# Long Term Plan

## Year 1/2

### Autumn Term



**Community Cam**
**Support others**
**Appreciate each other**



**Mindful Mo**
**Believe in yourselves**
**Be Kind**

**Core texts being studied in reading:**

- **Year 1 – Alan's big scary teeth by Jarvis, Tad by Benji Davis**
- **Year 2 – The Pirates next door by Jonny Duddle, Super Dad's day off by Phil Earle**

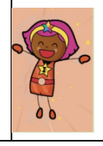
**Core texts being read as w/c readers:**
**Meerkat Mail, Beegu, The Tunnel, Superworm, I'm telling you they're aliens.**

**Core texts in class:**
The Hotel for Bugs, The big book of Bugs, The girl who loves bugs, The lost wolf, The wolf story, Three little pigs, The true story of the three little pigs.

### Spring Term



**Engagement Eric**
**Think for yourselves**
**Ask questions**



**Independent India**
**Be brave**
**Trust yourself**

**Core texts being studied in reading:**

- **Year 1 – The Storm whale in winter by Benjii Davis, The Pencil by Allan Ahlberg**
- **Year 2 – George's Marvellous Medicine by Roald Dahl**

**Core texts being read as w/c readers:**
**Fortunately the Milk, Leonora Bolt secret inventor**

**Core texts in class:**
Man on the moon, Dougal's deep sea diary, Lost and Found, The way back home, Charles Darwin's Around the world adventure, The great explorer, Supertato stories

### Summer Term



**Possibilities Parker**
**Try something new**
**Keep going**

**Celebration of all Super Friends**

**Core texts being studied in reading:**

- **Year 1 – Toby and the Great Fire of London by Margaret Nash and Jane Cope, Light in th by Marie Voight**
- **Year 2 – The Great Chocoplot by Chris Callaghan**

**Core texts being read as w/c readers:**
**You're a bad man Mr Gum, Harriet Versus the Galaxy, Little Wolf's book of badness.**

**Core texts in class:**
Rapunzel, Sleeping Beauty, Tad, The woolly bear caterpillar, Vlad and the Great fir of London, The Gr London.

As **readers** we will practise reading skills across the year to include:

**Year 1:**

**Phonics and Decoding:**

- Develop their phonological awareness, so that they can:
  - spot and suggest rhymes
  - count or clap syllables in words
  - recognise words with the same initial sound, such as money and mother
- Read individual letters by saying the sounds for them.
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- Read some letter groups that each represent one sound and say sounds for them.
- Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**Common Exception Words:**

- Read a few common exception words matched to the school's phonic programme.
- To read some common irregular words.

**Fluency:**

- Understand the five key concepts about print:
  - print has meaning
  - the names of different parts of a book
  - print can have different purposes
  - page sequencing
  - we read English text from left to right and from top to bottom
- Blend sounds into words, so that they can read short words made up of letter-sound correspondences.

**Year 2:**

**Word Reading:**

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for g
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and witho hesitation
- Re-read these books to build up their fluency and confidence in word reading

**Comprehension:**

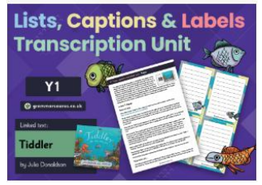
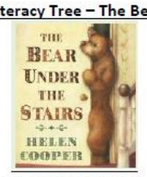
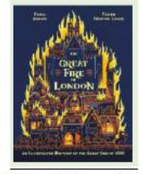
**Develop pleasure in reading, motivation to read, vocabulary and understanding by:**

- Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level bey which they can read independently
- Discussing the sequence of events in books and how items of information are related
- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- Being introduced to non-fiction books that are structured in different ways
- Recognising simple recurring literary language in stories and poetry
- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the clear

**Understand both the books that they can already read accurately and fluently and those that they listen to by:**

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

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| • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.<br>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | | • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking tu listening to what others say<br>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for ther |
| **Phonics**<br>Assess and review<br>New sounds:<br>/ai/ <ay><br>/ow/ <ou><br>/igh/ <ie><br>/ee/ <ea><br>/oi/ <oy><br>/ur/ <ir><br>/oo/ <ue><br>/or/ <aw><br>/w/ <wh><br>/f/ <ph><br>/oo/ <ew><br>/oa/ <oe><br>/or/ <au><br>/ee/ <ey><br>/ai/ <a-e><br>/ee/ <e-e><br>/igh/ <I-e><br>/oa/<o-e><br>/oo/ <u-e><br>/s/ <c><br>/ee/ <y><br>/or/ <al><br>Please, once, any, many, again, who, would, where, two | **Phonics**<br>Assess and review<br>New sounds:<br>/ai/ <a><br>/ai/ <ey><br>/ai/ <ea><br>/ai/ <eigh><br>/ar/ <a><br>/ee/ <e><br>/igh/ <I><br>/igh/ <y><br>/oa/ <o><br>/o/ <a><br>/oo/ <u><br>/y/ + /oo/ <u><br>/c/ <ch><br>/sh/ <ch><br>/e/ <ea><br>/ur/ <or><br>/ur/ <ear><br>/oo/ <ou><br>/oa/ + /l/ <oul><br>/ee/ <ie><br>/v/ <ve><br>/i/ <y><br>/air/ <are><br>/air/ <ere><br>/air/ <ear><br>/ch/ <tch><br>/u/ <o><br>/j/ <g><br>/j/ <ge><br>/j/ <dge><br>/s/ <st><br>/s/ <ce><br>/s/ <se><br>/n/ <gn><br>/n/ <kn><br>/r/ <wr><br>/m/ <m><br>/z/ <se><br>/z/ <ze><br>/ear/ <eer><br>/ear/ <ere><br>/sh/ <ti><br>/ar/ <al><br>/or/ <augh><br>/sh/ <ss><br>/zh/ <si><br>/sh/ <ti> | **Phonics**<br>Assess and review |

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| | /sh/ <ci><br>Here, sugar, friend, because | |
| As **writers** we will study these units this term:<br><br><br><br><br><br> | As **writers** we will study these units this term:<br>**Spring 1 – The Literacy Tree Unit – Wolves**<br><br>Main outcome: Non-chronological leaflet<br>Other writing opportunities: Captions, information writing, letters, warning poster, labels<br>**Spring 1 – The Literacy Tree – I want my hat back**<br><br>Main outcome: Sequel story<br>Other writing opportunities: Questions, speech bubbles, letters, lists<br>**Spring 2 – The Literacy Tree – Rosie Revere Engineer – Short half term – 4 week unit**<br><br>Main outcome: Explanation text<br>Other writing opportunities: Short explanation, advertisement, letter of advice, school report card (character description), invention description | As **writers** we will study these units this term:<br>**Summer 2 – The Literacy Tree – The Bear under the Stairs**<br><br>Main outcome: Information text<br>Other writing opportunities: File of fears entry, letters seeking and giving advice, oral retellings<br>**Summer 2 – The Literacy Tree – The Great Fire of L**<br><br>Main outcome: Information booklet<br>Other writing opportunities: Persuasive posters, warni (instructional writing), speech bubbles, letters of advice,<br>**Summer 1 – The Literacy Tree – Ocean Meets Sky**<br><br>Main outcome: Extended fantasy narrative<br>Other writing opportunities: Setting and character descriptions, labels, diary entry, postcard, captain's log, instructions, dialogue<br>**Summer 1 – The Literacy Tree –**<br><br>Main outcome: Own version alien narrative<br>Other writing opportunities: Posters, guides, captions, letters, speech bubbles, retellings, short report |

As **writers** we will practise these skills over the year:

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| **Year 1**<br>• I can write simple stories about myself and others.<br>• I can sometimes use my past and present tense correctly.<br>• I can use “and” to join sentences.<br>• I can use the following punctuation correctly: capital letters, capital letter for the pronoun “I”, full stops, question marks and exclamation marks.<br>• I can add “s” or “es” to pluralise nouns.<br>• I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly.<br>• I can spell some of the common exception words: a, are, ask, be, by, come, do, friend, full, go, has, he, here, his, house, I, is, love, me, my, no, of, once, one, our, pull, push, put, said, says, school, she, so, some, the, there, they, to, today, was, we, were, where, you, your<br>• I can correctly form some of my capital letters and digits.<br>• I can use finger spaces between words. | **Year 2**<br>• I can write simple, clear narratives about myself and others.<br>• I can write about real events in a clear and simple way.<br>• I can use full stops and capital letters, mostly correctly.<br>• I can use question marks correctly, when needed.<br>• I can use past and present tense, mostly correctly and consistently.<br>• I can use co-ordinating conjunctions e.g. but, and, or, so<br>• I can use some subordinating conjunctions e.g. after, as, when, if, that, even though, because, until, since.<br>• I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.<br>• I can spell many common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, m improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Ch<br>• I can form capital letters and digits of the correct size, making sure they are the correct way around.<br>• I can use finger spaces between words.<br>**GDS –**<br>• I can write effectively and coherently for different purposes using the books I am reading to make interesting vocabulary and grammar choices.<br>• I can revise, edit and proofread my writing.<br>• I can use the KS1 punctuation mostly correctly: capital letters, full stops, question marks, exclamation marks, commas in a list, and apostroph where letters are missing in spelling, apostrophes for singular possession.<br>• I can spell many common exception words.<br>• I can use co-ordinating conjunctions. |

| As **mathematicians** this term we will study:<br>**Number and Place Value, Addition and Subtraction, Shape** | As **mathematicians** this term we will study:<br>**Addition and Subtraction, Multiplication and division, Length and height, Statistics** | As **mathematicians** this term we will study …<br>**Money, Fractions, time, measures.** |
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| **Number and Place Value to 20**<br>Step 1 Count objects within 10<br>Step 2 Represent numbers to 10<br>Step 3 Count on and back within 20<br>Step 4 Understand 10<br>Step 5 Understand 11 to 15<br>Step 6 Understand 16 to 20<br>Step 7 1 more<br>Step 8 1 less<br>Step 9 Number lines<br>Step 10 Estimate on a number line<br>Step 11 Less than, greater than, equal to<br>Step 12 Compare numbers<br>Step 13 Order numbers<br><br>**Addition and Subtraction**<br>Step 1 Parts and wholes<br>Step 2 Systematic number bonds within 10<br>Step 3 Number bonds to 10<br>Step 4 Number bonds to 20<br>Step 5 Addition – add together<br>Step 6 Addition – add more<br>Step 7 Doubles<br>Step 8 Near doubles<br>Step 9 Add three 1-digit numbers<br>Step 10 Find a part<br>Step 11 Fact families – the eight facts<br>Step 12 Take away (how many left?)<br>Step 13 Find the difference<br>Step 14 Missing number problems<br><br>**Number and Place Value to 100**<br><br>Step 1 Count beyond 20<br>Step 2 Count tens<br>Step 3 Groups of tens and ones<br>Step 4 Partition into tens and ones<br>Step 5 Use a place value chart<br>Step 6 Flexible partitioning<br>Step 7 Number lines<br>Step 8 Estimate on a number line<br>Step 9 1 more and 1 less<br>Step 10 Compare numbers with the same number of tens<br>Step 11 Compare any two numbers<br>Step 12 Order objects and numbers<br><br>**Shape**<br>Step 1 Recognise and name 2-D and 3-D shapes<br>Step 2 Count sides on 2-D shapes<br>Step 3 Count vertices on 2-D shapes<br>Step 4 Draw 2-D shapes<br>Step 5 Vertical lines of symmetry<br>Step 6 Count faces on 3-D shapes<br>Step 7 Count edges on 3-D shapes<br>Step 8 Count vertices on 3-D shapes | **Addition and Subtraction**<br>Step 1 Related facts<br>Step 2 Add and subtract 1s<br>Step 3 Add to the next 10<br>Step 4 Add to a 10<br>Step 5 Add across a 10<br>Step 6 Subtract to a 10<br>Step 7 Subtract from a 10<br>Step 8 Subtract across a 10<br>Step 9 Add 10s<br>Step 10 Subtract 10s<br>Step 11 Add two 2-digit numbers – not across a 10<br>Step 12 Add two 2-digit numbers – across a 10<br>Step 13 Subtract two 2-digit numbers – not across a 10 Step 14 Subtract two 2-digit numbers – across a 10<br>Step 15 Mixed addition and subtraction<br>Step 16 Compare calculations<br>Step 17 Missing number problems<br><br>**Multiplication and division**<br>Step 1 Count in 2s, 5s and 10s<br>Step 2 Count in 3s<br>Step 3 Recognise equal groups<br>Step 4 Make equal groups<br>Step 5 Add equal groups<br>Step 6 Make arrays<br>Step 7 Multiplication sentences<br>Step 8 Commutativity<br>Step 9 Make equal groups – grouping<br>Step 10 Make equal groups – sharing<br>Step 11 The 2 times-table<br>Step 12 Divide by 2<br>Step 13 Doubling and halving<br>Step 14 Odd and even numbers<br>Step 15 The 10 times-table<br>Step 16 Divide by 10<br>Step 17 The 5 times-table<br>Step 18 Divide by 5<br>Step 19 The 5 and 10 times-tables<br><br>**Length and height**<br>Step 1 Measure length using objects<br>Step 2 Measure length in centimetres<br>Step 3 Measure in metres<br>Step 4 Compare lengths and heights<br>Step 5 Order lengths and heights<br>Step 6 Four operations with lengths and heights<br><br>**Statistics**<br>Step 1 Tally charts<br>Step 2 Tables<br>Step 3 Block diagrams<br>Step 4 Draw pictograms | **Money**<br>Step 1 Recognise coins and notes<br>Step 2 Count money – pence<br>Step 3 Count money – pounds (notes and coins)<br>Step 4 Count money – pounds and pence<br>Step 5 Choose notes and coins<br>Step 6 Compare amounts of money<br>Step 7 Calculate with money<br>Step 8 Make a pound<br>Step 9 Find change<br><br>**Fractions**<br>Step 1 Parts and wholes<br>Step 2 Equal and unequal parts<br>Step 3 Recognise a half<br>Step 4 Find a half<br>Step 5 Recognise a quarter<br>Step 6 Find a quarter<br>Step 7 Recognise a third<br>Step 8 Find a third<br>Step 9 Find the whole<br>Step 10 Unit fractions<br>Step 11 Non-unit fractions<br>Step 12 Recognise the equivalence of a half and two-quarters<br>Step 13 Recognise three-quarters<br>Step 14 Find three-quarters<br>Step 15 Count in fractions up to a whole<br><br>**Time**<br>Step 1 Months and days<br>Step 2 Hours, minutes and seconds<br>Step 3 O'clock and half past<br>Step 4 Quarter past<br>Step 5 Tell the time past the hour<br>Step 6 Quarter to<br>Step 7 Tell the time to the hour<br>Step 8 Tell the time to 5 minutes<br>Step 9 Minutes in an hour<br>Step 10 Hours in a day<br>Step 11 Solve problems with time<br><br>**Measures**<br>Step 1 Compare mass<br>Step 2 Measure in grams<br>Step 3 Measure in kilograms<br>Step 4 Four operations with mass<br>Step 5 Compare volume and capacity<br>Step 6 Measure in millilitres<br>Step 7 Measure in litres<br>Step 8 Four operations with volume and capacity<br><br>Step 9 Temperature |

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| Step 9 Sort 2-D and 3-D shapes<br>Step 10 Patterns with 2-D and 3-D shapes<br><br>**<u>Shape – Position and direction</u>**<br><br>Step 1 Language of position<br>Step 2 Describe movement<br>Step 3 Describe turns<br><br>Step 4 Describe movement and turns | Step 5 Interpret pictograms | |

**As scientists - working scientifically we will:**

- ask simple questions & recognise they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- identify & classify
- use observations & ideas to suggest answers to questions

gather & record data to help in answering questions

As **scientists** we will study …

**Living Things**

- Recognise whether things are alive, dead or have never lived.
- Identify different plants and animals and recognize that they are suited to their different habitats, including micro-habitats.
- Recognise how different habitats provide for the basic needs of animals and plants.
- Understand that animals get their food from other animals and/or from plants.
- Recognise that a food chain is made of a series of plants and animals that eat each other and shows how energy is transferred from one organism to another via food.

**Seasonal Changes**

- Understand and describe the main changes across the seasons.
- Understand weather associated with the seasons.
- Understand how day length varies across the year.

**Everyday Materials**

- Recognise the difference between the name of an object and the material from which it is made.
- Identify a range of everyday materials including wood, plastic, glass, metal, water and rock.
- Describe the physical properties of everyday materials including hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/ not

As **scientists** we will study …

**Plants**

- Be able to name a variety of different plants (including deciduous and evergreen trees).
- Understand and describe how plants are suited to different habitats.
- Understand and describe the structure of plants including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem.
- Understand and describe the main changes as seeds and bulbs grow into mature plants.
- Understand and describe the basic needs of plants for water, light and a suitable temperature to grow and stay healthy

As **scientists** we will study…

**Animals including Humans**

- Be able to name and locate parts of the human body, including those relating to the senses.
- Be able to identify and name different common animals including fish amphibians, reptiles, mammals.
- Be able to describe and compare the observable features of animals from a range of groups.
- Recognise that animals can be grouped according to whether they are carnivores, herb omnivores.
- Know about the basic needs of animals, including humans, for survival.
- Describe the importance of exercise, balanced diet and hygiene for humans.
- Describe the main changes as young animals, including humans, grow into adults.

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| waterproof, absorbent/ not absorbent, opaque/ transparent.<br>• Understand how to group everyday materials according to their physical properties.<br>• Understand how everyday materials can be used for more than one thing.<br>• Understand how different everyday materials can be used for the same thing.<br>• Understand why the properties of materials make them suitable or unsuitable for particular purposes.<br>• Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials.<br>•<br>• | | |

As **historians** we will

- place events, people and objects in the correct time order.
- phrases such as: past, present, older and newer.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- identify differences between ways of life in the past and present.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- recount parts of stories to talk about things that have happened in the past.
- Describe significant people from the past.
- understand how the achievements of famous people from the past have influenced our lives.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.
- Recognise that there are reasons why people in the past acted as they did.
- understand ways in which we can find out about the past.
- Use artefacts, pictures, stories, online sources and databases to find out about the past.
- Observe or handle evidence to ask questions and find answers to questions about the past.
- find answers to simple questions about the past by using stories and other sources.
- Ask questions such as: What was it like for people? What happened? How long ago?
- Link our units to the core concepts of: **beliefs, exploration and migration, culture and lifestyle, settlements, diversity and society, conflict and power**

| **How has technology changed?** | **How have explorers changed the world?** | **Why do we remember the past?** |
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| • *Computers became common around 40 years ago.*<br>• *60 years ago not everyone had phones.*<br>• *In the 1970s people began playing video games.*<br>• *Charles Wicksteed invented some different types of play equipment for children in the 1920s* | • *Some famous explorers are Charles Darwin, Amelia Earhart, Neil Armstrong, Ibn Battuta and Sylvia Earle.*<br>• *Ibn Battuta was a Muslim explorer around 700 years ago.*<br>• *Amelia Earhart was the first woman to fly solo across the Atlantic.*<br>• *Roald Amundson was the first explorer to the South Pole.*<br>• *Thomas Hans Orde-Lees was a member of Ernest Shackleton's South Pole expedition in 1914. He was from Northamptonshire.*<br>• *Neil Armstrong was the first man on the moon.* | • *In 1666 the Great Fire of London happened.*<br>• *House were close together and made of wood.*<br>• *There was no fire brigade.*<br>• *The fire started in a bakery.*<br>• *Samuel Pepys wrote a diary at the time.*<br>• *There was a great fire of Northampton in 1675.* |

As **geographers** we will…

- identify the significant features of the local area.
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- use aerial photographs and plans to recognise landmarks.
- Identify land use around the school.
- Learn about maps, map-making and symbols.
- Compare journeys and understand near/far, often/rarely
- name and locate the four countries and capital cities of the UK.
- know some characteristics of the four countries and capital cities of the UK.
- name and locate the World's seven continents and five oceans.
- use World maps, atlases and globes to identify countries, continents and oceans.
- Understand geographical similarities and differences when studying human and physical geography.
- locate hot and cold areas of the World in relation to the Equator and North and South Poles.
- describe key human features using geographical vocabulary (including city, town village, factory, farm, house, office, port, harbour and shop).
- describe key physical features using geographical vocabulary (including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather).
- Develop knowledge about the world.
- Use locational and directional language to describe the location of features and routes on a map.
- name and locate the surrounding seas of the UK.
- explain why some countries are hot and cold.
- make comparisons of human features of a small area in the UK and a small area in a contrasting country (Non European).
- make comparisons of physical features of a small area in the UK and a small area in a contrasting country (Non-European).
- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- explain why people live in different areas of the World.
- identify daily and seasonal weather patterns in the UK.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- devise a simple map with a key.
- Carry out first hand observations.
- use compass directions (North, South, East, West).
- Use the core concepts of **map skills, economic activity, natural resources and sustainability, settlements and land use, climate and natural disasters, natural features/ biomes**

| **Where is our school in the world?** | **How is my home like other places?** | **Why does our weather change?** |
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| • *Physical features are natural.*<br>• *Human features are made by people.*<br>• *Buildings are placed on streets.*<br>• *An aerial photo is taken from above.*<br>• *Settlements are where people live.*<br>• *Our school is in a village called Stanion.*<br>• *A village is a group of houses in a rural area.*<br>• *Rural areas are in the countryside.*<br>• *Rural areas have lots of fields and woodland.*<br>• *Corby is the nearest town.*<br>• *Towns are bigger than villages.*<br>• *The United Kingdom comprises of England, Scotland, Wales and Northern Ireland.* | • *Mexico is a country in North America.*<br>• *Tulum is a city in Mexico*<br>• *The UK stands for United Kingdom.*<br>• *The UK is in Europe.*<br>• *The UK has a temperate climate.*<br>• *Tulum has a tropical climate*<br>• *Countries closer to the equator are hotter.*<br>• *The world is divided into 5 continents – Europe, Asia, Africa, Australasia, Antarctica, North America and South America.*<br>• *There are 5 oceans – Arctic, Pacific, Atlantic, Indian and Southern.*<br>• *Grid references are used to help you find places on a map.*<br>• *Ordnance survey and aerial maps show features of areas.* | • *Climate is what the weather is usually like in a place.*<br>• *The UK has a temperate climate*<br>• *The British weather can be hot/cold/sunny/rainy/snowy/stormy/foggy*<br>• *The equator is an imaginary line going around the middle of the globe.*<br>• *Countries closer to the equator are hotter.*<br>• *The North and South pole are at the top and bottom of the Earth.*<br>• *Areas close to the Poles are colder.*<br>• *The UK has 4 seasons and the weather changes with them.*<br>• *Weather impacts what we can do and how plants grow.* |

As **artists** we will….

- Use a range of materials creatively to design and make products
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, form and space.
- Learn about the work of a range of artists and designers, describing differences and similarities between them and making links to their own work.
- Develop specific and relevant vocabulary linked to art techniques.
- I respond to ideas and starting points- objects, the natural world)
- I explore ideas from my imagination or from real starting points.

- I can draw my ideas and describe them to others.
- I describe what I think about my own and others' work.
- I can describe my work using accurate vocabulary, including line, tone, colour, texture, shape, pattern.
- I comment on differences and similarities in artwork.
- I suggest ways of making improvements.

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| **Y2 Monochromatic Unit –**<br>**How can pattern be used in art?**<br>I can explore how lines and shapes can be used to create decorative patterns.<br>I can experiment with arranging and layering black and white shapes to make a monochromatic collage<br>I can learn from the work of designers and develop my technique by creating patterns inspired by geometric and organic shapes.<br>I can create my own decorative patterns inspired by celebrations and mehndi designs.<br>I can reflect on my own artwork and evaluate how effectively I used pattern, space and design. | **Y1 Chromatic Unit –**<br>**How can artists use colour?**<br>Practical Skills<br>**Colour Theory**<br>Revise primary and secondary colours.<br>Identifying warm and cool colours.<br>Identify complementary colours.<br>Begin to recognise the colour wheel.<br>Creating colour palettes.<br>**Elements of Art**<br>Revise parts of a brush.<br>Controlling a paint brush for increased precision.<br>Using acrylic paints.<br><br>**Tools**<br>Use a sketch to create guide lines for painting. | **Y1 Sculpture Unit –**<br>**How have artists been influenced by castles?**<br>**Practical Knowledge** – Identifying shapes in forms, wedging clay, creating a relief clay sculpture, joining clay using score and slip, making grey and brown from primary colours and controlling a small brush for increased precision.<br>**Theoretical Knowledge** – Learning about a ceramic factory and its work, knowing that art has been created throughout history and worldwide.<br>**Disciplinary Knowledge** – Knowing that some sculptures have a practical purpose, whilst others are decorative, evaluating work focusing on emotive responses and precision. |

As **designers** we will….

- Know about the simple working characteristics of materials and components.
- The correct vocabulary for the projects they are undertaking.
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**Planning**

- Generate ideas by drawing on their own and other people's experiences
- Develop their design ideas through discussion, observation, drawing and modelling
- Identify a purpose for what they intend to design and make
- Identify simple design criteria
- Make simple drawings and label parts

**Making**

- · Make their design using appropriate techniques
- With help measure, mark out, cut and shape a range of materials
- Use tools *eg scissors and a hole punch* safely
- Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape
- Select and use appropriate fruit and vegetables, processes and tools
- Use basic food handling, hygienic practices and personal hygiene
- Use simple finishing techniques to improve the appearance of their product

**Evaluating**

- ·Evaluate against their design criteria
- Evaluate their products as they are developed, identifying strengths and possible changes they might make
- Talk about their ideas, saying what they like and dislike about them

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| **Textiles – buzzing bookmarks**<br>**How can you make a bookmark that's both fun and useful?**<br><br>I can explore different fabric products and learn how to thread a needle.<br>I can create a design plan for a bug-themed bookmark that is both functional and appealing. | **Food and Nutrition – Super Veggies to the rescue**<br>**How can we make veggies fun and delicious?**<br><br>I can explore different types of potatoes and explain how they can be cooked in different ways.<br>I can plan potato wedges by choosing which herbs or seasoning to add.<br>I can peel and cut vegetables safely. I can follow a recipe step by step to prepare and cook potato wedges safely.<br>I can taste my potato wedges and say what worked well, | **Construction Re-building history**<br>**How can we build strong and stable houses?**<br><br>I can find out about historical houses and say how they could be improved.<br>I can draw a plan for a strong Tudor house with a simple moving part.<br>I can build a model of a Tudor house using card and sticks with a simple mechanism.<br>I can test if my model is stable and say how to improve it.<br>I can measure carefully, test how cross bracing makes a structure stronger<br>And how simple mechanisms move. |

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| I can sew two pieces of fabric together and add decorative stitching to create a functional bookmark.<br>I can test and evaluate my bookmark for durability, usability and appearance.<br>I can practise running stitch and cross stitch to strengthen and decorate fabric. | and suggest one way to improve them.<br>I can use tools correctly and explain how to cook potatoes in a healthy way. | |

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| In **Music** we will enjoy:<br><br>**Superheroes**<br>• Listening: identifying pulse, identifying instruments, changes in dynamics<br>• Composing: use dynamics, tempo & structure, explore sound<br>• Performing: group ensemble, adding actions, following a score, following a conductor, change dynamics when singing<br>• Social: respect, collaboration, patience<br>• Emotional: self-control, independence, confidence<br>• Thinking: creativity, comprehension<br><br>**Toys**<br>• Listening: identify pulse pitch & tempo<br>• Composing: create improvised phrases, use dot notation to record a melody<br>• Performing: move to music, follow a score, play tuned percussion, play & sing together<br>• Social: co-operation, communication, collaboration, sharing<br>• Emotional: determination, perseverance, independence, integrity<br>• Thinking: decision making, problem solving, comprehension, creativity, select/apply | In **Music** we will enjoy:<br><br>**Senses**<br>• Listening: identifying dynamics, duration, tempo, timbre, instruments, identifying mood, identifying pitch<br>• Composing: creating rhythms<br>• Performing: in time with a pulse, following a conductor, changing tempo, dynamics & duration, performing rhythms, graphic notation, chant rhythms, sing in two parts<br>• Social: co-operation, responsibility, respect<br>• Emotional: independence, persevere, confidence<br>• Thinking: comprehension, feedback<br><br>**Folksongs**<br>• Listening: identify pulse, tempo, structure, (repetition of melody), instruments<br>• Composing: improvise rhythmic patterns<br>• Performing: class ensemble, drone, play & sing together, create texture, maintain parts, call & response, sing in a round, sing/chant in three parts, use dynamics for expression | In **Music** we will enjoy:<br><br>**Fantasy and Adventure**<br>• Listening: compare music, identify feelings, identify pitch, tempo & dyna respond with movement<br>• Composing: use so & mi, write a score, call & response, change tempo dynamics, duet & group<br>• Performing: follow symbols; so, mi, ta and titi, duet & group, match pitch response, explore dynamics & tempo<br>• Social: respect, collaboration, patience, communication<br>• Emotional: self-control, independence, confidence, empathy, understan<br>• Thinking: creativity, comprehension, feedback<br><br>**Jupiter**<br>• Listening: identify instruments, dynamics, tempo, pitch, identify themes<br>• Composing: select and combine resources to create music in response musical stimulus<br>• Performing: class ensemble, small group ensemble, show changes in d tempo, add lyrics, demonstrate an aware of occasion<br>• Social: communication, support, co-operation<br>• Emotional: empathy, confidence<br>• Thinking: reflection, problem solving |

As **advocates for our faith and other faiths communities**….

- *Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions*
- *Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts*
- *Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority*
- *Make clear connections between what people believe and how they live, individually and in communities*
- *Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures*
- *Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)*
- *Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.*
- *Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they ma*

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| In **RE** we will be studying…<br><br>**QuestionsGod and Creation**<br>**1.2 Who made the World?** | In **RE** we will …<br><br>**Places in Christianity**<br>- **U1.9 What makes some places sacred to believers?** | In **RE** we will …<br><br>**The Family in Judaism**<br>- **U1.7 Who is Jewish and how do they live?**<br>- Recognise the words of the Shema as a Jewish prayer |

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| • Retell the story of creation on from Genesis 1:1–2.3 simply.<br>• Recognise that 'Creation on' is the beginning of the 'big story' of the Bible.<br>• Say what the story tells Christians about God, Creation and the world.<br><br>• Give at least one example of what Christians do to say thank you to God for Creation.<br><br>• Think, talk and ask questions about living in an amazing world<br>• Give a reason for the ideas they have and the connections they make between the Chris an/Jewish Crea on story and the world they live in.<br><br>**1.4 What is the good news that Jesus brings?**<br>- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.<br>- • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.<br>- • Recognise that Jesus gives instructions to people about how to behave.<br>- • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing<br>- good news to the friendless.<br>- • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for<br>- example: charity, confession).<br>- • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Chris ans, or if there are things for anyone to<br>- learn about how to live, giving a good reason for their ideas. | - Recognise that there are special places where people go to worship, and talk about what people do there<br>- 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<br>- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.<br>- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe<br>- Give simple examples of how people worship at a church, mosque or synagogue<br>- Talk about why some people like to belong to a sacred building or a community.<br>- 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<br>- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places<br>- Talk about what they have learned and what has helped them to learn.<br><br>- **U1.5 Why does Easter matter?**<br>- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.<br>- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).<br>- Recognise that Jesus gives instructions about how to behave.<br>- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.<br>- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. | - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)<br>- Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what like.<br>- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah<br>- Make links between Jewish ideas of God found in the stories and how people live<br>- Give an example of how some Jewish people might remember God in different ways (e.g. mezu Shabbat).<br>- Ask some questions about what Jewish people celebrate and why.<br>- Talk about what they think is good about reflecting, thanking, praising and remembering for Jew people<br>- Give a good reason for their ideas about whether any of these things are good for them too. |
| In **computing** we will study….<br><br>- **Mouse and keyboard skills**<br>- Move the mouse and left click to select an object<br>- Drag and drop with a mouse to move objects<br>- Find letters and numbers on a keyboard<br>- Begin touch typing with home row keys<br><br>- **Digital Art** | **In computing we will …**<br><br>- **Text and images**<br>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>- Change the background colour of a page.<br>- Add, resize and position images (pictures) on a page.<br>- Type and position text on a page, if possible using capital letters and punctuation.<br>- Label pictures with text.<br>- Use word-banks for writing sentences about pictures. | In **computing** we will …<br><br>- **Introduce Programming**<br>- Understand what algorithms are; how they are implemented as programs on digital devices; an programs execute by following precise and unambiguous instructions.<br>- Create and debug simple programs.<br>- Use logical reasoning to predict the behaviour of simple programs.<br>- Place instructions into the correct order (sequence) to make something work.<br>- Use direction arrows to move an on-screen object (character/sprite) to achieve an objective.<br>- Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct if necessary (debug). |

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| - Change the colour of individual pixels to accurately re-create basic artwork.<br>- Make changes where required<br>- Change the colour of individual pixels to accurately re-create detailed artwork<br><br>- **3D design**<br>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>- Change the colour and pattern of elements.<br>- Position and rotate objects on a design.<br>- Position objects in relation to each other.<br>- Resize, rotate, flip and arrange objects behind/in front of each other. | - **Music creation**<br>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>- Create a rhythm using a pattern of beats.<br>- Create digital sounds using patterns and shapes.<br>- Create a simple melody using patterns and adjust tempo.<br><br>- **Comic Creation**<br>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.<br>- Add, resize and organise colour or picture backgrounds.<br>- Add, resize, organise characters/object to different panels.<br>- Add narration using text and direct speech using speech bubbles. | - Predict a route and sequence distance commands to program an on-screen object to achieve a objective.<br>- Predict and sequence movement and pen commands to program the drawing of different 2D sh<br>- Sequence code blocks, including movements and execute (start program) blocks to write a pro achieve an objective.<br><br>- **Recognise uses of IT**<br>- Recognise common uses of information technology beyond school.<br>- Understand what makes a computer a computer.<br>- Understand computers store and follow instructions.<br>- Spot digital technology in school.<br>- Understand how different technology helps us. |
| In **PE** we will enjoy:<br><br>- **Fundamentals**<br>- **Key Skills: Physical**<br>- Balancing<br>- Sprinting<br>- Jogging<br>- Dodging<br>- Jumping<br>- Hopping<br>- Skipping<br>- **Key Skills: SET**<br>- **Social:** Taking turns, supporting and encouraging others, respect and communication<br>- **Emotional**: challenging myself, perseverance and honesty<br>- **Thinking:** selecting and applying and identifying strengths<br><br>- **Ball Skills**<br>- **Key Skills: Physical**<br>- Rolling<br>- Kicking<br>- Bouncing<br>- Throwing<br>- Catching<br>- Dribbling<br>- **Key Skills: SET**<br>- **Social**: Communication, Cooperation, leadership and supporting others.<br>- **Emotional:** Perseverance, Honesty and challenging myself<br>- **Thinking:** Using tactics and exploring actions<br><br>- **Fitness**<br>- **Key skills: Physical**<br>- Agility | In **PE** we will enjoy:<br><br>- **Dance**<br>- **Key Skills: Physical**<br>- Travel<br>- Copying and performing<br>- Using dynamics, pathways, expression and speed.<br>- Balance<br>- coordination<br>- **Key Skills: SET**<br>- **Social:** respect, consideration, sharing ideas, decision making with others<br>- **Emotional**: acceptance, confidence<br>- **Thinking:** Selecting and applying actions, counting, observing and providing feedback, creating<br><br>- **Target Games**<br>- **Key Skills: Physical**<br>- Throwing<br>- Rolling<br>- Kicking<br>- Striking<br>- **Key Skills: SET**<br>- **Social**: Communication, collaboration, kindness, support<br>- **Emotional:** Perseverance, independence, manage emotions<br>- **Thinking**: Select and apply, using tactics, decision making, provide feedback, problem solving<br><br>- **Gymnastics**<br>- **Key Skills: Physical**<br>- Shapes<br>- Balances<br>- Shape jumps<br>- Travelling movements<br>- Barrel roll<br>- Straight roll<br>- Forwards roll | In **PE** we will enjoy:<br><br>- **Invasion**<br>- **Key Skills: Physical**<br>- Throwing<br>- Catching<br>- Kicking<br>- Dribbling<br>- Dodging<br>- Finding space<br>- **Key skills: SET**<br>- **Social**: Communication, respect, cooperation, kindness<br>- **Emotional:** empathy, integrity, independence, perseverance, determination<br>- **Thinking:** creativity, reflection, decision making, comprehension<br><br>- **Striking and Fielding**<br>- **Key Skills: Physical**<br>- Throwing<br>- Catching<br>- Tracking a ball<br>- Bowling<br>- Batting<br>- **Key Skills: SET**<br>- **Social:** Collaboration, communication,<br>- **Emotional:** Honesty, acceptance, controllign emotions<br>- **Thinking:** Select and apply, using tactics, decision making<br><br>- **Athletics**<br>- **Key Skills: Physical**<br>- Running at different speeds<br>- Jumping for distance<br>- Throwing for distance<br>- **Key Skills: SET**<br>- **Social:** Working safely, collaborating with others<br>- **Emotional:** working independently, determination<br>- **Thinking**: Observing and providing feedback, exploring ideas<br><br>- **May Day** |

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| - balance<br>- coordination<br>- Speed<br>- Stamina<br>- skipping<br>- **Key skills: SET**<br>- **Social:** Taking Turns and encouraging and supporting others.<br>- **Emotional:**determination, perseverance, challenging myself<br>- **Thinking:** identifying strengths and areas for improvement, observing and providing feedback.<br><br>- **Team Building**<br>- **Key Skills: Physical**<br>- Travelling actions<br>- Jumping<br>- balancing<br>- **Key Skills: SET**<br>- **Social**: Communication,listening, leading and inclusion<br>- **Emotional:** Trust, honesty and fair play, acceptance<br>- **Thinking**: Planning, decision making, problem solving<br><br>**Units covered by Get Set 4 PE**<br>Term1 – **Fundamentals, ball skills**<br>Term 2 – **Fitness, Team Building** | - **Key Skills: SET**<br>- **Social:** Sharing, working safely<br>- **Emotional:** Confidence, independence<br>- **Thinking:** Observing and providing feedback, selecting and applying actions<br><br>- **Tennis**<br>- **Key Skills: Physical**<br>- Racket skills<br>- Throwing<br>- Catching<br>- Ready position<br>- Hitting a ball<br>- **Key skills: SET**<br>- **Social:** Support, cooperation, respect, communication<br>- **Emotional:** Perseverance, honesty<br>- **Thinking**: decision making, reflection, comprehension, selecting and applying<br><br>-<br>**Units covered by Get Set 4 PE**<br>Term 3 – **Dance, Target Games**<br>Term 4 – **Gymnastics, Tennis** | **Units covered by Get Set 4 PE**<br>Term 5 - Invasion, May Day<br>Term 6 – Striking and Fielding, Athletics |
| In **PSHE** we will …<br>• **Me and my relationships – Who Am I?**<br>• Suggest actions that will contribute positively to the life of the classroom;<br>• Make and undertake pledges based on those actions.<br>• The conventions of courtesy and manners.<br>• Use a range of words to describe feelings;<br>• Recognise that people have different ways of expressing their feelings;<br>• Identify helpful ways of responding to other's feelings.<br>• Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two;<br>• Identify situations as to whether they are incidents of teasing or bullying.<br>• Understand and describe strategies for dealing with bullying:<br>• Rehearse and demonstrate some of these strategies.<br>• Explain the difference between bullying and isolated unkind behaviour; | In **PSHE** we will …<br>- **Keeping myself safe**<br>• Understand that medicines can sometimes make people feel better when they're ill;<br>• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;<br>• Explain simple issues of safety and responsibility about medicines and their use.<br>• Identify situations in which they would feel safe or unsafe;<br>• Suggest actions for dealing with unsafe situations including who they could ask for help.<br>• Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.<br>• Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;<br>• Identify the types of touch they like and do not like;<br>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.<br>• Recognise that some touches are not fun and can hurt or be upsetting;<br>• Know that they can ask someone to stop touching them;<br>• Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.<br>• Identify safe secrets (including surprises) and unsafe secrets; | In **PSHE** we will …<br>- **Being my best**<br>• Explain the stages of the learning line showing an understanding of the learning process;<br>• Suggest phrases and words of encouragement to give someone who is learning something new<br>• Identify and describe where they are on the learning line in a given activity and apply its positive strategies to their own learning.<br>• Understand and give examples of things they can choose themselves and things that others ch them;<br>• Explain things that they like and dislike, and understand that they have choices about these thin<br>• Understand and explain that some choices can be either healthy or unhealthy and can make a to their own health.<br>• Explain how germs can be spread;<br>• Describe simple hygiene routines such as hand washing;<br>• Understand that vaccinations can help to prevent certain illnesses.<br>• Explain the importance of good dental hygiene;<br>• Describe simple dental hygiene routines.<br>• Understand that the body gets energy from food, water and oxygen;<br>• Recognise that exercise and sleep are important to health.<br>• Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain)<br>• Describe how food, water and air get into the body and blood.<br>- **Growing and Changing**<br>• Demonstrate simple ways of giving positive feedback to others.<br>• Recognise the range of feelings that are associated with losing (and being reunited) with a pers are close to. |

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| • Recognise that that there are different types of bullying and unkind behaviour;<br>• Understand that bullying and unkind behaviour are both unacceptable ways of behaving.<br>• Recognise that friendship is a special kind of relationship;<br>• Identify some of the ways that good friends care for each other.<br><br>- **Valuing Difference:**<br><br>• Identify some of the physical and non-physical differences and similarities between people;<br>• Know and use words and phrases that show respect for other people.<br>• Recognise and explain how a person's behaviour can affect other people.<br>• Identify people who are special to them;<br>• Explain some of the ways those people are special to them.<br>• Explain how it feels to be part of a group;<br>• Explain how it feels to be left out from a group;<br>• Identify groups they are part of;<br>• Suggest and use strategies for helping someone who is feeling left out.<br>• Recognise and describe acts of kindness and unkindness;<br>• Explain how these impact on other people's feelings;<br>• Suggest kind words and actions they can show to others;<br>• Show acts of kindness to others in school. | • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.<br>• Identify how inappropriate touch can make someone feel<br>• Understand that there are unsafe secrets and secrets that are nice surprises<br>• Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.<br>- **Rights and Responsibilities**<br>• Describe and record strategies for getting on with others in the classroom.<br>• Explain, and be able to use, strategies for dealing with impulsive behaviour.<br>• Identify special people in the school and community who can keep them safe;<br>• Know how to ask for help.<br>• Identify what they like about the school environment;<br>• Identify any problems with the school environment (e.g. things needing repair);<br>• Make suggestions for improving the school environment;<br>• Recognise that they all have a responsibility for helping to look after the school environment.<br>• Understand that people have choices about what they do with their money;<br>• Know that money can be saved for a use at a future time;<br>• Explain how they might feel when they spend money on different things.<br>• Recognise that money can be spent on items which are essential or non-essential;<br>• Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this.<br>• Know the importance of keeping personal information private, when online and only talking to people they know in real life;<br>• Know that they can tell an adult they trust if anything happens that makes them worried. | • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);<br>• Understand and describe some of the things that people are capable of at these different stage<br>• Identify which parts of our body are private<br>• Explain that our genitals help us make babies when we are older<br>• Understand that we mostly have the same body parts but how they look is different from person person.<br>• Explain what privacy means<br>• Know that you are not allowed to touch someone's private belongings without their permission<br>• Give examples of different types of private information. |
| | As **Spanish speakers** we will learn about:<br>• **Greetings**<br>• **Colours and Numbers**<br><br>• Listen attentively to spoken language and show understanding by joining in and responding.<br>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.<br>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.<br>• Present ideas and information orally to a range of audiences.<br>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | As **Spanish speakers** we will learn about:<br>• **In the Jungle**<br>• **In my town**<br><br>• Listen attentively to spoken language and show understanding by joining in and responding.<br>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.<br>• Develop accurate pronunciation and intonation so that others understand when they are readin using familiar words and phrases.<br>• Present ideas and information orally to a range of audiences.<br>• Engage in conversations; ask and answer questions; express opinions and respond to those of seek clarification and help. |

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