device to take a photo.</li> <li>I can describe what makes a good photograph.</li> <li>I can decide how photographs can be improved.</li> <li>I can use tools to change an image.</li> <li>I can recognise that images can be changed.</li> </ul>	<p><b>Programming Quizzes</b></p> <ul style="list-style-type: none"> <li>I can explain that a sequence of commands has a start.</li> <li>I can explain that a sequence of commands has an outcome.</li> <li>I can create a program using a given design.</li> <li>I can change a given design.</li> <li>I can create a program using my own design.</li> <li>I can decide how my project can be improved.</li> </ul>
<b>MUSIC</b> Unit Name	<u>Pulse, Rhythm and Pitch</u>	<u>Playing in an Orchestra</u>	<u>Inventing a Musical Story</u>	<u>Recognising Different Sounds</u>	<u>Exploring Improvisation</u>	<u>Our Big Concert</u>
Social Question	<u>How does music help us to make friends?</u>	<u>How does music teacher us about the past?</u>	<u>How does music make the world a better place?</u>	<u>How does music teach us about our neighbourhood?</u>	<u>How does music make us happy?</u>	<u>How does music teach us about looking after our planet?</u>
Musical Focus	<ul style="list-style-type: none"> <li>Exploring simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>Focus on dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>Exploring feelings through music</li> </ul>	<ul style="list-style-type: none"> <li>Inventing a musical story</li> </ul>	<ul style="list-style-type: none"> <li>Music that makes you dance</li> </ul>	<ul style="list-style-type: none"> <li>Exploring improvisation</li> </ul>
Understanding Music	<p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b>                  Understand that rhythm is a pattern of long and short sounds which are performed over the steady pulse of the music.                  Understand that pitch describes how high or low sounds are.                  Understand that tempo describes increases and decreases in the speed of the music.</p>					
Listening and Responding	<p><b>Listen with concentration and understanding to a range of high-quality live and recorded music.</b>                  Describe emotions and thoughts when listening to a piece of music.</p>					
Singing	<p><b>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</b>                  Memorise songs in preparation for performance.</p>					
Play Instruments	<p><b>Play tuned and untuned instruments musically.</b>                  Perform as a group or solo passages of music, keeping in time with a steady beat.</p>					
Improvisation	<p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music</b>                  Recall musical sequences to build ideas around any given note/s to a steady pulse.</p>					
Composition	<p><b>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</b>                  Use musical symbols to compose simple pieces of music.</p>					
Performance	<p><b>Use voices expressively and creatively by singing songs and speaking chants and rhymes.</b>  <b>Play tuned and untuned instruments musically.</b>                  Practise, rehearse and perform music to an audience with confidence.                  Introduce a song, explaining why it was chosen.</p>					