

Area of Learning	Year 1/2 Cycle One		
Topic titles	<i>Autumn</i>  <i>A Day in the Life</i>	<i>Spring</i>  <i>Have you heard...?</i>	<i>Summer</i>  <i>Bright Lights, Big City</i>
Books	A.Ahlberg- Mrs Vole the Vet J.Kerr-Mog and the V.E.T S.Lloyd-Jones- How to get a job, by me, the boss J.Parachini-The perfect job for an elephant G.Parker-Rees- Tom and Millie's Whizzy busy people	D.Conway-Lila and the secret rain D.Hofmeyr-The magic bojabi tree R.Jahanforuz-The girl with a brave heart K.Chinn-Sam and the lucky monkey D.Casey-Babushka R.Browning-The Pied Piper of Hamelin A.Ahlberg-Bumps in the Night	G.Deutsch-A quiet quiet house J.Fogliano-A house that once was R.Armitage-The Lighthouse Keeper's catastrophe A.Browne-What if...? S.Chiew-Badger and the great storm J.Stein-Brick
Enrichment opps	Visitors in	Language Alive- Uncle's Story Shop Create a class book	Trip to Enginuity Study of local area
Enrichment ideas (Gems)	<p><b><u>Year 1</u></b> Visit a Hindu temple Work on personal hygiene Form links with older children</p> <p><b><u>Year 2</u></b> Visit a church Learn about having a healthy lifestyle Take part in road safety activities Form links with older children</p>		
Notes – possible links with English core texts	Y1 English- Smartest Giant in Town/ Percy the Park Keeper recount  Y2 English- Pirate Pete	Y1 English- Owl Babies  Y2 English- The True Story of the Three Little Pigs	Y1 English- Vile Victorians/ Sherlock Holmes  Y2 English- Yurts and Tipis

## Geography

### **Key vocabulary**

### **Key physical features:**

beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

### **Key human features:** city,

town, village, factory, farm, house, office, port, harbour and shop.

### **Human Geography-**

Settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies

### **Physical Geography-**

Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

## **A Day in the Life**

- Use geographical vocabulary and sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y1/2)
- Use simple compass directions (Y1/2)
- Make observations about places and features (Y1/2)
- Describe a place using simple language (Y1)
- Describe simply where a place is (Y1)
- Use simple geographic vocabulary with some accuracy (Y2)
- Make observations about features which give a place character (Y2)
- Use simple compass directions (North, South, East and West) and locational language [ for example, near and far; left and right], to describe the location of features and routes on a map (Y2)

## **Have you heard...?**

- Use geographical vocabulary and sources- maps, diagrams, globes, aerial photographs, Geographical Information Systems (GIS) (Y1/2)
- Use simple compass directions (Y1/2)
- Describe a place using simple language (Y1)
- Describe simply where a place is (Y1)
- Identify seasonal and daily weather patterns in the United Kingdom (Y1)
- Use basic geographical vocabulary to refer to key physical features and key human features (see vocabulary list on Geog master) (Y1)
- Identify the United Kingdom and its countries (Y1)
- Use simple compass directions (North, South, East and West) and locational language [ for example, near and far; left and right] (Y1)
- Use simple geographic vocabulary with some accuracy (Y2)
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Y2)
- Use simple compass directions (North, South, East and West) and locational language [ for example, near and far; left and right], to describe the location of features and routes on a map (Y2)
- To investigate weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Y2)

## **Bright Lights, Big City**

- A local study of Brook Primary School and its grounds and the key human and physical features of its surrounding environment and to compare these to a contrasting non-European country (Y1/2)
- Outdoor learning (environmental classroom) (Y1/2)
- To name, locate and identify characteristics of the four countries and capital cities of the UK (Y1/2) [Look at significant landmarks.](#)
- To name and locate the worlds continents and oceans (Y1/2)
- Name and locate the world's seven continents and five oceans (Y1) [Different houses around the world](#)
- Understand geographical similarities and differences through studying the human and physical geography of a small area (Y1)
- Use simple resources given to them (globes, simple maps, aerial photographs) with guidance (Y1)
- Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. [Maps of local area inc houses](#)

	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four continents and capital cities of the United Kingdom and its surrounding seas (Y2)</li> <li>• Compare one place with another (Y2)</li> <li>• Describe and compare human and physical features of a place (Y2)</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Y2)</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (Y2)</li> <li>• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (Y2)</li> <li>• Begin to ask and respond to simple geographical questions (Y2)</li> </ul>
<p>History</p> <p><b><u>Information from the Essential Content Guidance</u></b></p> <p>Y1 Changes within memory. Where appropriate, these should be used to reveal aspects of change in normal life. The details surrounding a famous event beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) .</p> <p>Y2 The lives of significant individuals in the past who have contributed to national and international achievements. Some work should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or</p>	<p><b><u>A Day in the Life</u></b></p> <ul style="list-style-type: none"> <li>• Use some appropriate vocabulary (everyday terms) relating to the passing of time (Y1)</li> <li>• Changes within living memory (Y1)</li> <li>• Recognise that their own lives are different from the lives of people in the past (Y1)</li> <li>• To find answers to simple questions about the past from sources of information. (pictures and artefacts) (Y1)</li> <li>• Use time related vocabulary. (before, after, long time ago, past) (Y2)</li> <li>• Have knowledge and understanding of main events and people from the past (Y2)</li> <li>• Recognise why people did things, why events happened and what happened as a result (Y2)</li> <li>• Identify differences between lives at different times.</li> <li>• Recognise that their own lives are different from the lives of people in the past (Y2)</li> <li>• To find out about the past using a range of sources of information. (stories, pictures, photographs, artefacts, historic buildings, visits to museums and galleries and ICT based sources)</li> </ul> <p><b><u>Have you heard...?</u></b></p> <ul style="list-style-type: none"> <li>• Use some appropriate vocabulary (everyday terms) relating to the passing of time (Y1)</li> <li>• Know and recount episodes of stories from the past (Y1)</li> <li>• Use some of the different ways the past is represented to gather information (Y1)</li> <li>• The lives of significant individuals and their contributions including a comparison of time periods (Y2)</li> <li>• <b>Comparison of significant individuals (e.g Mary Seacole / Edith Cavell) Do nurses today have more of an effect on patients' lives than they did in the past?</b></li> <li>• Use time related vocabulary. (before, after, long time ago, past) (Y2)</li> <li>• Have knowledge and understanding of main events and people from the past (Y2)</li> <li>• Beginning to identify some of the different ways the past is represented (Y2)</li> <li>• To ask and answer questions about the past (Y2)</li> </ul>

<p>Florence Nightingale and Edith Cavell) and their contributions. These should be used to compare different periods of time (i.e. Florence Nightingale and Edith Cavell).</p> <p>Significant historical events, people and places in their own locality.</p>	<p><b><u>Bright Lights, Big City</u></b></p> <ul style="list-style-type: none"> <li>○ Place a few events and objects in chronological order (Y1)</li> <li>○ Know and recount episodes of stories from the past (Y1)</li> <li>○ To describe an artefact/object/photograph from the past (Y1)</li> <li>○ Use words and pictures to communicate observations (Y1)</li> <li>○ The details surrounding a famous event beyond living memory that are significant globally (Y1)</li> <li>○ <a href="#">Link to famous event before memory (Great Fire of London- building work)- Was everything in Samuel Pepys' diary true?</a></li> <li>○ Significant historical events, people and places in their own locality (Y2)</li> <li>○ Place events and objects in chronological order using a series of time periods (Y2)</li> <li>○ Use time related vocabulary. (before, after, long time ago, past) (Y2)</li> <li>○ Beginning to identify some of the different ways the past is represented (Y2)</li> <li>○ To describe the characteristics of old and new objects (Y2)</li> <li>○ Identify and talk about similarities and differences between old and new (Y2)</li> <li>○ Beginning to communicate what they have learned in a variety of ways (Y2)</li> </ul>
<p>Art</p>	<p><b><u>A Day in the Life</u></b></p> <ul style="list-style-type: none"> <li>● Begins to respond to ideas and starting points</li> <li>● Explores ideas and collects visual information</li> <li>● Explores different methods and materials as ideas develop</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>● Observational drawing and working from memory and imagination</li> <li>● Variety of media (pencils, crayons, pastels etc)</li> <li>● Draw lines of different sizes and thickness</li> <li>● Colour (own work) neatly following the lines</li> <li>● Show pattern and texture by adding dots and lines</li> <li>● Show different tones by using coloured pencils</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>● Mix primary colours to make secondary</li> <li>● Use brushes of different thickness (thick and thin brushes)</li> <li>● Add white to colours to make tints and black to colours to make tones</li> <li>● Create colour wheels</li> <li>● Variety of tools (sticks, rollers, sponges, etc) and types of paint.</li> <li>● Look at how artists applied colours and experiment with some of their techniques</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>● Use weaving to create a pattern</li> <li>● Join materials using glue and/or a stitch</li> <li>● Use dip dye techniques</li> <li>● Rearrange fibres</li> <li>● Use plaiting</li> </ul>

### **Have you heard...?**

- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
- Begins to respond to ideas and starting points
- Explores different methods and materials as ideas develop
- Describe the work of notable artists, artisans and designers
- Use some of the ideas of artists studied to create pieces

#### Textiles

- Use weaving to create a pattern.
- Join materials using glue and/or a stitch.
- Use dip dye techniques.
- Rearrange fibres
- Use plaiting

#### Painting [Linked to history unit](#)

- Mix primary colours to make secondary
- Use brushes of different thickness (thick and thin brushes)
- Add white to colours to make tints and black to colours to make tones
- Create colour wheels
- Variety of tools (sticks, rollers, sponges, etc) and types of paint
- Look at how artists applied colours and experiment with some of their techniques

### **Bright Lights, Big City**

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- Explores ideas and collects visual information

#### Drawing

- Observational drawing and working from memory and imagination
- Variety of media (pencils, crayons, pastels etc)
- Draw lines of different sizes and thickness
- Colour (own work) neatly following the lines
- Show pattern and texture by adding dots and lines
- Show different tones by using coloured pencils

#### Painting

- Mix primary colours to make secondary
- Use brushes of different thickness (thick and thin brushes)
- Add white to colours to make tints and black to colours to make tones
- Create colour wheels
- Variety of tools (sticks, rollers, sponges, etc) and types of paint

	<ul style="list-style-type: none"> <li>• Look at how artists applied colours and experiment with some of their techniques</li> </ul> <p>Printing</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes</li> <li>• Mimic print from the environment. (eg wallpapers)</li> <li>• Use objects to create prints (fruit, vegetables or sponges)</li> <li>• Press roll, rub, and stamp to make prints</li> <li>• One colour press print</li> <li>• Ripped paper screen prints</li> </ul> <p>3D/Sculpture</p> <ul style="list-style-type: none"> <li>• Use a combination of shapes</li> <li>• Include lines and texture</li> <li>• Use rolled up paper, straws, paper, card and clay as materials</li> <li>• Use techniques such as rolling, cutting, moulding and carving</li> </ul>
<p>DT</p> <p><b>Cooking and Nutrition:</b> Once per term</p> <ul style="list-style-type: none"> <li>• <i>Healthy snacks (fruit and veg) / food hygiene</i></li> <li>• <i>Where different foods come from</i></li> <li>• <i>Understand the need for basic food hygiene (e.g. washing hands before and after / not using food on the floor) (Y1)</i></li> <li>• <i>Follow safe procedures for food safety and hygiene (Y2)</i></li> </ul>	<p><b><u>A Day in the Life</u></b></p> <ul style="list-style-type: none"> <li>• Investigate /evaluate and research</li> <li>• Testing and modelling products (learning skills to be used)</li> <li>• Planning a WILF</li> <li>• Initial ideas and designs</li> <li>• Development to final design and planning (including choosing materials and skills to use)</li> <li>• Making and modifying</li> <li>• Evaluation</li> </ul> <p>Textiles: basic joining techniques and aesthetic qualities (e.g. uniform) (Y1/2)</p> <ul style="list-style-type: none"> <li>• Construction: Moving joints / wheels and axles. (Vehicles/winding up) (Y2)</li> <li>• They show that, with help, they can create products for a use and purpose, using their practical ideas (Y1)</li> <li>• They use voices, models, pictures and words to describe what they want to do (Y1)</li> <li>• Experiment, explore and discover the characteristics of a selection of materials (Y1)</li> <li>• Begin to develop an understanding of simple mechanisms e.g. sliders and flaps (Y1)</li> <li>• To know how mechanisms can be used in different ways e.g. wheels and axles, joints that allow movement (Y2)</li> <li>• They assemble, join and combine materials and components (construction, materials, textiles and ingredients) according to the characteristics in a variety of ways to make functional products (Y2)</li> </ul> <p><b><u>Have you heard...?</u></b> <i>Staff to use National Curriculum Guidance</i></p> <p><b><u>Bright Lights, Big City</u></b></p> <ul style="list-style-type: none"> <li>• Construction: simple lever and slide mechanisms (moving pictures) / Junk modelling (homes) (Y1)</li> <li>• Pupils being generate and develop ideas for purposeful, functional and appealing designs and recognise characteristics of familiar products (Y1)</li> <li>• They explain what they are making and what tools they are using (Y1)</li> </ul>

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|  | <ul style="list-style-type: none"><li>• They use tools and manipulate materials with help, where needed (Y1)</li><li>• Develop basic skills for cutting, shaping, joining and finishing (Y1)</li><li>• Begin to explore and evaluate other peoples work and begin explain in simple terms how a product works (Y1)</li><li>• Begin to talk about their own ideas and compare against design criteria (Y1)</li><li>• Textiles: basic joining techniques and aesthetic qualities (e.g. Buildings) (Y2)</li><li>• Pupils generate and develop simple ideas for purposeful, functional and appealing designs based in their investigations of products and design criteria (Y2)</li><li>• They plan what to do next based on their experience of working with materials and components (Y2)</li><li>• They select appropriate tools, techniques and materials, explaining their choices (Y2)</li><li>• They assemble, join and combine materials and components (construction, materials, textiles and ingredients) according to the characteristics in a variety of ways to make functional products (Y2)</li><li>• Explore and evaluate other people's work and explain how a product works and why certain materials have been chosen (Y2)</li><li>• Evaluate their own ideas and products against design criteria and recognise what they have done well and suggest things they could do better in the future (Y2)</li><li>• Build structures, exploring how they can be made stronger, stiffer and more stable (Y2)</li></ul> |
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## Individual subject skills

	Year 1			Year 2			
Science	Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Plus non-statutory guidance	1	Everyday materials	Seasonal changes	Animals, including humans	Seasonal changes	Plants	Plants
	2	Everyday materials	Everyday materials	Animals, including humans	Living things and their habitats	Plants	Plants
	<p><b>Working Scientifically</b>            During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions</li> </ul>						
<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>• <b>GDS: Could a sunflower survive in the Antarctic?</b></li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which</li> </ul>				<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food</li> <li>• <b>GDS: Could a hedgehog survive without hibernation?</b></li> </ul> <p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> </ul>			



	<p>it is made</p> <ul style="list-style-type: none"> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>Describe the simple physical properties of a variety of everyday materials</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>Observe changes across the four seasons</li> <li>Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Depth:</b> Plants <b>Assessment Question:</b> Could a sunflower survive in the Antarctic?</p>	<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Depth:</b> Living things and their habitats <b>Assessment Question:</b> Could a hedgehog survive without hibernation?</p>
<p>Computing</p> <p><b>Pupils will be able to:</b></p> <ul style="list-style-type: none"> <li>Solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create and refine</li> </ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Understand that a programmable toy can be controlled by inputting a sequence of instructions</li> <li>Develop and record sequences of instructions as an algorithm</li> <li>Program the toy to follow their algorithm</li> <li>Debug their programs</li> <li>Predict how their programs will work</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Practical Beebot project</p> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Break down a process into simple, clear steps, as in an algorithm</li> <li>Use different features of a video camera</li> <li>Use a video camera to capture moving images</li> <li>Develop collaboration skills</li> <li>Discuss their work and think about how it could be improved</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Make a short movie / film clip.</p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Use the web safely to find ideas for an illustration</li> </ul>	<p><b>Autumn 1</b></p> <ul style="list-style-type: none"> <li>Have a clear understanding of algorithms as sequences of instructions</li> <li>Convert simple algorithms to programs</li> <li>Predict what a simple program will do</li> <li>Spot and fix (debug) errors in their programs</li> <li>Competency in coding</li> </ul> <p><b>Assessment question:</b> How would you write a program to make the.....go.....? What is wrong with these algorithms?</p> <p><b>Possible outcomes and Simplified /Activities-</b> Online Beebot project <a href="https://www.bee-bot.us/emu/beebot.html">https://www.bee-bot.us/emu/beebot.html</a></p> <p><b>Autumn 2</b></p> <ul style="list-style-type: none"> <li>Describe carefully what happens in computer games</li> <li>Use logical reasoning to make predictions of what a program will do</li> <li>Test these predictions</li> <li>Think critically about computer games and their use</li> <li>Be aware of how to use games safely and in balance with other activities</li> </ul> <p><b>Possible outcomes and Simplified /Activities-</b> Online game reviews and analysis</p> <p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>Consider the technical and artistic merits of photographs</li> <li>Use a digital camera or camera app</li> <li>Take digital photographs</li> <li>Review and reject or rate the images they take</li> </ul>

- Select and use appropriate painting tools to create and change images on the computer
- Understand how this use of ICT differs from using paint and paper
- Create an illustration for a particular purpose
- Know how to save, retrieve and change their work
- Reflect on their work and act on feedback received

**Possible outcomes and Simplified /Activities-** Paint a CAD picture - 2Paint/ Sketch Pad

### Spring 2

- Find and use pictures on the web
- Know what to do if they encounter pictures that cause concern
- Group images on the basis of a binary (yes/no) question
- Organise images into more than two groups according to clear rules
- Sort (order) images according to some criteria
- Ask and answer binary (yes/no) questions about their images

**Possible outcomes and Simplified /Activities-** Make an online collage- Google slides or Purple Mash 2Publish

### Summer 1

- Use sound recording equipment to record sounds
- Develop skills in saving and storing sounds on the computer
- Develop collaboration skills as they work together in a group
- Understand how a talking book differs from a paper-based book
- Talk about and reflect on their use of ICT
- Share recordings with an audience

**Possible outcomes and Simplified /Activities-** Make a talking book- J2E:JIT/ Purple Mash: 2Animte/ 2create a story

### Summer 2

- Develop basic keyboard skills, through typing and formatting text
- Develop basic mouse skills
- Use the web to find and select images
- Develop skills in storing and retrieving files

- Edit and enhance their photographs
- Select their best images to include in a shared portfolio

**Possible outcomes and Simplified /Activities-** Photography portfolio + Class Photo gallery

### Spring 2

- Develop collaboration skills through working as part of a group
- Develop research skills through searching for information on the internet
- Improve note-taking skills through the use of mind mapping
- Develop presentation skills through creating and delivering a short multimedia presentation

**Possible outcomes and Simplified /Activities-** Research project + presentation- 2Write – collaborative writing program

### Summer 1

- Understand that email can be used to communicate
- Develop skills in opening, composing and sending emails
- Gain skills in opening and listening to audio files on the computer
- Use appropriate language in emails
- Develop skills in editing and formatting text in emails
- Be aware of e-safety issues when using email

**Possible outcomes and Simplified /Activities-** Send and receive an email. (Could be linked to letter writing) Purple Mash - 2Email

### Summer 2

- Sort and classify a group of items by answering questions
- Collect data using tick charts or tally charts
- Use simple charting software to produce pictograms and other basic charts
- Take, edit and enhance photographs
- Record information on a digital map

**Possible outcomes and Simplified /Activities-** Questionnaire + Photo project -Mini beast investigation? Class survey? Purple Mash: 2connect/2investigate/2graph/ 2Question

	<ul style="list-style-type: none"> <li>• Develop skills in combining text and images</li> <li>• Discuss their work and think about whether it could be improved</li> <li>• Communicate ideas well using applications and devices</li> </ul> <p><b>Assessment question:</b> When would you decide to type and when would you write?</p> <p><b>Possible outcomes and Simplified /Activities-</b> Create, save and move documents.</p>	
<p>PE/Games</p> <p><b>During Key stage 1 pupils should be taught the knowledge, skills and understanding through:</b></p> <ul style="list-style-type: none"> <li>• Dance activities</li> <li>• Games activities</li> <li>• Gymnastics activities</li> </ul>	<p><b>Games</b> (for examples cricket, football, hockey, netball, rounders, and tennis) (Y1)</p> <ul style="list-style-type: none"> <li>• To be confident and safe in the spaces used to play games</li> <li>• To explore and use skills, actions and ideas individually and in combination to suit the game they are playing</li> <li>• How to choose and use skills effectively for particular games</li> <li>• That being active is good for them and fun</li> <li>• To watch, copy and describe what others are doing</li> <li>• To describe what they are doing</li> <li>• Participate in team games and begin to develop simple tactics for attacking and defence</li> <li>• Develop basic movement including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• Begin to travel with, send and receive a ball and other equipment in different ways</li> <li>• Begin to develop skills for simple net, striking/field games and invasion games</li> <li>• Play simple, competitive net, striking/field games and invasion games that they and other have made, using simple tactics and defending</li> </ul> <p><b>Gymnastics (Y1)</b></p> <ul style="list-style-type: none"> <li>• To explore basic gymnastic actions and shapes</li> <li>• to move confidently and safely in their own and general space, using changes of speed, level and direction</li> <li>• To copy or create and link basic movement phrases</li> <li>• To perform basic movement phrases using a range of body actions and body parts</li> </ul>	<p><b>Games</b> (for examples cricket, football, hockey, netball, rounders, and tennis) (Y2)</p> <ul style="list-style-type: none"> <li>• To improve the way they coordinate and control their bodies and a range of equipment</li> <li>• To remember, repeat and link combinations of skills</li> <li>• To recognise and describe what their bodies feel like during different types of activity</li> <li>• To recognise good quality in performance</li> <li>• To use information to improve their work</li> <li>• Participate in team games and begin to develop tactics for attacking and defence.</li> <li>• Master basic movement including running, jumping, throwing and catching, and developing balance, agility and co-ordination, in a range of activities.</li> <li>• Travel with, send and receive a ball and other equipment in different way</li> <li>• Develop skills for simple net, striking/field games and invasion games</li> <li>• Play simple, competitive net, striking/field games and invasion games that they and other have made, using simple tactics and defending</li> </ul> <p><b>Gymnastics (Y2)</b></p> <ul style="list-style-type: none"> <li>• To remember, repeat and link basic combinations of gymnastic actions, body shapes and balances with control and precision</li> <li>• To choose, use and vary simple compositional ideas in the sequences they create and perform.</li> <li>• To develop basic movement s and develop balance, agility and co-ordination.</li> <li>• To recognise and describe what their bodies feel like during different types of activity</li> <li>• To lift, move and place equipment safely</li> <li>• To improve their work using information they have gained by watching, listening and investigating</li> </ul>

	<ul style="list-style-type: none"> <li>• To develop basic movements and develop balance, agility and co-ordination.</li> <li>• To know how to carry and place apparatus</li> <li>• To recognise how their body feels when still and when exercising</li> <li>• To watch, copy and describe what they and others have done</li> </ul> <p><b>Dance (Y1)</b></p> <ul style="list-style-type: none"> <li>• To explore basic movement ideas and respond to a range of stimuli</li> <li>• To move confidently and safely in their own and general space, using changes of speed, level and direction</li> <li>• To compose and link basic movement phrases to make simple dances.</li> <li>• To perform movement phrases using a range of body actions and body parts</li> <li>• To copy, watch, and describe basic dance movement</li> <li>• To recognise how their body feels when still and when exercising</li> <li>• To talk about dance ideas inspired by different stimuli</li> </ul> <p><b>Depth:</b> Control and co-ordination in large and small movements  <b>Assessment Question:</b> How would your movements change if you were in different environments?</p>	<p><b>Dance (Y2)</b></p> <ul style="list-style-type: none"> <li>• To compose and perform dance phrases and short dances with basic compositional ideas</li> <li>• To explore, remember, repeat and link a range of basic actions with coordination, control, and an awareness of the expressive qualities of the dance</li> <li>• To recognise and describe how different dance activities make them feel</li> <li>• To understand the importance of warming up and cooling down</li> <li>• To watch and describe dance phrases and dances, and use what they learn to improve their own work</li> </ul> <p><b>Depth:</b> Develop basic movements and balance, agility and co-ordination.  <b>Assessment Question:</b> Where would you have better balance - in a boat or on roller skates?</p>
Music	<p><b><u>Children MUST be given opportunities to</u></b></p> <ul style="list-style-type: none"> <li>• Listen to quality live and recorded music</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Produce a composition</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Pupils respond to different moods in music and recognise well-defined changes in sound (Y1)</li> <li>• Analyse a piece of music related to topic – at least once a term (Y1/2)</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Pupils recognise and explore how sounds can be made and changed (Y1)</li> <li>• Pupils use their voices in different ways such as speaking,</li> </ul>	<p><b><u>Children MUST be given opportunities to</u></b></p> <ul style="list-style-type: none"> <li>• Listen to quality live and recorded music</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Produce a composition</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>• Analyse a piece of music related to topic – at least once a term (Y1/2)</li> <li>• Pupils listen to different types of music and describe how musical elements can be used to create different moods and effects and communicate ideas (Y2)</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Pupils recognise and explore how sounds can be organised (Y2)</li> <li>• Pupils sing with a sense of melody (Y2)</li> <li>• Pupils perform simple patterns and accompaniments keeping a steady pulse</li> </ul>

	<p>singing and chanting (Y1)</p> <ul style="list-style-type: none"> <li>• Pupils perform with awareness of others (Y1)</li> </ul> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Pupils repeat short rhythmic and melodic patterns (Y1)</li> <li>• Pupils create and choose sounds in response to given starting points (Y1)</li> </ul> <p><b>Responding and reviewing</b></p> <ul style="list-style-type: none"> <li>• Pupils take account of musical instructions (Y1)</li> </ul> <p><b>Possible resources which are available including sing up:</b></p> <ul style="list-style-type: none"> <li>• QCA Unit 2 – exploring sounds</li> <li>• Unit 3 – duration (long/short)</li> <li>• Unit 4 – pulse and rhythm</li> </ul> <p><b>Depth:</b> Performing- how sounds can be changed using voice  <b>Assessment Question:</b> Select the best instrument to imitate...? Explain why</p>	<p>(Y2)</p> <p><b>Creating</b></p> <ul style="list-style-type: none"> <li>• Pupils choose carefully and order sounds within simple structures such as beginning, middle and end and in response to given starting points (Y2)</li> <li>• Pupils use sounds to create different moods and effects (Y2)</li> <li>• Pupils represent sounds with symbols (Y2)</li> </ul> <p><b>Responding and reviewing</b></p> <ul style="list-style-type: none"> <li>• Pupils improve their own work (Y2)</li> </ul> <p><b>Possible resources which are available including sing up:</b></p> <ul style="list-style-type: none"> <li>• QCA Unit 5 - pitch</li> <li>• Unit 6 – instruments and symbols</li> <li>• Unit 7 – timbre (type of sound), tempo (fast/slow) and dynamics (loud/quiet)</li> </ul> <p><b>Depth:</b> Listening – how musical elements are combined and used effectively to communicate ideas  <b>Assessment Question:</b> Explain how musical elements are used to create the feeling of...? (use musical terminology)</p>
RE	<p><b>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</b></p> <ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious life and practice.</li> </ul> <p><b>Explain the meanings of religious language, stories and symbolism (AT1)</b></p> <ul style="list-style-type: none"> <li>• Recount some of the key religious stories</li> <li>• Recognise some religious artefacts and symbols</li> </ul> <p><b>Explain similarities and differences between, and within religions (AT1)</b></p> <ul style="list-style-type: none"> <li>• Explain the differences to recognise different symbols and other verbal and visual forms of religious expression</li> </ul> <p><b>Reflect on what might be learnt from religions in the light of one’s own beliefs and experience (AT2)</b></p>	<p><b>Identify, name, describe and give accounts of religious life, in order to build a coherent picture of each religion (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils use religious words and phrases to identify some features of religion and its importance for some people</li> </ul> <p><b>Explain the meanings of religious language, stories and symbolism (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils retell religious stories and suggest meanings for religious actions and symbols</li> <li>• They identify how religion is expressed in different ways</li> </ul> <p><b>Explain similarities and differences between, and within religions (AT1)</b></p> <ul style="list-style-type: none"> <li>• Pupils begin to show awareness of similarities in religions</li> </ul> <p><b>Reflect on what might be learnt from religions in the light of one’s own beliefs and experience (AT2)</b></p> <ul style="list-style-type: none"> <li>• Pupils ask, and respond sensitively to, questions about their own and others’ experiences and feelings.(as below)</li> </ul>

	<ul style="list-style-type: none"> <li>• Pupils talk about their own experiences and feelings</li> </ul> <p><b>Identify and respond to questions of meaning within religions (AT2)</b></p> <ul style="list-style-type: none"> <li>• Talk about what they find interesting or puzzling and what is of value and concern to themselves and to others</li> </ul> <p><b>Depth:</b> The meaning of Christmas  <b>Assessment Question:</b> Why is Christmas celebrated differently in different countries?</p>	<p><b>Identify and respond to questions of meaning within religions (AT2)</b></p> <ul style="list-style-type: none"> <li>• Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings</li> </ul> <p><b>Depth:</b> Prayer  <b>Assessment Question:</b> Can you pray anywhere?</p>
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RE schemes of work to be found below

<p>PSHE</p>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• Ways of keeping physically and emotionally safe</li> <li>• To know that a healthy lifestyle includes: physical activity, healthy eating and dental health</li> <li>• To recognise what they like and dislike and how to make a choice</li> <li>• To think about themselves and be able to recognise good and not so good feelings</li> <li>• To know that personal hygiene is important and helps to maintain good health</li> <li>• To begin to understand the process of growing and changing</li> <li>• To be able to name different parts of the body – external</li> <li>• To understand that household products, including medicines, can be harmful</li> <li>• To be able to talk about people who look after them, their family networks, who to go to if they are worried</li> <li>• How to attract attention if they are in danger</li> <li>• Knowing how to keep physically and emotionally safe (including road safety, safety in the environment)</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To know how to develop a variety of healthy relationships</li> </ul>	<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• What is meant by a healthy lifestyle</li> <li>• How to maintain physical, mental and emotional health and wellbeing</li> <li>• How to manage risks to physical and emotional health and wellbeing</li> <li>• ways of keeping physically and emotionally safe</li> <li>• To know what constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health</li> <li>• To be able to make informed choices which improve their physical and emotional health.</li> <li>• To recognise that choices can have good and not so good consequences</li> <li>• To learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals</li> <li>• To develop a vocabulary to describe their feelings to others and simple strategies for managing feelings about change and loss</li> <li>• To know how to maintain personal hygiene and why this is important, especially in preventing the spread of diseases</li> <li>• To begin to recognise the different needs of people as they grow and change</li> <li>• To know when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' – keeping safe</li> <li>• To recognise the similarities and differences between boys and girls</li> <li>• To know ways of keeping safe online/ use of ICT. To understand the difference between secrets and surprises</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To know how to develop a variety of healthy relationships</li> <li>• To know how to recognise emotions within a range of relationships</li> <li>• To begin to be aware of when a relationship is negative, including bullying and abuse</li> </ul>
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- To know how to recognise emotions within a range of relationships
- To begin to be aware of when a relationship is negative, including bullying and abuse
- To know how to ask for help
- To begin to understand that there are different types of relationships and this is acceptable
- To be able to communicate their feelings to others, to recognise how their behaviour affects other people
- To recognise what is fair and unfair, kind and unkind, what is right and wrong
- To share their opinions on things that matter to them
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To identify and respect the differences and similarities between people
- To identify their special people (family, friends, carers), what makes them special
- What kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- That there are different types of teasing and bullying, that these are wrong and unacceptable

**Living in the wider world – Economic wellbeing and being a responsible citizen**

- To learn about the importance of respecting themselves and others
- To understand that they can make decisions about their own actions and behaviour
- To understand that they are part of a family group and know how they can contribute positively
- To understand the importance of taking care of the local environment
- To begin to understand where money comes from and how it is used
- To understand how to contribute to the life of the

- To know how to ask for help
- To begin to understand that there are different types of relationships and this is acceptable
- To be able to recognise how others show feelings and how to respond
- to recognise what is fair and unfair, kind and unkind, what is right and wrong
- To share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class
- To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- To offer constructive support and feedback to others
- To identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)
- That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- To recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- That there are different types of teasing and bullying, that these are wrong and unacceptable
- How to resist teasing or bullying

**Living in the wider world – Economic wellbeing and being a responsible citizen**

- To learn about the importance of respecting themselves and others
- To understand that they can make decisions about their own actions and behaviour
- To understand that they are part of a family group and know how they can contribute positively
- To understand the importance of taking care of the local environment
- To begin to understand where money comes from and how it is used
- To know how to contribute to the life of the classroom
- To help construct, and agree to follow, group and class codes of behaviour and to understand how these rules help them
- To understand that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)

	<p>classroom and to help construct classroom codes</p> <ul style="list-style-type: none"> <li>• To be able to take turns, share and understand the need to return things that have been borrowed</li> <li>• To be aware that they are part of communities such as family and school</li> <li>• To know that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> </ul> <p><b>Depth:</b> Know simple strategies to resolve simple arguments  <b>Assessment Question:</b> How do you know if someone else is happy and can you make them happy?</p>	<ul style="list-style-type: none"> <li>• To understand what improves and harms their local, natural and built environments and about some of the ways people look after them</li> <li>• To understand that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>• To understand about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul> <p><b>Depth:</b> Benefits of physical activity, rest, healthy eating and dental health  <b>Assessment Question:</b> Could you live on a chocolate diet?</p>
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Key Stage 1- Scheme of Work


Christianity 

Islam 

Judaism 

Hinduism 

Sikhism 

Buddhism 

	Autumn term		Spring term		Summer term	
Y1	<p><b>1. Why have signs of belonging?</b> Introduce the idea of having signs of belonging to something. What are the signs of belonging? A cross, statue of Jesus and a local church. Signs of belong to Islam. Do the children identify themselves or belong to a faith?</p>	<p><b>2. Why is Divali celebrated?</b> Look into the story of Rama and Sita. Who were Rama and Sita? What is Divali? Why is Christmas celebrated? Who was Jesus? Why is he still remembered today? Was he the prince of peace? The birth story of Jesus. How is Christmas celebrated?</p>	<p><b>3. Why help others?</b> Reaching out to help others. Jesus and Zacchaeus. People who help us. Mum, Dad, brothers, sisters. Who can you help? Why reach out to help others? Should we just look out for ourselves? Jesus' Golden Rule.</p>	<p><b>4. Why is Easter celebrated?</b> Can life change into a new life? Create an Easter / Glorious new life table. Seed to grass, acorn to oak, bulb to daffodils, caterpillar to butterfly, egg to chicken. What happened in the last week of Jesus' life? The Easter story, death and resurrection.</p>	<p><b>5. Why are babies baptised?</b> Explore the children's ideas about infant baptism. What does baptism mean? Why are babies baptised? Joining the Family of God. How are babies welcomed into Islam? Whispering the name of God, shaving the child's head, honey on tongue.</p>	<p><b>6. What is God like?</b> Share ideas about God. Explore the Christian idea of God as a good shepherd, a loving Father as in the Lost Sheep and the Prodigal Son. God forgive and seeks to find those who have gone astray. Is God revealed in Jesus?</p>
Y2	<p><b>7. What can stories teach us?</b> The tortoise and the hare. How stories can be made up but contain Truth. The Good Samaritan. Living life like the Good Samaritan. Ordinary heroes in everyday life. The story of Guru Nanak and Malak Bhago. What does it mean?</p>	<p><b>8. What was Muhammad like?</b> The story of Muhammad. His first revelation – the Night of Power. Islam and the Qur'an. The example of Muhammad. The thirsty camel. The angry woman. What do these stories tell us about what Muhammad was like?</p>	<p><b>9. What is prayer?</b> Different ways of thanking and of praising people. Different ways of praising God. Christian praise in music. Praising God in how we live life – the Clown of God. Muslim praise of God five times a day. Raising their own questions about prayer. Capture pupils' thoughts about prayer.</p>	<p><b>10. Why is Purim celebrated?</b> Introduction to Judaism. Trigger artefacts. The belief in a living God. The light that wouldn't go out. The story of Queen Esther. The celebration of Purim. Why is Purim celebrated? Revisit – Why is Easter celebrated?</p>	<p><b>11. Are there signs of God?</b> Are there signs of God in the natural world? The Bible creation story (Gen 1:1-31,2:1-4). Observe symmetry, beauty, pattern, regularity in the world. Explore Qur'an statements about signs (ayats) of God. Are there signs of God?</p>	<p><b>12. Why is the church important to many Christians?</b> Explore the idea of having a special place – a place of security, where you feel at peace. Visit a local church. Symbols of belief, of God's presence. Capture pupils own questions and thoughts.</p>

**Key Stage 1**

<b>Christianity</b>	<b>Islam</b>	<b>Judaism</b>	<b>Hinduism</b>	<b>Sikhism</b>	<b>Buddhism</b>
<b>Key stories</b> The birth of Jesus; Jesus and Zacchaeus; the Easter story; the Lost Sheep; the Prodigal Son; the Good Samaritan; the Creation story;	<b>Key stories</b> The Night of Power; the Thirsty Camel; the Angry Woman;	<b>Key stories</b> Queen Esther	<b>Key stories</b> Rama and Sita	<b>Key stories</b> Malak Bhago and Lalo	
<b>Key artefacts</b> Photo of local church Statue of Jesus Wooden cross Manger scene Easter Egg Hot Cross bun					
<b>Key festivals</b> Christmas Easter		<b>Key festivals</b> Purim	<b>Key festivals</b> Divali		

