

## St. Werburgh's C.E. Primary School KS1 Wider Curriculum Overview

	Autumn	Spring	Summer
<b>History</b>	<p><b><u>Year 1:</u></b> Events within a living memory <b>What was life like when our grandparents were young?</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• ask and answer questions, choosing parts of sources to show that they know and understand key features</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented.</li> </ul> <p><b><u>Year 2:</u></b> Event beyond living memory <b>The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>- To make comparisons between life today and life in the past.</li> <li>- To ask and answer questions.</li> <li>- To order understand chronology and sequence events in chronological events.</li> <li>- To understand different some of the ways we know about the past and start to compare historical evidence.</li> <li>- To discuss change as a result of a significant event.</li> </ul>	<p><b><u>Year 1:</u></b> The lives of significant individuals <b>Greatest Explorers</b></p> <ul style="list-style-type: none"> <li>• know where the people they study fit within a chronological framework</li> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which it is represented</li> <li>• ask and answer questions, choosing and using sources to show that they know and understand the key features of events</li> <li>• use parts of sources to show that they know and understand key features of events</li> <li>• use common words and phrases relating to the passing of time.</li> </ul> <p><b><u>Year 2:</u></b> The lives of significant individuals. Significant historical events in own locality <b>Significant Figures – Clarice Cliff, Josiah Wedgwood (The Potteries)</b></p> <ul style="list-style-type: none"> <li>• use common words and phrases relating to the passing of time</li> <li>• know where the people they study fit within a chronological framework</li> <li>• ask and answer questions</li> <li>• study significant historical people and places in their own locality</li> <li>• understand some of the ways in which we find out about the past and identify different ways in which it is represented</li> <li>• choose parts of sources to show that they know and understand key features of events</li> <li>• use a wide vocabulary of everyday historical terms.</li> </ul>	<p><b><u>Year 1:</u></b> Changes within living memory <b>Transport – great inventions</b></p> <ul style="list-style-type: none"> <li>• develop an awareness of the past, using common words and phrases relating to the passing of time</li> <li>• know where the people and events they study fit within a chronological framework</li> <li>• Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features</li> <li>• use a wide vocabulary of everyday historical terms</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify similarities and differences between ways of life in different periods.</li> </ul> <p><b><u>Year 2:</u></b> Changes within living memory <b>Seaside Holidays in the past</b></p> <ul style="list-style-type: none"> <li>• learn about changes within living memory</li> <li>• understand historical concepts such as continuity and change, similarity and difference</li> <li>• ask historical questions</li> <li>• identify similarities and differences between ways of life in different periods</li> <li>• ask and answer questions</li> <li>• understand some of the ways in which we find out about the past</li> <li>• identify different ways in which the past is represented</li> <li>• use a wide range of everyday historical terms</li> <li>• use parts of stories and other sources to show they know and understand key features of events</li> <li>• use sources to show they know and understand the past</li> <li>• suggest reasons why changes took place.</li> </ul>

<h2>Geography</h2>	<p><b>Year 1:</b> <b>What is it like where we live?</b></p> <p>identify the significant features (landmarks) of their local area and consider viewpoints in relation to this compare journeys and landscapes and understand near/far, often/ rarely learn about maps, map-making and symbols.</p> <p><b>Year 2:</b> <b>Seasons and Weather</b></p> <p>develop locational and place knowledge about their locality, and the UK as a whole understand basic subject-specific vocabulary relating to physical geography begin to use geographical skills, including first-hand observation, to enhance their locational awareness identify seasonal and daily weather patterns in the UK use simple fieldwork and observational skills in their school, its grounds and surroundings use and construct basic symbols in a key. To recognise and use compass points</p>	<p><b>Year 1:</b> <b>People and their communities (contrasting locality)</b></p> <p>name and locate the world's seven continents learn about the human and physical geography of a small area in several non-European countries read images, maps, atlases and globes ask and answer questions use basic geographical vocabulary</p> <p><b>Year 2:</b> <b>Our Wonderful World (contrasting locality)</b></p> <p>name, locate and identify characteristics of the seven continents and oceans use world maps, atlases and globes understand geographical similarities and differences when studying both human and physical geography identify the locations of hot and cold areas around the world use basic vocabulary to refer to physical and human features develop knowledge about the world.</p>	<p><b>Year 1:</b> <b>Animals and their habitats</b></p> <p>name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify countries, continents and oceans use simple fieldwork and observational skills.</p> <p><b>Year 2:</b> <b>Food Journeys (farm to fork)</b></p> <p>understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production use locational and directional language (e.g. near and far) to describe the location of features and routes on a map name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p>
<h2>Science</h2>	<p><b>Year 1:</b> <b>Plants and animals where we live</b></p> <p>Identify and name a variety of common wild and garden plants, and deciduous and coniferous trees. Identify and name a variety of common wild and garden plants, and deciduous and coniferous trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals LO: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><b>Year 1:</b> <b>Celebrations</b></p> <p>Say which part of the body is associated with each sense. Use their observations and ideas to suggest answers to questions. Perform simple tests Describe the simple properties of a variety of everyday materials. Identify and describe the basic structure of a variety of common flowering plants.</p> <p><b>Polar Places</b> <b>Identify and classify.</b></p> <p>Describe the simple physical properties of a variety of everyday materials. Ask simple questions and recognise that they can be answered in different ways.</p>	<p><b>Year 1:</b> <b>On Safari</b></p> <p>Distinguish between an object and the material from which it is made Observe closely, using simple equipment. Performing simple tests. Observe closely, using simple equipment. Perform simple tests Describe the simple physical properties of a variety of everyday materials. Gather and record data to help in answering questions. Describe the simple physical properties of a variety of everyday materials. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Distinguish between an object and the material from which it is made. Identify and name a variety</p>

	<p><b>Who am I?</b> Gather and record data to help answer questions. Identify, name, draw and label the basic parts of the human body. Use a wider range of vocabulary Be able to express a point of view Use observations and ideas to suggest answers to questions. Observe closely, using simple equipment. Say which part of the body is associated with each sense. Learn new vocabulary Use talk to help organise thinking and activities. Learn new vocabulary Describe and compare the structure of a variety of common animals. Identify and classify Perform simple tests.</p> <p><b>Year 2:</b> Animals including humans <b>Healthy Me</b> <i>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i> <i>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</i></p> <p>Materials <b>Material Monsters</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Describe the simple physical properties of a variety of everyday materials Describe the simple physical properties of a variety of everyday materials. Identify and classify. Describe the physical properties of a variety of everyday materials. LO: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify and classify pets). Observing closely using simple equipment. Use their observations and ideas to suggest answers to questions.</p> <p><b>Year 2:</b> Materials <b>Bend it, Squeeze it, Squash it!</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Living things in our local habitat <b>Our Local Environment</b> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food</p>	<p>of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p><b>Holiday</b> Distinguish between an object and the material from which it is made. Observe closely, using simple equipment. Performing simple tests. Describe the simple physical properties of a variety of everyday materials. Gather and record data to help in answering questions Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p><b>Year 2:</b> Plants <b>Gardeners (plants)</b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Animals including humans <b>Little Chefs</b> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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	<p><b>Scientific Enquiry</b> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>chain, and identify and name different sources of food</p> <p><b>Scientific Enquiry</b> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>	<p><b>Scientific Enquiry</b> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions</p>
<p><b>Art</b></p>	<p><b>Year 1:</b> <b>Colour (including paint)</b> <i>To recognise and name the primary colours To mix the primary colours to create secondary colours and use this to create a simple colour wheel. To experiment with mixing secondary colours to create tertiary colours. To start to discuss how colour is used to create mood and show emotions through looking at work of focussed artists. To show an understanding of abstract art and to make comparisons about how colour has been used, To use different size brushes and make decisions about the correct brush to use. To use paint to create work in the style of studied artists.</i></p> <p><b>Year 2:</b> <b>Colour (including paint)</b> <i>To recognise primary and secondary colours. To mix secondary colours to create a greater range of tertiary colours and add these to the colour wheel. To add white to create tints. To add black to create shades. To investigate warm and cool colours. To use layering and drip painting to start use different methods of applying paint.</i></p>	<p><b>Year 1:</b> <i>Weaving and Textiles</i> <b>Fabricate</b> <i>To reflect on how weaving can be used to create designs. To look at different woven patterns and comment on the materials that have been used. To weave paper. To work with a range of materials. To add decoration to a woven background to create a design or picture. To choose materials and arrange them to create a design. To apply learning about weaving to create a woven paper bag. To use batik to create a design on fabric. To use tie-dyeing to create a design on fabric. To record ideas in a sketch book. To evaluate and review work.</i></p> <p><b>Year 2:</b> <b>Printing</b> <i>To know that a print is a record of a surface. To make prints on different types of surfaces. To know that patterns and pictures can be made by printing with objects. To make a block print and understanding how block printing works. To learn about monoprinting and experiment with simple methods of monoprinting. To record ideas in a sketch book.</i></p>	<p><b>Year 1:</b> <i>collage and sculpture</i> <b>Animal Art</b> <i>To look for pattern in the natural world and art linked to it (animals around the world) To use pattern inspiration to create own artwork To use shapes to create observational drawings To use light and dark lines using pencil. To use clay to create a sculpture (rolling, pinching, squeezing and smoothing to create shapes) To make appropriate choices about colour and, where necessary, colour mix. To make choices about appropriate tool (thick or thin brushes, clay tools) To use collage and make decisions about which is the best material to create the pattern and effect desired. To reflect on own artwork linked to the learning outcome.</i></p> <p><b>Year 2:</b> <i>natural art including sculpture</i> <b>Earth Sculpture (including Andy Goldsworthy study)</b> <i>To study and reflect on the work of Andy Goldsworthy. To create work in the style of and inspired by Andy Goldsworthy. To recognise natural materials.</i></p>

	<p>To apply learning to create different multi-media picture. To reflect and comment on own artwork linked to the learning outcomes.</p>	<p>To apply learning about colour when making choices. To use man-made and natural objects to make prints. To investigate how applying different amounts of paint impacts on the quality of a print. To reflect on and evaluate created works.</p>	<p>To makes choices about natural materials to use in own work and explain reasons for choices linked to learning. To make observational drawings. To use light and dark lines when drawing with pencil. To roll, pinch and squeeze clay to create shapes and use tools to add detail. To make choices about how materials could be arranged and experiment with different ideas. To talk about and reflect on own artwork. To use a sketch book to record ideas.</p>
<p><b>Design and Technology</b></p>	<p><b>Year 1:</b> Structure (3D model) <b>Playground Equipment</b></p> <ul style="list-style-type: none"> <li>- To investigate the design features and purposes of playground equipment.</li> <li>- To investigate the materials used to make playground equipment.</li> <li>- To investigate how structures can be made stronger by using a wide base and triangles.</li> <li>- To design a piece of playground equipment.</li> <li>- To draw and label a design.</li> <li>- To start to choose suitable materials to make a model.</li> <li>- To construct a design for playground equipment.</li> </ul> <p>To evaluate the design.</p> <p><b>Year 2:</b> Mechanisms – wheels and axels <b>Fire Engines (moving vehicles)</b></p> <p>To develop design criteria for a fire engine based on observations and studies of finished products. To know the difference between fixed-wheel and fixed- axle. To make mock-ups/prototypes of different axles and make decision of which to use on their final design. To design a model fire engine considering the design criteria, using drawings to record their ideas and intentions.</p>	<p><b>Year 1:</b> Mechanism – leavers and pullies <b>Moving Pictures</b></p> <p>To investigate mechanisms used in moving pictures. To investigate and make a slider mechanism. To investigate and make a lever mechanism. To investigate and make a wheel mechanism. To apply learning about mechanisms to design a moving picture. To draw and label a design. To construct a design. To evaluate a finished product.</p> <p><b>Year 2:</b> Structures – (strengthening structures) <b>Kites</b></p> <p>To recognise the purpose of kites and how they originated. To know that there are different types of kite. To look at diamond kites and identify their features. To investigate materials and decide on which is most suitable to use in their own product. To practise joining materials to form a structure. To use a template to accurately cut shapes. To draw and label a design. To cut materials using scissors and a saw. To apply learning to construct a design to make a diamond kite. To decide on materials to make a kite. To evaluate a product base on purpose and design.</p>	<p><b>Year 1:</b> Food nutrition <b>Healthy Drinks</b></p> <p>To recognise importance of fruit and vegetables to a healthy diet. To investigate different fruits and vegetables and reflect on their taste, appearance and texture. To recognise the importance of food hygiene and suggest ways to work safely with food. To follow food hygiene rules when preparing food. To safely use appropriate equipment to prepare food (knife, grater) To design a dish with fruit and vegetables based on their research. To prepare food to construct their design. To evaluate the finished product based on the success criteria.</p> <p><b>Year 2</b> Textiles <b>Puppets (running stitch)</b></p> <p>To investigate the purpose of puppets and the different types of puppets. To create design criteria based observation and investigation of finished products. To decide on the best form of puppet to meet their design purpose. To investigate the most suitable material to use to construct their puppet. To investigate different ways of joining fabric. To use running stitch to join to pieces of fabric.</p>



	<p>To add notes to their designs for clarity, where necessary.</p> <p>To select suitable materials to create design features.</p> <p>To construct their design.</p> <p>To use cutting tools safely (scissors, junior hacksaw)</p> <p>To evaluate their produce against their design criteria.</p> <p>To discuss changes made during constructions and reasons for</p> <p>To start to suggest areas for improvement.</p>		<p>To use a template to accurately cut the shape of the puppet's body.</p> <p>To choose suitable materials to decorate the puppet and designed character.</p> <p>To evaluate the finished product considering the design criteria.</p> <p>To suggest improvements.</p> <p>Food covered through science</p>
<p><b>Computing</b></p>	<p><b>Year 1:</b></p> <p><b>E-safety/Digital Literacy</b></p> <p>To identify and discuss how turn a computer on/off safely.</p> <p>To use basic skills such as closing a program using the cross.</p> <p>To recognise basic good/bad behaviours online.</p> <p>To independently log on and log off using a desktop computer.</p> <p>To independently navigate a touchscreen device.</p> <p>To open a program using the start menu or a folder.</p> <p>To look at information from different ICT sources.</p> <p>To identify and understand the online dangers we face in today.</p> <p>To identify online dangers and ways of stopping them.</p> <p>To identify and discuss the names of technology around them. e.g. video camera, camera, photocopier, printer etc.</p> <p><b>Word (Basics))</b></p> <p>To type on a keyboard using two hands.</p> <p>To recognise and find different keys on the keyboard.</p> <p>To explain the use of 'shift', 'space' and 'enter' correctly.</p> <p>To understand how to change features of text.</p> <p>To be able to save work to a folder.</p> <p>To highlight and select text in the program.</p> <p>To edit text using keyboard features.</p> <p>To explain why text might be edited and what effect it can have on the reader.</p>	<p><b>Year 1:</b></p> <p><b>Coding 1A – On the Move</b></p> <p>To recognise 'code' and understand what it does.</p> <p>To begin to create instructions to move objects on screen.</p> <p>To begin to create code that uses basic inputs to stop movement in objects.</p> <p>To begin to use code to create a simple game using different movements and objects.</p> <p>To understand the importance of code in computing.</p> <p>To recognise mistake and learn begin to use the term 'debug'.</p> <p><b>Coding 1B – Simple Inputs</b></p> <p>To combine start events and click events to make a simple game.</p> <p>To create a game app that uses movement and click events.</p> <p>To use click inputs and start events in different combinations and for different purposes.</p> <p>To independently create an app using different click and start events that are varied in purpose and effect.</p> <p>To be confident in using block coding to move and affect multiple objects.</p> <p>To explore and experiment with block coding.</p> <p>To recognise and debug algorithms.</p>	<p><b>Year 1:</b></p> <p><b>Digital Art (paint)</b></p> <p>To use an art program to create a piece of digital art.</p> <p>To recognise and use digital art tools.</p> <p>To understand how digital art tools can be used for different effect.</p> <p>To record and play back sound.</p> <p>To drag and drop objects/shapes/pictures.</p> <p>To find and open an art program.</p> <p>To change the formatting of a picture.</p> <p>To suggest changes to art work using digital tools as a reference.</p> <p><b>Handling Data</b></p> <p>To pick and use appropriate technology to take photographs and record videos.</p> <p>To read online data (digital pictographs, etc...)</p> <p>To understand and find information in online data.</p> <p>To find and use an appropriate program for data.</p> <p>To create a simple data collection method.</p> <p>To translate methods of data collection to a digital format.</p> <p>To begin to use simple ways of showing data digitally.</p> <p>To discuss the importance of collecting data digitally.</p> <p>To explore when data is collected digitally and why.</p>

	<p><b>Year 2:</b> <b>E-safety</b> To identify the many uses of digital technology and explore how individuals in the class use digital technology. To understand what personal information is and how to keep it safe and to know when it is and is not safe to share this online. To know what a password is for and to be able to create a strong password and online nickname. To recognise that people we meet online are strangers and can not necessarily be trusted. To understand that information online is not always reliable. To understand that attachments and pop ups should not be opened without checking they are safe first and to know when to ask an adult for help or advice - online worries. To create and promote a key message statement for one aspect of E-Safety.</p> <p><b>Word processing – project</b> To know the symbol for saving work (floppy disk). To print work. To open a saved piece of work. To save work in an appropriate place. To type an extended piece of writing using a word processing program. To use shift key to make capital letters and special characters. To use technology purposefully to create, store, manipulate and retrieve digital content. To make basic evaluations of work and think of ways to improve it. To use spellcheck effectively.</p>	<p><b>Year 2:</b> <b>Coding 2A – Different sorts of inputs</b> To write code that moves an object in a linear direction when inputs are given. To write code that changes the direction of an object when inputs are given. To vary outcomes and actions when multiple inputs are used. To change and vary the input method and write a code that complies with new input. To develop individual programs. To begin actively check and debug code. To change programs to satisfy a specific purpose.</p> <p><b>Coding 2B – Buttons and instructions</b> To understand that sequences of instructions are used to control computer technology. To combine all learnt coding skill to create series of executable, precise instructions. To write code to allow buttons to move objects. To create a game that includes button inputs. To write a more complex code allowing for multiple outcomes. To recognise and debug algorithms.</p>	<p><b>Year 2:</b> <b>Digital Art (use of different media – film, photography)</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p><b>Data Handling (data bases and graphing)</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p>
<p><b>R.E.</b></p>	<p><b>Year 1:</b> <b>Creation</b> <b>How can I take care of the world?</b> To look at and respond to our world and learn about caring for it To identify and respond to values about caring, expressed through faith stories To know that we are part of a wider global community</p>	<p><b>Year 1:</b> <b>What do Muslims believe?</b> To know that Muslims believe in one God, Allah. To understand that Muslims are people who follow the faith called Islam. To know that Allah is the Arabic name for God the Creator To investigate Allah's ninety-nine beautiful names that reflect aspects of his character</p>	<p><b>Year 1:</b> <b>How do Christians and people of faith talk to God?</b> To understand that for Christians prayer is a way of connecting with God at any time and in any place. To know that prayer is about listening to God as well as talking to Him.</p>

	<p>To know that That their class is a community made up of different individuals To understand and consider who cares for them and how they may do this To be able to describe other communities, and how people in religious communities show care</p> <p><b>What are festivals and why do we have them?</b> To know what celebrations and festivals are. People celebrate for many reasons but most festivals are connected with stories. To understand that Diwali, Purim and Advent are festivals of different faiths, but all are joyful remembrance of stories from the sacred texts and how they are all celebrated by believers. To know that the Hindu story linked with Diwali is the Ramayana and to explain key parts. To understand that Purim is celebrated by Jews and remembers the story of Esther. To know that Advent is a Christian period of preparation for Jesus' coming. To compare the three festivals.</p> <p><b>Year 2: Creation – Who made the world?</b> To accurately retell the story of creation from Genesis 1:1–2:3 simply. To discuss and explain what Genesis 1:1 tells Christians about God, creation and the world. To investigate the word 'Stewardship' and provide examples of what Christians do to look after the world for God. To form links between creation and different Christian festivals (i.e. harvest) To recognise the link between creation and Christian concepts such as trust and mindfulness. To compare the Christian creation story to that of other religions.</p>	<p>To know that Muhammad (pbuh) is a prophet and the last messenger of Allah in Islam To understand that the Qur'an is the special book for Muslims and is written in Arabic.</p> <p><b>Salvation What does Easter mean to Christians?</b> To recognise that Incarnation and Salvation are part of a 'big story' of the Bible. To tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). To recognise that Jesus gives instructions about how to behave. To give examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. To 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> <p><b>Year 2: Judaism</b> To recognise and understand the importance of the Torah. To explain what a covenant means to the Jewish People. To explain what the Torah is. To explore and describe Jewish celebrations. To investigate the Shabbat and its importance to the Jewish faith. To compare the holy texts of Judaism and Christianity.</p> <p><b>Salvation Why does Easter matter to Christians?</b> To recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. To tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). To give examples of how Christians show their beliefs about Jesus as saviour in church worship.</p>	<p>To show an understanding that Christians pray in different ways and for different reasons e.g. to say thank you, sorry or please. To know that the Bible has prayers and songs of worship that Christians often use To know that the Bible contains a special prayer that Jesus taught his disciples called the 'Lord's Prayer' and to be able to recall it.</p> <p><b>What do Christians believe that God is like?</b> To accurately Identify what a parable is. To retell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. To retell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God To explore examples of a way in which Christians show their belief in God as loving and forgiving. To show an understanding of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. To confidently think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p><b>Year 2: What is faith and what difference does it make?</b> To recognise and understand importance of people of faith through history. To understand what is meant by 'Faith'. To tell stories about people of faith in the bible. To understand the meaning of the word 'Saint' and how saints relate to faith. To discuss how faith can make a difference to daily life of individuals in Christianity and other faiths. To explore how faith can be discussed and used to unite people globally.</p>
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	<p><b>Incarnation</b> <b>Why does Christmas matter to Christians?</b> To recognise that Incarnation is part of the 'Big Story' of the Bible. To tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. To understand the ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. To think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. To recognise the link to the bible and which gospels tell the Nativity story. To compare and discuss how non-Christians view Christmas.</p>	<p>To think, talk and ask questions about whether texts on about Easter have something to say to them (for example, about whether forgiveness is important), exploring different ideas. To understand that Christians believe Jesus builds a bridge between God and humans.</p>	<p><b>Gospel</b> <b>What is the good news that Jesus brings?</b> To tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. To give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. To recognise that Jesus gives instructions to people about how to behave. To give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. To give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). To think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>
<p><b>Spanish</b></p>	<p><b>Year 2:</b> <b>Yo Aprendo Espanol</b>  <b>Spanish Fonetica (Phonics) + Christmas</b></p>	<p><b>Year 2:</b> <b>The seasons</b>  <b>Fruits</b></p>	<p><b>Year 2:</b> <b>Vegetables</b>  <b>Shapes</b></p>
<p><b>PSHE</b></p>	<p><b>Year 1:</b> <b>Teams</b> R1 About the roles different people play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R23. to recognise the ways in which they are the same and different to others L4. about the different groups they belong to R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R7. how to recognise when they or someone else feels lonely and what to do R21. What is kind and unkind behaviour, and how this can affect others R22. How to treat themselves and others with respect; how to be polite and R9. How to ask for help if a friendship is making them feel unhappy</p>	<p><b>Year 1:</b> <b>Be Yourself</b> H21 To recognise what makes them special H22 To recognise different ways that we are all unique H12To recognise and name different feelings H13 To recognise how feelings can affect people's bodies H19 to recognise when they need to ask for help with their feelings H23 To recognise what they are good at. H14. how to recognise what others might be feeling H16. ways of sharing feelings; a range of words to describe feelings R25. how to talk about and share their opinions on things that matter to them H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good H12. how to recognise and name different feelings H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p>	<p><b>Year 1:</b> <b>Diverse Britain</b> about what rules are, why they are needed, and why different rules are needed for different situations L4. about the different groups they belong to R21. about what is kind and unkind behaviour, and how this can affect others to L5. about the different roles and responsibilities people have in their community L2. how people and other living things have different needs; about the responsibilities of caring for them L3. about things they can do to help look after their R25. how to talk about and share their opinions on things that matter to them L6. to recognise the ways they are the same as, and different to, other R23. to recognise the ways in which they are the same and different to others</p>

	<p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable;</p> <p><b>Money Matters</b> L10. what money is; forms that money comes in; that money comes from different sources I can explain the different forms money comes in. L15. that jobs help people to earn money to pay for things L16. different jobs that people they know or people who work in the community do I can explain where money comes from L13. that money needs to be looked after; different ways of doing this. L11. that people make different choices about how to save and spend money L12. about the difference between needs and wants; that sometimes people may not always be able to have the things they L11. that people make different choices about how to save and spend money I can explain what happens when we go shopping.</p> <p><b>Year 2: VIPS</b> R33. the people whose job it is to help keep us safe R1. the roles different people play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for H33. the people whose job it is to help keep us safe R3. different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone if something about their family makes them unhappy or worried H16. ways of sharing feelings; a range of words to describe feelings R6. how people make friends and what makes a good friendship H23. to identify what they are good at, what they like and dislike R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p>	<p><b>It's My Body</b> 13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R17. about knowing there are situations when they should ask for permission and also when their permission should be sought R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually) R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H10. about the people who help us to stay physically healthy # H3. about how physical activity helps us to stay healthy; and ways to be physically active everyday H4. about why sleep is important and different ways to rest and relax H9. about different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV H2. about foods that support good health and the risks of eating too much sugar H7. about dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health H5. simple hygiene routines that can stop germs from spreading H6. that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy</p> <p><b>Year 2: Safety First</b> H33. about the people whose job it is to help keep us safe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe H28. about rules and age restrictions that keep us safe H29. to recognise risk in simple everyday situations and what action to take to minimise harm H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters) H31. that household products (including medicines) can be harmful if not used correctly H8. how to keep safe in the sun and protect skin from sun damage H32. ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road</p>	<p><b>Aiming High</b> H21. to recognise what makes them special H24. how to manage when finding things difficult L14. that everyone has different strengths I can think of star qualities H23. to identify what they are good at, what they like and dislike L17. about some of the strengths and interests someone might need to do different jobs R23. to recognise the ways in which they are the same and different to others R25. how to talk about and share their opinions on things that matter to them L16. different jobs that people they know or people who work in the community do 20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p><b>Year 2: Growing Up</b> 25. to name the main parts of the body including external genitalia H26. about growing and changing from young to old and how people's needs change R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard H22. to recognise the ways in which we are all unique R23. to recognise the ways in which they are the same and different to others R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried H26. about growing and changing from young to old and how people's needs change H27. about preparing to move to a new class/year group H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better H27. about preparing to move to a new class/year group</p>
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	<p>R11. how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R24. how to listen to other people and play and work cooperatively</p> <p>R25. how to talk about and share their opinions on things that matter to them R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>H14. how to recognise what others might be feeling</p> <p><b>Respecting Rights</b></p> <p>R21. about what is kind and unkind behaviour, and how this can affect others</p> <p>L6. to recognise the ways they are the same as, and different to, other</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>R25. how to talk about and share their opinions on things that matter to them</p> <p>L3. about things they can do to help look after their environment</p> <p>L4. about the different groups they belong to</p> <p>R24. how to listen to other people and play and work cooperatively</p>	<p>safely H35. about what to do if there is an accident and someone is hurt</p> <p>R14. that sometimes people may behave differently online, including by pretending to be someone they are not</p> <p>R15. how to respond safely to adults they don't know</p> <p>R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p>R16. about how to respond if physical contact makes them feel uncomfortable or unsafe</p> <p>R18. about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)</p> <p>R19. basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe</p> <p>R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p>H35. about what to do if there is an accident and someone is hurt</p> <p>H36. how to get help in an emergency (how to dial 999 and what to say)</p> <p><b>One World</b></p> <p>R2. to identify the people who love and care for them and what they do to help them feel cared for</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L6. to recognise the ways they are the same as, and different to, other people</p> <p>R3. about different types of families including those that may be different to their own</p> <p>R4. to identify common features of family life</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. Schools L1. about what rules are, why they are needed, and why different rules are needed for different situations</p>	<p><b>Think Positive</b></p> <p>H12. how to recognise and name different feelings</p> <p>H13. how feelings can affect people's bodies and how they behave</p> <p>H17. about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</p> <p>H18. different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</p> <p>H19. to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</p> <p>H1. about what keeping healthy means; different ways to keep healthy</p> <p>R21. about what is kind and unkind behaviour, and how this can affect others H23. to identify what they are good at, what they like and dislike down and/or change their mood when they don't feel good</p> <p>H11. about different feelings that humans can experience</p> <p>H24. how to manage when finding things difficult</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do R25. how to talk about and share their opinions on things that matter to them</p>
<p><b>Music</b></p>	<p><b>Autumn 1</b></p> <p>Simple songs to explore beat (pulse) and rhythm.</p> <p>Explore body percussion.</p> <p>Develop control with percussion instruments.</p> <p>Explore long and short sounds.</p>	<p><b>Autumn 1</b></p> <p>Carnival of animals.</p> <p>Explore how music can describe movement.</p> <p>Develop an understanding of high and low (pitch).</p>	<p><b>Autumn 1</b></p> <p>Re-write phrases to known songs.</p> <p>Developing rhythmical and musical phrases to accompany a story.</p> <p>Julia Donaldson story songs.</p> <p>Performing</p>

	<p><b><u>Autumn 2</u></b> Repeating rhythms (ostinato) and patterns. Developing and recording sequences using different dynamic qualities (e.g. loud and quiet)</p>	<p><b><u>Autumn 2</u></b> Understanding how music can be recorded in different ways. Creating a graphical score. Identifying instruments by listening carefully. Exploring changes in fast and slow (tempo) by looking at machines.</p>	<p><b><u>Autumn 2</u></b> Using computers to stimulate musical ideas. Listening to, singing songs and accompanying music from other cultures.</p>
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