






| Long Term Plan | | | | | |
|---|--|--|--|---|----------------------------------|
| Year 1/2 | | | | | |
| Autumn Term | | Spring Term | | Summer Term | |
|  <u>Community Cam</u> Support others Appreciate each other |  <u>Mindful Mo</u> Believe in yourselves Be Kind |  <u>Engagement Eric</u> Think for yourselves Ask questions |  <u>Independent India</u> Be brave Trust yourself |  <u>Possibilities Parker</u> Try something new Keep going | Celebration of all Super Friends |
| Core texts being studied in reading: <ul style="list-style-type: none">- 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: <ul style="list-style-type: none">- Izzy Gizmo, The Polar Express, Fortunately the Milk Once there were Giants Superdad’s day off Rainbow Bear Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | | Core texts being studied in reading: <ul style="list-style-type: none">- 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: Odd Dog out, Into the Woods, Lenora Bolt – secret inventor The Boy Who Grew Dragons by Andy Shepherd- chapter book. Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | | Core texts being studied in reading: <ul style="list-style-type: none">- Year 1 – Toby and the Great Fire of London by Margaret Nash and Jane Cope, Light in the Night by Marie Voight- Year 2 – The Great Chocoplot by Chris Callaghan Core texts being read as w/c readers: Meerkat Mail, On a beam of light, Hotel Flamingo The Boy who lived with dragons by Andy Shepherd - chapter book. The Tiny Seed- Eric Carle The Things I love about Trees Chris Butterworth (Science link) Core texts in class: <ul style="list-style-type: none">- Books from Early Resources for Education box used throughout. | |
| Educational visits/visitors and community projects: <ul style="list-style-type: none">- A visit to Boughton House (subject to budget)- A Dr or Nurse parent to visit- An exploration of the local area. | | Educational visits/visitors and community projects: <ul style="list-style-type: none">- A science museum (subject to budget) | | Educational visits/visitors and community projects: Cookery workshop to be booked at Kingswood catering. Linked to History and Geography topics. | |
| As readers we will practise reading skills across the year to include: | | | | | |
| Year 1: Phonics and Decoding: <ul style="list-style-type: none">• Develop their phonological awareness, so that they can:<ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Read a few common exception words matched to the school’s phonic programme.• To read some common irregular words. Fluency: <ul style="list-style-type: none">• Understand the five key concepts about print:<ul style="list-style-type: none">- print has meaning- the names of different parts of a book- print can have different purposes | | | Year 2: Word Reading: <ul style="list-style-type: none">• 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• 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 without undue 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: <ul style="list-style-type: none">• Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at 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 | | |

| | |
|---|---|
| <ul style="list-style-type: none">- 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.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <ul style="list-style-type: none">• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none">• 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• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves |
|---|---|

| | | |
|--|--|---|
| <p>Phonics Assess and review New sounds: /ai/ <ay> /ow/ <ou> /igh/ <ie> /ee/ <ea> /oi/ <oy> /ur/ <ir> /oo/ <ue> /or/ <aw> /w/ <wh> /f/ <ph> /oo/ <ew> /oa/ <oe> /or/ <au> /ee/ <ey> /ai/ <a-e> /ee/ <e-e> /igh/ <l-e> /oa/ <o-e> /oo/ <u-e> /s/ <c> /ee/ <y> /or/ <al> Please, once, any, many, again, who, wolde, where, two</p> | <p>Phonics Assess and review New sounds: /ai/ <a> /ai/ <ey> /ai/ <ea> /ai/ <eigh> /ar/ <a> /ee/ <e> /igh/ <l> /igh/ <y> /oa/ <o> /o/ <a> /oo/ <u> /y/ + /oo/ <u> /c/ <ch> /sh/ <ch> /e/ <ea> /ur/ <or> /ur/ <ear> /oo/ <ou> /oa/ + /l/ <oul> /ee/ <ie> /v/ <ve> /i/ <y> /air/ <are> /air/ <ere> /air/ <ear> /ch/ <tch> /u/ <o> /j/ <g> /j/ <ge> /j/ <dge> /s/ <st> /s/ <ce> /s/ <se> /n/ <gn> /n/ <kn> /r/ <wr> /m/ <m> /z/ <se> /z/ <ze> /ear/ <eer> /ear/ <ere></p> | <p>Phonics Assess and review</p> |
|--|--|---|

| | | |
|---|--|--|
| | /sh/ <ti> /ar/ <al> /or/ <augh> /sh/ <ss> /zh/ <si> /sh/ <ti> /sh/ <ci> Here, sugar, friend, because | |
| As writers we will study these units this term: <ul style="list-style-type: none">Stories with patterned languageCharacter descriptionSenses poetry | As writers we will study these units this term: <ul style="list-style-type: none">Non Chronological reportInstructionsSetting descriptionFairy Tales | As writers we will study these units this term: <ul style="list-style-type: none">Letter writingAnimal fact filesAdventure storiesPerformance poetry |
| As writers we will practise these skills over the year: | | |
| Year 1 <ul style="list-style-type: none">I can write simple stories about myself and others.I can sometimes use my past and present tense correctly.I can use “and” to join sentences.I can use the following punctuation correctly: capital letters, capital letter for the pronoun “I”, full stops, question marks and exclamation marks.I can add “s” or “es” to pluralise nouns.I can segment spoken words into phonemes and represent these by graphemes and I can sometimes spell these words correctly.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, yourI can correctly form some of my capital letters and digits.I can use finger spaces between words. | Year 2 <ul style="list-style-type: none">I can write simple, clear narratives about myself and others.I can write about real events in a clear and simple way.I can use full stops and capital letters, mostly correctly.I can use question marks correctly, when needed.I can use past and present tense, mostly correctly and consistently.I can use co-ordinating conjunctions e.g. but, and, or, soI can use some subordinating conjunctions e.g. after, as, when, if, that, even though, because, until, since.I can segment spoken words into phonemes and represent these by graphemes and I can spell these words mostly correctly.I can spell many common exception words: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas.I can form capital letters and digits of the correct size, making sure they are the correct way around.I can use finger spaces between words. GDS – <ul style="list-style-type: none">I can write effectively and coherently for different purposes using the books I am reading to make interesting vocabulary and grammar choices.I can revise, edit and proofread my writing.I can use the KS1 punctuation mostly correctly: capital letters, full stops, question marks, exclamation marks, commas in a list, and apostrophes to mark where letters are missing in spelling, apostrophes for singular possession.I can spell many common exception words.I can use co-ordinating conjunctions. | |
| As mathematicians , we will Conjecture: Yr 1 - Predict the next few in a sequence. Begin to work out the 10 th in a sequence. Describe what is changing in a sequence. Begin to use age-appropriate mathematical vocabulary. Yr 2 - Identify patterns in number sequences and predict what will come next. Describe what is changing and what is staying the same in sequences. Use age-appropriate mathematical vocabulary. Begin to explain why. Begin to identify and explain rules when calculating from given examples. Convince: Yr 1 - Begin to use mathematical terminology independently. With support, use equipment to aid their explanation. Yr 2 - With the support of a scaffold, write explanations that use mathematical terminology. Select equipment that supports their explanations. Organise: Yr 1 - Independently set their own criteria for sorting. Identify when items do not fit their criteria. Begin to understand why grouping can make counting easier. With support, record in a systematic way. Yr 2 - Use venn diagrams which overlap to identify when objects, shapes or numbers belong in multiple groups. Identify mathematical criteria for sorting with increasing independence. Use grouping to make calculations easier. Begin to understand what systematic means and use tables and grids to record. Classify: Yr 1 - Describe what is the same about items in a group and what is different from other groups. With support, give explanations for their criteria when sorting. Yr 2 - Begin to explain why some items belong or do not belong in a group. Explain their own choices for sorting using some mathematical vocabulary. Explain why some items belong in multiple groups. | | |

Describe what is the same and what is different when looking at groups of numbers e.g odd and even, multiples of 3.

Imagine: Yr 1 - Select concrete objects and pictorial images to support learning. Use given bar models, relationship triangles and part-part-whole diagrams.
Yr 2 - Explain why they have selected concrete or pictorial resources to support learning. Use jottings to support calculations. Independently select resources to support with problem solving and to explain their learning to others. Draw bar models, relationship triangles and part-part-whole diagrams to support with problem solving.

Express: Yr 1 - Talk about maths problems with an adult and with their peers. Use different resources and representations.
Yr 2 - Present a problem and its solution to adults and their peers. Ask mathematical questions.

Specialise: Yr 1 - Begin to prove/disprove given rules by testing examples with support.
Yr 2 - Begin to prove/disprove given rules by testing examples.

Generalise: Yr 1 - Begin to explain rules using sometimes, always, never questions.
Yr 2 - With some support, identify rules for times tables, shape names, finding fractions, adding and subtracting odd numbers. Use a scaffold, to record rules.

| As mathematicians this term we will study: | | As mathematicians this term we will study: | | As mathematicians this term we will study ... | |
|---|---|---|--|--|---|
| <p>Year 1: Place Value:</p> <ul style="list-style-type: none">I can count up to 100, forwards and backwards. I can start from any number. 1NPV1I can count, read and write numbers to 100 in numerals.I can say one more or one less than a number beyond 100I can count in multiples of 2s (to 50) and 10s (to 100) and recognise patterns. 1NF2I can name represent numbers using objects and pictures.I can represent numbers on a number line and use equal to, more than, less than (fewer), most, least 1NPV2I can recognise odd and even numbersI can begin to understand the place value of tens and ones.I can use number bonds and related subtraction facts within 201NF1I can group objects into 2,5,or 10 to aid counting <p>Addition and Subtraction:</p> <ul style="list-style-type: none">I can read and write maths statements using addition (+), subtraction (–) and equals (=) signs up to 20 1AS2 | <p>Year 2: Place Value:</p> <ul style="list-style-type: none">I can count in steps of 2, 10, 3 and 5 from 0, and go backwards.I can round numbers to the nearest 10I can identify, represent and estimate numbers in different ways. 2NPV1I can compare and order numbers from 0 up to 100; use <, > and = signs 2NPV2I can read and write numbers beyond 100 in numerals and wordsI can partition numbers into tens and units 2NPV1I can partition numbers in different ways e.g. 23 as 20+3 or 10+13 2NPV1I can identify odd and even numbersI can understand the importance of 0 as a place holder.I can solve problems and explain reasoning <p>Addition and Subtraction:</p> <ul style="list-style-type: none">I can understand and use the words ‘sum’ and ‘difference’ 2AS2I know the bonds of all numbers to 10 2NF1 and 2AS1I can recall and use addition and subtraction facts to 20 | <p>Year 1: Fractions:</p> <ul style="list-style-type: none">I can recognise, find and name a half in shapes.I can recognise, find and name a half.I can recognise, find and name a quarter. <p>Shape:</p> <ul style="list-style-type: none">I can recognise and name rectangles, squares, circles, triangles, cuboids, cubes, pyramids and spheres. 1G1I can recognise and name common 2-D shapes in different orientations and sizes. 1G2I know my ‘left’ and ‘right.’I can describe position, direction and movement, using the terms ‘whole’ and ‘half’ turns.I can describe position, direction and movement using the terms ‘quarter’ and ‘three-quarter’ turns.I begin to interpret simple pictograms where the picture is worth 1 unit.I can begin to interpret simple tally charts <p>My Money:</p> | <p>Year 2: Fractions:</p> <ul style="list-style-type: none">I can recognise and name the fractions 1/3 and ¼ of a shape, set of objects or quantity.I can recognise, find, name and write fractions 1/3 and 1/4I can find simple fractions of a number and recognise the equivalence of 2/4 and ½. I can compare fractions of amounts. | <p>Year 1: Multiplication:</p> <ul style="list-style-type: none">I can double 1, 2, 3, 4 and 5.I can half 10, 8, 6, 4 and 2.I can recognise patterns of numbers in the 10x table.I can solve one-step x and ÷ problems using objects and pictures.I can solve one-step x and ÷ problems using objects, pictures and arrays. <p>Measures:</p> <ul style="list-style-type: none">I can recognise different coins and notesI know the value of different coins and notesI can say what happened: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.I can put events in time order using before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.I can order the days of the week.I can use the days of the week, weeks, months and years.I know the names and sequence of the monthsI know the names of the seasonsI can tell the time to the hour.I can tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.I can compare and solve practical problems for time using quicker, slower, earlier and later. | <p>Year 2: Multiplication:</p> <ul style="list-style-type: none">I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and reading scales. 2MD1I can recall X facts for X2,5,10 and their inverse and use these to deduce other facts.I can double 10, 20, 30, 40, 50, 60, 70, 80, 90 and know the inverse.I know doubles of multiples of 5 and 10 <double 100 and the inverseI can solve problems involving multiplication and division, using materials, arrays and repeated addition. 2MD1I can show that multiplication of two numbers can be done in any order (commutative) and division cannotI can solve x and ÷ problems, using materials, arrays, repeated addition, mental methods, and multiplication and division facts and determine remaindersRelate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 2MD2 <p>Measures:</p> <ul style="list-style-type: none">I know and use the symbols for pounds (£) and pence (p).I can add and subtract money of the same unit to solve problems.I can solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.I can find different combinations of coins that equal the same amounts of moneyI can tell and write the time to quarter past the hour.I can tell and write the time to quarter to the hour and draw the hands on a clock face to show these timesI can compare and sequence intervals of timeI can tell and write the time to five minutes and draw the hands on a clock face to show these timesI know the number of minutes in an hour and the number of hours in a day. <p>Fractions:</p> <ul style="list-style-type: none">I can recognise and name the fractions 1/3 and ¼ of a shape, set of objects or quantity.I can recognise, find, name and write fractions 1/3 and 1/4I can find simple fractions of a number and recognise the equivalence of 2/4 and ½. I can compare fractions of amounts. |

| | | | | | |
|---|---|---|---|--|---|
| <ul style="list-style-type: none"> I know the bonds of all numbers to 10 1NF1 and 1AS1 I begin to know bonds of all numbers to 20 I can add and subtract one-digit and two-digit numbers to 20, including 0. I can solve one-step + and - problems using objects and pictures. I can solve missing number problems. <p>Multiplication:</p> <ul style="list-style-type: none"> I can double 1, 2, 3, 4 and 5. I can half 10, 8, 6, 4 and 2. I can recognise patterns of numbers in the 10x table. I can solve one-step x and ÷ problems using objects and pictures. I can solve one-step x and ÷ problems using objects, pictures and arrays. <p>Measures:</p> <ul style="list-style-type: none"> I can compare length, height, mass and capacity. I can measure length, height, mass, capacity and volume using non-standard measures. I can measure and begin to record length, height, weight and capacity using standard units of measurement and equipment. <p>My Money: What are needs and wants?</p> | <p>fluently, and use related facts up to 100 2AS3 and 2AS4</p> <ul style="list-style-type: none"> I can add and subtract two digits and ones. 2AS3 and 2AS4 I can add and subtract a two-digit number and tens 2AS3 and 2AS4 I can add and subtract two two-digit numbers I can add three one-digit numbers I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot I can recognise and use the inverse relationship between addition and subtraction and solve missing number problems. I can solve problems with addition and subtraction using objects and pictures including those with more than one step. I can begin to solve + and – in columns. <p>Multiplication:</p> <ul style="list-style-type: none"> I can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and reading scales. 2MD1 I can recall X facts for X2,5,10 and their inverse and use these to deduce other facts. I can double 10, 20, 30, 40, 50, 60, 70, 80, 90 and know the inverse. I know doubles of multiples of 5 and 10 <double 100 and the inverse I can solve problems involving multiplication and division, using materials, arrays and repeated addition. 2MD1 I can show that multiplication of two numbers can be done in any order (commutative) and division cannot I can solve x and ÷ problems, using materials, arrays, repeated addition, mental methods, and multiplication | <p>Coins and Notes</p> <p>Place Value:</p> <ul style="list-style-type: none"> I can count up to 100, forwards and backwards. I can start from any number. 1NPV1 I can count, read and write numbers to 100 in numerals. I can say one more or one less than a number beyond 100 I can count in multiples of 2s (to 50) and 10s (to 100) and recognise patterns. 1NF2 I can name represent numbers using objects and pictures. I can represent numbers on a number line and use equal to, more than, less than (fewer), most, least 1NPV2 I can recognise odd and even numbers I can begin to understand the place value of tens and ones. I can use number bonds and related subtraction facts within 20 1NF1 I can group objects into 2,5,or 10 to aid counting <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> I can read and write maths statements using addition (+), subtraction (–) and equals (=) signs up to 20 1AS2 I know the bonds of all numbers to 10 1NF1 and 1AS1 I begin to know bonds of all numbers to 20 I can add and subtract one-digit and two-digit numbers to 20, including 0. | <p>edges, vertices and faces 2G1</p> <ul style="list-style-type: none"> I can identify line symmetry in a vertical line when exploring 2-D shapes. I can compare and sort common 2-D and 3-D shapes and everyday objects. I can recognise and name 3-D shapes for example cylinder. I can describe position, direction and movement, including movement in a straight line and rotation as a turn or as right angles for quarter, half and three-quarter turns I can use the terms clockwise and anti-clockwise to describe position, direction and movement. I can order and arrange combinations of mathematical objects in patterns and sequences. I can explore, describe and explain patterns. I can interpret and construct simple pictograms, tally charts and block diagrams. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totalling and comparing categorical data <p>My Money: Coins and Notes</p> <p>Place Value:</p> <ul style="list-style-type: none"> I can count in steps of 2, 10, 3 and 5 from 0, and go backwards. I can round numbers to the nearest 10 | <ul style="list-style-type: none"> I can measure and begin to record time (hours, minutes, seconds) <p>My Money: Keeping my money safe.</p> <p>Fractions:</p> <ul style="list-style-type: none"> I can recognise, find and name a half in shapes. I can recognise, find and name a half. I can recognise, find and name a quarter. <p>Shape:</p> <ul style="list-style-type: none"> I can recognise and name rectangles, squares, circles, triangles, cuboids, cubes, pyramids and spheres. 1G1 I can recognise and name common 2-D shapes in different orientations and sizes. 1G2 I know my 'left' and 'right.' I can describe position, direction and movement, using the terms 'whole' and 'half' turns. I can describe position, direction and movement using the terms 'quarter' and 'three-quarter' turns. I begin to interpret simple pictograms where the picture is worth 1 unit. I can begin to interpret simple tally charts | <ul style="list-style-type: none"> I can recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity I can relate fractions and measures e.g. 40÷2=20, and 20 is half of 40 I can count in halves from 0 to 10. I can count in halves up to 10 from any number I can count in quarters up to 10 from any number <p>Shape:</p> <ul style="list-style-type: none"> I can recognise and name common 2-D shapes in different orientations and sizes for example hexagons and pentagons. I can identify and describe the properties of 2D and 3-D shapes, including the number of edges, vertices and faces 2G1 I can identify line symmetry in a vertical line when exploring 2-D shapes. I can compare and sort common 2-D and 3-D shapes and everyday objects. I can recognise and name 3-D shapes for example cylinder. I can describe position, direction and movement, including movement in a straight line and rotation as a turn or as right angles for quarter, half and three-quarter turns I can use the terms clockwise and anti-clockwise to describe position, direction and movement. I can order and arrange combinations of mathematical objects in patterns and sequences. I can explore, describe and explain patterns. I can interpret and construct simple pictograms, tally charts and block diagrams. I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity I can ask and answer questions about totalling and comparing categorical data <p>My Money: Keeping my money safe.</p> |
|---|---|---|---|--|---|

| | | | | | |
|--|---|---|--|--|--|
| | <p>and division facts and determine remainders</p> <ul style="list-style-type: none"> • Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 2MD2 <p>Measures:</p> <ul style="list-style-type: none"> • I can use m/cm; kg/g; °C; litres/ml to the measure. • I can estimate and measure length/height (m/cm); mass (kg/g); capacity (litres/ml) to the nearest appropriate unit. • I can choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit • I can compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>My Money: What are needs and wants?</p> | <ul style="list-style-type: none"> • I can solve one-step + and - problems using objects and pictures. • I can solve missing number problems. | <ul style="list-style-type: none"> • I can identify, represent and estimate numbers in different ways. 2NPV1 • I can compare and order numbers from 0 up to 100; use <, > and = signs 2NPV2 • I can read and write numbers beyond 100 in numerals and words • I can partition numbers into tens and units 2NPV1 • I can partition numbers in different ways e.g. 23 as 20+3 or 10+13 2NPV1 • I can identify odd and even numbers • I can understand the importance of 0 as a place holder. • I can solve problems and explain reasoning <p>Addition and Subtraction:</p> <ul style="list-style-type: none"> • I can understand and use the words 'sum' and 'difference' 2AS2 • I know the bonds of all numbers to 10 2NF1 and 2AS1 • I can recall and use addition and subtraction facts to 20 fluently, and use related facts up to 100 2AS3 and 2AS4 • I can add and subtract two digits and ones. 2AS3 and 2AS4 • I can add and subtract a two-digit number and tens 2AS3 and 2AS4 • I can add and subtract two two-digit numbers • I can add three one-digit numbers • I can show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • I can recognise and use the inverse relationship between addition and subtraction and solve | | |
|--|---|---|--|--|--|

| | | | | | |
|--|---|---|---|--|--|
| | | | <div>missing number problems.</div> <ul style="list-style-type: none">I can solve problems with addition and subtraction using objects and pictures including those with more than one step.I can begin to solve + and – in columns. | | |
| <div>As scientists - working scientifically we will:</div> <ul style="list-style-type: none">ask simple questions & recognise they can be answered in different waysobserve closely, using simple equipmentperform simple testsidentify & classifyuse observations & ideas to suggest answers to questionsgather & record data to help in answering questions | | | | | |
| <div>As scientists we will study ...</div> <div>Animals including Humans</div> <ul style="list-style-type: none">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, birds and 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, herbivores and 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. | <div>As scientists we will study ...</div> <div>Seasonal Changes</div> <ul style="list-style-type: none">Understand and describe the main changes across the seasons.Understand weather associated with the seasons.Understand how day length varies across the year. <div>Everyday Materials</div> <ul style="list-style-type: none">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 waterproof, absorbent/ not absorbent, opaque/ transparent.Understand how to group everyday materials according to their physical properties.Understand how everyday materials can be used for more than one thing.Understand how different everyday materials can be used for the same thing.Understand why the properties of materials make them suitable or unsuitable for particular purposes.Recognise that squashing, bending, twisting and stretching can change the shapes of solid objects made from some everyday materials. | <div>As scientists we will study...</div> <div>Plants</div> <ul style="list-style-type: none">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. <div>Animal Life cycles</div> <ul style="list-style-type: none">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. | | | |

| | | |
|---|---|---|
| <p>As historians we will</p> <ul style="list-style-type: none"> 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 | | |
| <p>As historians we will study The Gunpowder plot – Why is it local history? including....</p> <ul style="list-style-type: none"> 5th November is known as Bonfire Night or Guy Fawkes Night. Guy Fawkes was born on 13 April 1570 in York, and died on 31 January 1606 in London. Guy Fawkes was a Catholic, and didn't agree with the Protestant faith of the King. It was actually Robert Catesby who led the Gunpowder Plot, not Guy Fawkes – there were 13 people involved including Francis Tresham The job Guy Fawkes had in the Gunpowder Plot was to guard the 36 barrels of gunpowder that had been stored in a basement underneath the House of Lords. On Bonfire Night, grown-ups set off fireworks, light bonfires, and sometimes burn a doll that looks like Guy Fawkes. James succeeded Elizabeth I, a Protestant, who did not allow Catholics to practice their religion as they wished. Every year on the anniversary of the plot, people in the United Kingdom celebrate the fact that the plot failed. | <p>As historians we will study Inventors and Inventions including...</p> <ul style="list-style-type: none"> An inventor is a person who makes new devices that perform some kind of function. Isambard Kingdom Brunel was an English inventor and civil engineer. Civil engineers design and build structures for the public. Brunel designed bridges, railroads, and the first steamship to travel regularly across the Atlantic Ocean. Sir Alexander Graham Bell was responsible for the first successful clear transmission of speech was both received and responded to via a telephone device. The first automobile was built in 1885 by Karl Benz who was a German engineer and became a co-founder of the company that would eventually become Mercedes-Benz. In 1879 Thomas Alva Edison – American inventor and businessman invented the electric lightbulb. 1829 Louis Braille published his writing system for the blind. | <p>As historians we will study The history of food including....</p> <ul style="list-style-type: none"> Early people were hunters and gatherers. They moved from place to place hunting animals and gathering roots, nuts, and berries. Later, people learned to cultivate crops and raise livestock. This one change affected every aspect of their lives. They learned to preserve food with salt or by drying it in the sun. Later, they learned how to pickle or ferment food. During the war people could only have food produced in their country as it was not safe to transport goods. Rationing was introduced to ensure people didn't run out of food. Once the war ended foods from other nations were able to be transported. Popular dishes from other countries such as pizza, curry, and hamburgers became popular UK dishes because people migrated to the UK. |
| <p>As geographers we will...</p> <ul style="list-style-type: none"> 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. | | |

| | | |
|--|---|--|
| <ul style="list-style-type: none"> • 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 | | |
| <p>As geographers we will discuss Our Local Area: Where do We Live?....</p> <ul style="list-style-type: none"> • Our school is in a village called Stanion. A village is a group of houses in a rural area. • The nearest town is Corby. Towns are smaller than cities but bigger than villages. • Rural areas are in the countryside. Rural areas have lots of fields and woodland. • Cities have lots of houses, shops, factories and amenities. An amenity is a desirable or useful feature. • Traditionally, British cities have cathedrals. • • The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island. • Their capital cities are London, Cardiff, Edinburgh and Belfast. • The compass points are North, East, South and West. • Grid references are used to help you find places on a map. • Ordnance survey and aerial maps show features of areas. • The symbols for hills, mountains, rivers, churches, schools and roads. | <p>As geographers we will study the Around the World: What makes our world wonderful?</p> <ul style="list-style-type: none"> • Mount Everest is the tallest mountain in the world. It is in the Himalayas. • Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa • Congo, Yangtze, Amazon, Nile, Volga and Mississippi are some world rivers. • Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctic • Three major world cities: Hong Kong, San Francisco and Lagos. • The equator is an imaginary line going around the middle of the globe. • It is hotter nearer the equator. • The North Pole and South Pole are at the top and bottom of the globe. It is colder there. • The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern. • The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia • Some different countries and their locations. • Physical features are natural and include: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation. • Human features are manmade and include: settlements, houses, monuments. | <p>As geographers we will study Journeys: Where does our food come from?</p> <ul style="list-style-type: none"> • Food comes from plants or animals and can be processed (changed) • Food is grown on farms, processed in factories and bought from shops. • Our top imports are fruit and veg from Spain, Bananas from Costa Rica, Cocoa products from the Ivory Coast and processed meat from Thailand. • Britain imports nearly half its fruit and veg. • Britain exports cheese, pork, salmon and breakfast cereals. • Some counties and their food like Lincolnshire sausages, double Gloucester cheese. • Traditional food like welsh cakes and haggis. We trade with other countries and this is part of our economy. • The United Kingdom is made up of 4 countries: England, Scotland, Wales and Northern Island. • Their capital cities are London, Cardiff, Edinburgh and Belfast. • Human features are manmade and include: factories, farms, offices, shops, ports and harbours. • Physical features are natural and include: coasts, forests, hills, mountains, seas, oceans, rivers, weather and vegetation. • The 5 oceans are: Pacific, Atlantic, arctic, Indian and Southern. • The 7 continents are: Asia, Africa, Europe, north America, south America, Antarctica, Australasia |

| | | |
|---|---|--|
| <p>As artists we will....</p> <ul style="list-style-type: none"> - 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. | | |
| <p>Draw and explore – Autumn Art. Molly Haslund Spirals (colour theory)</p> <p>As artists we will ...</p> <p>Extend the variety of drawing tools</p> <p>Explore textures</p> <p>I show neat colouring following lines carefully.</p> <p>I explore and experiment with collage materials, shapes, patterns and textures.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>Name all the colours</p> <p>I can mix primary colours to make secondary colours.</p> <p>I add white to colours to make TINTS.</p> <p>I add black to colours to make TONES. Darken colours without using black.</p> <p>Experiment with tools and surfaces.</p> <p>Draw to record experiences and feelings.</p> <p>Sketch to make quick records.</p> <p>I make lines of different sizes, thickness and shapes.</p> <p>Overlapping and over laying to create effects.</p> | <p>Artist</p> <p>Exploring watercolour Emma Burleigh Cityscapes/ landscapes- Apply watercolour and colour skills. Paul Horton Paul Klee Pattern artists in brief(Annie Albers/ William Morris)</p> <p>As artists we will ...</p> <p>Name all the colours</p> <p>I can mix primary colours to make secondary colours.</p> <p>I can use thick and thin brushes.</p> <p>I paint pictures of what I see.</p> <p>Observe and draw landscapes</p> <p>Awareness and discussion of patterns.</p> <p>Repeating patterns</p> <p>Symmetry</p> <p>I add white to colours to make TINTS.</p> <p>I add black to colours to make TONES. Darken colours without using black.</p> <p>I use watercolour effectively in my work, learning and practising basic techniques.</p> <p>I comment on the way artists use colour.</p> <p>regular and irregular patterning</p> <p>I identify and talk about how artists have used line, shape, colour, texture and pattern in their work. I can identify and discuss patterns in real life contexts and famous artwork.</p> | <p>Animal Magic Beatrix Potter</p> <p>As artists we will ...</p> <p>I use printing tools such as fruit, veg and sponges.</p> <p>Relief printing</p> <p>I have explored with a range of modelling materials such as clay or modrock.</p> <p>I explore and experiment with collage materials, shapes, patterns and textures.</p> <p>I make shapes and models for a known purpose from a range of materials.</p> <p>Make simple joins, add texture and use decorative techniques.</p> <p>Observe patterns and anatomy (faces, limbs etc)</p> <p>I explore and experiment with collage materials, shapes, patterns and textures.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>Extend the variety of drawing tools</p> <p>Explore textures</p> <p>I add detail to clay objects using slip.</p> <p>I can print onto a range of surfaces.</p> <p>I can make my own printing blocks.</p> <p>Overlapping and over laying to create effects.</p> <p>Experiment with tools and surfaces.</p> <p>Draw to record experiences and feelings.</p> <p>Discuss use of shadows, light and dark.</p> <p>Sketch to make quick records.</p> <p>I make lines of different sizes, thickness and shapes.</p> |
| <p>As designers we will....</p> <ul style="list-style-type: none"> - Know about the simple working characteristics of materials and components. - The correct vocabulary for the projects they are undertaking. - <p>Planning</p> <ul style="list-style-type: none"> - Generate ideas by drawing on their own and other people's experiences - <input type="checkbox"/> Develop their design ideas through discussion, observation, drawing and modelling - <input type="checkbox"/> Identify a purpose for what they intend to design and make - <input type="checkbox"/> Identify simple design criteria - <input type="checkbox"/> Make simple drawings and label parts <p>Making</p> <ul style="list-style-type: none"> • · Make their design using appropriate techniques • <input type="checkbox"/> With help measure, mark out, cut and shape a range of materials | | |

| | | | |
|---|--|--|--|
| <ul style="list-style-type: none"> ☐ Use tools <i>eg scissors and a hole punch</i> 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 <p>Evaluating</p> <ul style="list-style-type: none"> · 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 | | | |
| <p>Fruits and vegetables- Know that food comes from plants or animals and that it is farmed or caught. Know how to prepare simple dishes safely and hygienically without a heat source, name and sort foods into groups; know that everyone should eat at least five portions of fruit and vegetables a day.</p> <p>As designers we will design a smoothie..</p> <ul style="list-style-type: none"> • Designing smoothie carton packaging by-hand or on ICT software • Chopping fruit and vegetables safely to make a smoothie • Identifying if a food is a fruit or a vegetable • Learning where and how fruits and vegetables grow • Tasting and evaluating different food combinations • Describing appearance, smell and taste • Suggesting information to be included on packaging <p><u>Knowledge</u></p> <p>Understanding the difference between fruits and vegetables</p> <ul style="list-style-type: none"> • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber) • To know that a blender is a machine which mixes ingredients together into a smooth liquid • To know that a fruit has seeds and a vegetable does not • To know that fruits grow on trees or vines • To know that vegetables can grow either above or below ground • To know that vegetables can come from different parts of the plant (e.g. roots: potatoes, leaves: lettuce, fruit: cucumber) | <p>Structures- How freestanding structures can be made stronger, stiffer and more stable.</p> <p>As designers we will investigate structures such as bridges....</p> <p>We will design a windmill.</p> <ul style="list-style-type: none"> • Learning the importance of a clear design criteria • Including individual preferences and requirements in a design <p>Making stable structures from card, tape and glue</p> <ul style="list-style-type: none"> • Following instructions to cut and assemble the supporting structure of a windmill • Making functioning turbines and axles which are assembled into a main supporting structure • Evaluating a windmill according to the design criteria, testing whether the structure is strong and stable and altering it if it isn't • Suggest points for Improvements <p><u>Knowledge</u></p> <p>To understand that the shape of materials can be changed to improve the strength and stiffness of structures</p> <ul style="list-style-type: none"> • To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses) • To understand that axles are used in structures and mechanisms to make parts turn in a circle • To begin to understand that different structures are used for different purposes • To know that a structure is something that has been made and put together | <p>Wheels and Axles-</p> <p>Movements of simple mechanisms such as levers, sliders, wheels and axles.</p> <p>As designers we will design a car.....</p> <p>Explaining how to adapt mechanisms, using bridges or guides to control the movement</p> <ul style="list-style-type: none"> • Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move <p>• Creating clearly labelled drawings which illustrate movement</p> <ul style="list-style-type: none"> • Designing a wheel Selecting appropriate materials based on based on their properties <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that wheels need to be round to rotate and move • To understand that for a wheel to move it must be attached to a rotating axle • To know that an axle moves within an axle holder which is fixed to the vehicle or toy • To know that the frame of a vehicle (chassis) needs to be balanced | <p>Textiles- That a 3-D textiles product can be assembled from two identical fabric shapes.</p> <p>As designers we will make a puppet</p> <ul style="list-style-type: none"> • Using a template to create a design for a puppet <ul style="list-style-type: none"> • Cutting fabric neatly with scissors • Using joining methods to decorate a puppet • Sequencing steps for Construction • Reflecting on a finished product, explaining likes and dislikes <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that 'joining technique' means connecting two pieces of material together <p>• To know that there are various temporary methods of joining fabric by using staples. glue or pins</p> <p>• To understand that different techniques for joining materials can be used for different purposes</p> <p>• To understand that a template (or fabric pattern) is used to cut out the same shape multiple times</p> <p>• To know that drawing a design idea is useful to see how an idea will look</p> |

| | | | |
|---|--|--|--|
| | | <ul style="list-style-type: none"> • To know that different materials have different properties and are therefore suitable for different uses • To know some real-life items that use wheels such as wheelbarrows, hamster wheels and vehicles | |
| <p>As musicians we will.....</p> <ol style="list-style-type: none"> 1. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 2. Play tuned and untuned instruments musically 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Experiment with, create, select and combine sounds using the inter-related dimensions of music. | | | |
| <p>In music we will ...</p> <p>Essential Knowledge:</p> <ul style="list-style-type: none"> - To know that music has a steady pulse, like a heartbeat. - To know that we can create rhythms from words, our names, favourite food, colours and animals. - Sing 5 songs from memory. - Learn the names of the instruments that they play. - Know the meaning of improvising and composing - Know that a performance is sharing music with others people, called an audience - Know that songs have a musical style and begin to spot differences and similarities between different styles. - Sing 5 songs from memory. - Know that some songs have a chorus or a response/answer part. - Know that we can add high/low sounds when we sing or play instruments. - Know the name of the instruments that they play. - Learn the names of the notes in instrumental parts from memory or written down. - Know that a performance can be a special occasion and involve a class, a year group or a whole school <p>Listening and Appraising:</p> <ul style="list-style-type: none"> - Describe the character, mood or ‘story’ of music both verbally and through movement. - Know how to say whether I like or dislike a piece of music. - Find the pulse of a piece of music. Recognise and understand the difference between pulse and rhythm. - Recognise basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower) - Recognise structural features in music (repeated sections, chorus, verse) - Understand that different types of sounds are called timbres and recognise timbre changes. - Listen to and recognise instrumentation. - Begin to use musical vocabulary to describe music. <p>Performing:</p> <ul style="list-style-type: none"> - Know how to use my voice expressively to speak, sing and chant, <i>including dynamics</i> (Y2) - Sing short songs from memory, maintaining the overall shape of the melody and keeping in time. <i>Rhythmic accuracy</i> Y2 - Know how to use instruments to perform. - Know how to make different sounds with my voice and with instruments. - Copy short rhythmic and melodic patterns on percussion instruments. <i>Copy longer patterns</i> Y2 - Know how to follow instructions about when to play and sing. - Perform expressively using dynamics and timbre to alter sounds as appropriate. - Sing back short melodic patterns by ear and play short melodic patterns from letter notation. <p>Composing and Improvising:</p> <ul style="list-style-type: none"> - Know how to make a sequence of sounds with voices or instruments to represent a given idea or character. - Create simple melodies using a few notes. Use 5 or more notes Y2 | | | |

- Create a simple graphic score using symbols and images to represent a composition.
- Choose appropriate dynamics, tempo and timbre for a piece of music.
- Know how to use symbols and letter names to represent sounds in their composition.
- Begin to make improvements to their work as suggested by their teacher. Begin to suggest own improvements
-

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 make.*

In RE we will be studying...

Questions about God

- **U1.1 What do Christians believe God is like?**
- Identify what a parable is
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.
- Give at least two examples of ways in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.
- **U1.3 Why does Christmas matter?**
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

In RE we will ...

Places in Christianity

- **U1.9 What makes some places sacred to believers?**
- Recognise that there are special places where people go to worship, and talk about what people do there
- 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
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.
- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community.
- 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
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places
- Talk about what they have learned and what has helped them to learn.
- **U1.5 Why does Easter matter?**
- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.

In RE we will ...

The Family in Judaism

- **U1.7 Who is Jewish and how do they live?**
- Recognise the words of the Shema as a Jewish prayer
- Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah or Sukkot)
- Give examples of how the stories used in celebrations (e.g. Shabbat) remind Jews about what God is like.
- Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)
- Make links between Jewish ideas of God found in the stories and how people live
- Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat).
- Ask some questions about what Jewish people celebrate and why.
- Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people
- Give a good reason for their ideas about whether any of these things are good for them too.

| | | |
|--|---|--|
| | <ul style="list-style-type: none"> - Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. - 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. | |
| <p>In computing we will study....</p> <ul style="list-style-type: none"> - Mouse and keyboard skills - Move the mouse and left click to select an object - Drag and drop with a mouse to move objects - Find letters and numbers on a keyboard - Begin touch typing with home row keys - Digital Art - Change the colour of individual pixels to accurately re-create basic artwork. - Make changes where required - Change the colour of individual pixels to accurately re-create detailed artwork - 3D design - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Change the colour and pattern of elements. - Position and rotate objects on a design. - Position objects in relation to each other. - Resize, rotate, flip and arrange objects behind/in front of each other. | <p>In computing we will ...</p> <ul style="list-style-type: none"> - Text and images - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Change the background colour of a page. - Add, resize and position images (pictures) on a page. - Type and position text on a page, if possible using capital letters and punctuation. - Label pictures with text. - Use word-banks for writing sentences about pictures. - Music creation - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Create a rhythm using a pattern of beats. - Create digital sounds using patterns and shapes. - Create a simple melody using patterns and adjust tempo. - Comic Creation - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Add, resize and organise colour or picture backgrounds. - Add, resize, organise characters/object to different panels. - Add narration using text and direct speech using speech bubbles. | <p>In computing we will ...</p> <ul style="list-style-type: none"> - Introduce Programming - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Place instructions into the correct order (sequence) to make something work. - Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. - Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if necessary (debug). - Predict a route and sequence distance commands to program an on-screen object to achieve an objective. - Predict and sequence movement and pen commands to program the drawing of different 2D shapes. - Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective. - Recognise uses of IT - Recognise common uses of information technology beyond school. - Understand what makes a computer a computer. - Understand computers store and follow instructions. - Spot digital technology in school. - Understand how different technology helps us. |
| <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Fundamentals - Key Skills: Physical - Balancing - Sprinting - Jogging - Dodging - Jumping | <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Dance - Key Skills: Physical - Travel - Copying and performing - Using dynamics, pathways, expression and speed. - Balance | <p>In PE we will enjoy:</p> <ul style="list-style-type: none"> - Invasion - Key Skills: Physical - Throwing - Catching - Kicking - Dribbling - Dodging |

| | | |
|--|--|---|
| <ul style="list-style-type: none"> - Hopping - Skipping - Key Skills: SET - Social: Taking turns, supporting and encouraging others, respect and communication - Emotional: challenging myself, perseverance and honesty - Thinking: selecting and applying and identifying strengths <ul style="list-style-type: none"> - Ball Skills - Key Skills: Physical - Rolling - Kicking - Bouncing - Throwing - Catching - Dribbling - Key Skills: SET - Social: Communication, Cooperation, leadership and supporting others. - Emotional: Perseverance, Honesty and challenging myself - Thinking: Using tactics and exploring actions <ul style="list-style-type: none"> - Fitness - Key skills: Physical - Agility - balance - coordination - Speed - Stamina - skipping - Key skills: SET - Social: Taking Turns and encouraging and supporting others. - Emotional:determination, perseverance, challenging myself - Thinking: identifying strengths and areas for improvement, observing and providing feedback. <ul style="list-style-type: none"> - Team Building - Key Skills: Physical - Travelling actions - Jumping - balancing - Key Skills: SET - Social: Communication,listening, leading and inclusion - Emotional: Trust, honesty and fair play, acceptance - Thinking: Planning, decision making, problem solving <p>Units covered by Get Set 4 PE Term1 – Findamentals, ball skills Term 2 – Fitness, Team Building</p> | <ul style="list-style-type: none"> - coordination - Key Skills: SET - Social: respect, consideration, sharing ideas, decision making with others - Emotional: acceptance, confidence - Thinking: Selecting and applying actions, counting, observing and providing feedback, creating <ul style="list-style-type: none"> - Target Games - Key Skills: Physical - Throwing - Rolling - Kicking - Striking - Key Skills: SET - Social: Communication, collaboration, kindness, support - Emotional: Perseverance, independence, manage emotions - Thinking: Select and apply, using tactics, decision making, provide feedback, problem solving <ul style="list-style-type: none"> - Gymnastics - Key Skills: Physical - Shapes - Balances - Shape jumps - Travelling movements - Barrel roll - Straight roll - Forwards roll - Key Skills: SET - Social: Sharing, working safely - Emotional: Confidence, independence - Thinking: Observing and providing feedback, selecting and applying actions <ul style="list-style-type: none"> - Tennis - Key Skills: Physical - Racket skills - Throwing - Catching - Ready position - Hitting a ball - Key skills: SET - Social: Support, cooperation, respect, communication - Emotional: Perseverance, honesty - Thinking: decision making, reflection, comprehension, selecting and applying | <ul style="list-style-type: none"> - Finding space - Key skills: SET - Social: Communication, respect, cooperation, kindness - Emotional: empathy, integrity, independence, perseverance, determination - Thinking: creativity, reflection, decision making, comprehension <ul style="list-style-type: none"> - Striking and Fielding - Key Skills: Physical - Throwing - Catching - Tracking a ball - Bowling - Batting - Key Skills: SET - Social: Collaboration, communication, - Emotional: Honesty, acceptance, controllign emotions - Thinking: Select and apply, using tactics, decision making <ul style="list-style-type: none"> - Athletics - Key Skills: Physical - Running at different speeds - Jumping for distance - Throwing for distance - Key Skills: SET - Social: Working safely, collaborating with others - Emotional: working independently, determination - Thinking: Observing and providing feedback, exploring ideas <ul style="list-style-type: none"> - May Day <p>Units covered by Get Set 4 PE Term 5 - Invasion, May Day Term 6 – Striking and Fielding, Athletics</p> |
|--|--|---|

| | | |
|--|--|--|
| | <p>-</p> <p>Units covered by Get Set 4 PE</p> <p>Term 3 – Dance, Target Games</p> <p>Term 4 – Gymnastics, Tennis</p> | |
| <p>In PSHE we will ...</p> <ul style="list-style-type: none"> • Me and my relationships – Who Am I? • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions. • The conventions of courtesy and manners. • Use a range of words to describe feelings; • Recognise that people have different ways of expressing their feelings; • Identify helpful ways of responding to other's feelings. • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; • Identify situations as to whether they are incidents of teasing or bullying. • Understand and describe strategies for dealing with bullying: • Rehearse and demonstrate some of these strategies. • Explain the difference between bullying and isolated unkind behaviour; • Recognise that that there are different types of bullying and unkind behaviour; • Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Recognise that friendship is a special kind of relationship; • Identify some of the ways that good friends care for each other. <p>- Valuing Difference:</p> <ul style="list-style-type: none"> • Identify some of the physical and non-physical differences and similarities between people; • Know and use words and phrases that show respect for other people. • Recognise and explain how a person's behaviour can affect other people. • Identify people who are special to them; • Explain some of the ways those people are special to them. • Explain how it feels to be part of a group; • Explain how it feels to be left out from a group; • Identify groups they are part of; • Suggest and use strategies for helping someone who is feeling left out. • Recognise and describe acts of kindness and unkindness; • Explain how these impact on other people's feelings; • Suggest kind words and actions they can show to others; | <p>In PSHE we will ...</p> <p>- Keeping myself safe</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people feel better when they're ill; • Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell; • Explain simple issues of safety and responsibility about medicines and their use. • Identify situations in which they would feel safe or unsafe; • Suggest actions for dealing with unsafe situations including who they could ask for help. • 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. • Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; • Identify the types of touch they like and do not like; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Recognise that some touches are not fun and can hurt or be upsetting; • Know that they can ask someone to stop touching them; • Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable. • Identify safe secrets (including surprises) and unsafe secrets; • Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Identify how inappropriate touch can make someone feel • Understand that there are unsafe secrets and secrets that are nice surprises • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop. <p>- Rights and Responsibilities</p> <ul style="list-style-type: none"> • Describe and record strategies for getting on with others in the classroom. | <p>In PSHE we will ...</p> <p>- Being my best</p> <ul style="list-style-type: none"> • Explain the stages of the learning line showing an understanding of the learning process; • Suggest phrases and words of encouragement to give someone who is learning something new; • Identify and describe where they are on the learning line in a given activity and apply its positive mindset strategies to their own learning. • Understand and give examples of things they can choose themselves and things that others choose for them; • Explain things that they like and dislike, and understand that they have choices about these things; • Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses. • Explain the importance of good dental hygiene; • Describe simple dental hygiene routines. • Understand that the body gets energy from food, water and oxygen; • Recognise that exercise and sleep are important to health. • Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); • Describe how food, water and air get into the body and blood. <p>- Growing and Changing</p> <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others. • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); • Understand and describe some of the things that people are capable of at these different stages. • Identify which parts of our body are private • Explain that our genitals help us make babies when we are older • Understand that we mostly have the same body parts but how they look is different from person to person. • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information. |

| | | |
|--|---|---|
| <ul style="list-style-type: none"> Show acts of kindness to others in school. | <ul style="list-style-type: none"> Explain, and be able to use, strategies for dealing with impulsive behaviour. Identify special people in the school and community who can keep them safe; Know how to ask for help. Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment. Understand that people have choices about what they do with their money; Know that money can be saved for a use at a future time; Explain how they might feel when they spend money on different things. Recognise that money can be spent on items which are essential or non-essential; Know that money can be saved for a future time and understand the reasons why people (including themselves) might do this. Know the importance of keeping personal information private, when online and only talking to people they know in real life; Know that they can tell an adult they trust if anything happens that makes them worried. | |
| Thinking Classroom: Battle Bunny Forward Feedback Growth Mindset: Playing Teacher Oh No I've made a mistake | Thinking Classroom: After the Fall Learning Ladders Growth Mindset: Girls can't do that: Dream big! Super Effort | Thinking Classroom: Learning Logs Spelling Growth Mindset: Challenge Mountains Ding! Ding! How much effort |
| | As Spanish speakers we will learn about: <ul style="list-style-type: none"> Greetings Colours and Numbers Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. | As Spanish speakers we will learn about: <ul style="list-style-type: none"> Animals Shapes Listen attentively to spoken language and show understanding by joining in and responding. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. |

| | | |
|--|--|--|
| | <ul style="list-style-type: none">Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. | |
|--|--|--|