

Year/Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Trip Trap Trip Trap!	Iceberg Ahead!	Man on the Moon!		Fi Fi Fo Fum!	On Safari
Cultural Capital Development Opportunities	Reptile Visit Field Work trip in Shirley	Local Ancestor Visit Morgan & Sindall Visit – Materials in the Construction Industry	Visitor – experience watching the moon landing.		Gardener Visitor	Marwell Zoo Trip Special places/Church visit
Literature Check Reading skills progression for the termly overview.	The Koala Who Could The squirrels that squabble The lion's roar Just So Stories The cow that laid an egg Who eats Who? (NF) Perfect Pets (NF) Beaks and Feet (NF) The Troll- Julia Donalson	Charles's Grand Adventure Samson's Titanic Journey One snowy night The Titanic (NF)	Beegu Bob man on the moon Bob and the moontree mystery First Hippo on the moon The Night the Stars went out The Darkest Dark The Smeds and the Smoods How to catch a star (poetry) Man on Moon (NF) Field Trip to the Moon		Little Red Riding Hood Jack and the Beanstalk Wolves – Emily Gravett 3 Little Pigs Fi Fi Fo Fum Jack and the Incredibly Meanstalk 10 red geraniums (poetry)	The Ugly Five Meerkat Mail Anansi Lila and the Secret of Rain. Season Swap (NF)
T4W Fiction *Start innovating from Spring 2	Defeating the monster tale Three Billy Goats Gruff	Wishing Tale Mr Big	Wishing Tale How to catch a star	Journey Tale The Queen's Hat/ The Queen's Lift Off	Defeating the monster tale Jack and the Beanstalk/ Fee Fi Fo Fum	Journey Tale Meerkat Mail
Focus in fiction	Characterisation/ Dialogue	Plot- problem/ dilemma	Characterisation	Openings and Endings	Plot	Setting
Grammar focus	-How to write a sentence. -Using CL / . / finger spaces	-Capital letters for names including personal pronoun 'I' -Past tense -CEWs	-Verb Suffixes where root word is unchanged (-ing, -ed, -er, -est) -Past Tense -CEWs	-Capital letters for proper nouns (people, places and days of the week including 'I' -Prefixes (using un to change the meaning of words) -Past tense	-Past tense -Adjectives	-Adjectives -Review and apply all prefixes and suffixes taught in year 1 -Conjunctions to join words and clauses including 'and'

T4W Non Fiction	Instructions How to trap a troll	Recount Diary of Mr Big.	Discussion Do aliens exist?	Persuasion Visit the Moon	Explanation Why you should not talk to wolves/giants?	Non-chronological report Animal fact file
Grammar focus	-CEWs - Punctuating sentences using question marks and exclamation marks	- Punctuating sentences using question marks and exclamation marks -Present Tense	-Adjectives -Conjunctions to join words and clauses, including 'and' -Regular plural noun suffixes –s and –es and the third person singular marker for verbs	-Suffixes where root word is unchanged (-ing, -ed, -er, -est) -Regular plural noun suffixes –s and –es and the third person singular marker for verbs -Conjunctions to join words and clauses -CEWs	-Past tense -Conjunctions - ! ? - CEWs	-CEWs -Proper Nouns -Conjunctions to join words and clauses including 'and' -?! and application of all year 1 grammar and punctuation.
Fictional non-fiction	Wanted poster Have you seen this troll?		Writing from aliens perspective	Creating own planet	Letter to giant	Create own African animal
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction. (Continued from Aut 1) Geometry: Shape. 1 week	Number: Composition of numbers: multiples of 10 up to 100 Number: Composition of numbers 20 - 100 Number: composition of numbers 11-19	Measurement: Length and Height (application of place value and + and -) Measurement: weight and volume.	Number: Multiplication and division. (Multiples of 2, 5 and 10 to be included). Number: Fractions Geometry: Position and Direction.	Measurement: Money (application of place value and + and - and multiplication and division) Measurement: Time
History		History of the Titanic	Man on the Moon – Neil Armstrong			
	Core Objectives (Core Knowledge and Vocabulary outlined on the Year 6 Crime and Punishment Knowledge Organiser).				First Order Concepts	Second Order Concepts
Autumn 2 History	History of the Titanic -Events beyond living memory that are significant nationally or globally -Significant historical events, people and places in their own locality (Maiden voyage from Southampton). Chronology -Recount changes in their own life time since they were born – introduction to the concept of the past. -Sequence 3 objects/events in chronological order -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after Knowledge and understanding of past events, people and changes -Tell the difference between past and present in own and other people's lives. -identify objects from the past				People	Cause and Consequence – Why did the Titanic Sink and what happened as a consequence?

	<ul style="list-style-type: none"> -Begin to describe similarities and differences between artefacts -use a range of sources to identify characteristic features of the past Interpretation of history -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. Historical Enquiry Finds answers to simple questions about the past from sources of information (eg. pictures, stories) -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects Organisation and communication -shows knowledge and understanding about the past in different ways (eg. role play, drawing, writing, talking, 3D timelines with objects/pictures) 		
Spring Term History	<p style="text-align: center;">Man on the Moon – Neil Armstrong</p> <ul style="list-style-type: none"> -Changes within living memory which reveal aspects of change in national life. -The lives of significant individuals in the past who have contributed to national and international achievements. <p>Chronology</p> <ul style="list-style-type: none"> -Sequence 3 objects/events in chronological order (sequence against The Titanic to recall knowledge of chronology) -Uses words and phrases: old, new, then, now, long time ago, many years ago, before, after <p>Knowledge and understanding of past events, people and changes</p> <ul style="list-style-type: none"> -know who Neil Armstrong and the event of the moon landing. -understand that important events and people are remembered and celebrated in different ways. -Use a range of sources to find out characteristic features of the moon landing -identify objects from the past <p>Interpretation of history</p> <ul style="list-style-type: none"> -Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) -Give a plausible explanation about what an object was used for in the past. <p>Historical Enquiry</p> <p>Finds answers to simple questions about the past from sources of information (e.g. pictures, stories)</p> <ul style="list-style-type: none"> -sort a wide range of artefacts and sources using 'then' and 'now' -Ask and answer questions related to different sources and objects <p>Organisation and communication</p> <ul style="list-style-type: none"> -shows knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking, 3D timelines with objects/pictures) 	People	Significance – Why was Neil Armstrong and the Moon Landing Important?
Geography	<p>Weather Patterns – to be taught seasonally through Science across the Autumn and Spring terms.</p> <p>Physical Geography</p> <ul style="list-style-type: none"> -Identify seasonal weather patterns in the UK <p>In the autumn, Spring and Summer Terms:</p> <ul style="list-style-type: none"> Observe and record across the year seasonally e.g. draw pictures of the weather at different times of the year Observe and record daily weather patterns e.g. observing rainfall/weather forecasting -Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. 		

	<p>In the Summer Term, through the links to the Africa Geography Unit.</p> <p>-Compare UK weather patterns to other hot and cold areas of the world e.g. arctic, Africa, South Pole. Develop the concept of place using photographs and digital mapping in relation to the weather.</p>			
	<p>Complete Autumn Term weather study</p> <p>Local Area Study (The School Grounds and Shirley)</p>		<p>Complete Spring Term weather study</p>	<p>Place Knowledge – Country Study England vs Africa (contrasting non-European country).</p>
	<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			<p>Progression in Mapping</p>
<p>Autumn 1 Geography</p>	<p>Autumn 1</p> <p>Local Area Study (The School Grounds and Shirley)</p> <p>Locational Knowledge</p> <p>-Our school is in Southampton. -Shirley High street is in Southampton and is the road next to our school</p> <p>Place Knowledge</p> <p>-St Mark's school has different places within it. -Shirley High Street can be found on a map. It has lots of different places on it that we may use, and some that we haven't noticed before.</p> <p>Human and Physical Features</p> <ul style="list-style-type: none"> • Human features have been made by people. • Physical features are natural features of land. <p>Geographical Skills and Field Work</p> <p>-use simple plan perspectives to recognise and note down landmarks within the school and grounds. Talk about the features they saw and what these are used for.</p> <p>- use aerial photographs and simple plan perspectives to look at Shirley high street as a place and form questions about it to answer in their fieldwork.</p> <p>- walk into Shirley and the local area around the school to observe and record information in terms of key physical and human features, including photographs.</p> <p>-devise THEIR OWN simple aerial map of Shirley High street; and use and construct basic symbols in a key.</p> <p>Place e.g What can we do on Shirley High Street?</p>			<p>-Children to construct their own maps (however primitive) of the school grounds using their own basic symbols and a key. Ask them to talk their map route and refine.</p> <p>-Teacher to model the concept of scale for the first time by zooming in on google maps. Children to start to understand that when you zoom in on a digital map, you see a smaller area in more detail.</p> <p>-Children to devise their own simple aerial map of Shirley High Street that means something to them; and use and construct basic symbols in a key of their choice. Give them opportunities to talk about elements of their map that interest them.</p>
<p>Summer 2 Geography</p>	<p>Summer 2 - Place Knowledge – Country Study England vs Africa (contrasting non-European country).</p> <p>Locational Knowledge</p> <p>-Our school is in Southampton. -Shirley High street is in Southampton and is the road next to our school - Africa is a continent</p>			<p>Experience a range of maps e.g. google earth, a globe and tourist brochures to gauge a perspective of Africa as a place.</p> <p>-Teacher to re- model the concept of scale by zooming in</p>

	<p>-Kenya is a country in Africa -Explore the difference between a continent and a country,</p> <p>Place Knowledge Consider the concept of space when relating a small town in Kenya to their current geographical knowledge. Consider the concept of place, what is the part of Kenya like? Are all places in Kenya like this?</p> <p>Human and Physical Features Revise fieldwork of Southampton in Autumn 1 and the key features of Shirley High Street -Explore the similarities and differences between Shirley High Street and an area in Kenya choosing appropriate human and physical features from the list. Physical features: beach, coast, forest, mountain, sea, river, season: weather. Human features, including: city, town, village, factory, farm, house and shop.</p> <p>Geographical Skills and Field Work --Locate Africa and Kenya on a map building an idea of scale. Is it close to Southampton? Complete the summer Term weather study collecting data and use Africa as the hot comparison. What are some of Kenya’s most important human and physical features?</p>					<p>on google maps. Children to start to understand that when you zoom in on a digital map, you see a smaller area in more detail.</p> <p>Children to create their own maps of the area of Ghana using a simple key and their own drawings.</p>
Core Geographical Knowledge to be embedded by the end of Year 1	<ul style="list-style-type: none"> - Our school is in Shirley which is in Southampton. - Human features have been made by people (can give examples). - Physical features are natural features of land (can give examples). - Africa is a continent - Kenya is a country in Africa - Be able to name the 4 seasons: Autumn, Winter, Spring and Summer, and talk about the type of weather typical of each. 					
Science	Animals including humans (animals)	Everyday Materials	Animals including humans (focus on the human aspect)	Animals including humans (focus on the human aspect)	Plants	
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).					Working Scientifically	
Autumn 1 Science	<p style="text-align: center;">Autumn 1 - Animals including humans (animals)</p> <p>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -identify and name a variety of common animals that are carnivores, herbivores and omnivores -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>				<p>Classifying and Grouping: -using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; -grouping animals according to what they eat;</p>	
Autumn 2 Science	<p style="text-align: center;">Autumn 2 - Everyday Materials</p> <p>-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, rock, brick, paper, fabrics, elastic, foil -describe the simple physical properties of a variety of everyday materials hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p>				<p>Classifying and Grouping: -compare and group materials based on their simple properties</p> <p>Comparative Testing: -Which is the best material for a boat?</p> <p>Enquiry questions: Which material will protect my picture?</p>	

	-compare and group together a variety of everyday materials on the basis of their simple physical properties	Which material is the best to build a boat with?
Spring 1 Science	<p>Spring 1 - Animals including humans (focus on the human aspect)</p> <p>-identify, name, draw and label the basic parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and say which part of the body is associated with each sense</p>	<p>Working Scientifically:</p> <p>-using their senses to compare different textures, sounds and smells.</p> <p>Enquiry questions:</p> <p>Who has the biggest feet in our class?</p>
Spring 2 Science	<p>Spring 2 - Seasonal Changes (Need to be considering this from Autumn 1)</p> <p>-observe changes across the 4 seasons</p> <p>-observe and describe weather associated with the seasons and how day length varies</p> <p>-Review knowledge of how plants change over time and link this to seasonality</p>	<p>Observing over Time:</p> <p>- making displays of what happens in the world around them, including day length, as the seasons change</p> <p>Survey/Pattern seeking:</p> <p>-Can collect information to classify weather and day length in different seasons and present the information in tables or charts to compare the seasons.</p> <p>Enquiry questions:</p> <p>What is the weather like in Autumn/Winter/Spring and Summer?</p>
Summer 1 Science	<p>Summer 1 - Plants</p> <p>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>- identify and describe the basic structure of a variety of common flowering plants, including trees (leaves, flowers, petals, fruit, roots, bulb, seed, trunk, branches, stem)</p>	<p>Observing over Time:</p> <p>-Observe the growth of flowers/vegetables they have planted and Record how plants change over time (beans linking to Jack and the Beanstalk)</p> <p>Survey/Pattern seeking:</p> <p>-collect information and identify plants in open space (simple charts).</p> <p>Enquiry questions:</p> <p>How will the plant change over time?</p>
Summer 1 Science	Marwell Zoo Visit	<p>Secondary Sources:</p> <p>-find out what animals eat, including asking experts (zoo)</p>
<p>Working Scientifically at a Year 1 level:</p> <p>Planning</p> <p>-Explore the world around them and start to ask simple questions and recognising different ways they may be answered</p> <p>Enquiring and Testing</p> <p>-carry out simple tests</p> <p>-use simple features to compare objects, materials and living things and with support decide how to sort and group (identify and classify)</p> <p>-ask people questions and use secondary sources to find answers</p> <p>Observing and recording</p> <p>- with support, observe closely, using simple equipment (include observing changes over time).</p> <p>-Use simple measurements and equipment to gather data (nonstandard measurements such as multilink, body parts), rulers, magnifying glasses and pipettes</p> <p>-Record simple data (Venn diagrams, tally charts and observational drawings)</p> <p>Evaluating and communicating</p> <p>-Use their observations and ideas to suggest answers to questions</p> <p>-Talk about what they have found out and how they found it out.</p> <p>-With help, record and communicate their findings in a range of ways, beginning to use scientific language (using given stem sentences)</p>		

Core Disciplinary Vocabulary

Observe, changes, patterns, grouping, sorting, compare, same, different, bigger, smaller, tallest, largest, identify (name), ask questions, explore, equipment, magnifying glass, pipette, ruler, answer questions, measure, drawing, picture, prediction, conclusion.

Music (Charanga)	Hey You!		In the Groove		Round and Round	
Style of Main Song	Old School Hip Hop		Blues, Baroque, Latin, Irish Folk, Funk		Bossa Nova	
Unit Theme	How pulse , rhythm and pitch work together		How to be in the groove with different styles of music.		Pulse , rhythm and pitch in different styles of music.	
Listen and Appraise	Know what songs are about. Know and recognise the name of some instruments.		Know what songs are about. Know and recognise the name of some instruments.		Know what songs are about. Know and recognise the name of some instruments.	
Find the Pulse! (through warm up games)	Know that pulse is the heartbeat of the music. What animal can they copy finding the pulse?		Find the pulse in different types of music. What animal can they be finding the pulse?		Use their imagination to find the pulse .	
Rhythm (through warm up games)	-Copy and clap back rhythms - Clap the rhythm of their name - Make up their own rhythm		-Copy and clap back rhythms - Clap the rhythm of their name and favourite food. - Make up their own rhythms		-Copy and clap back rhythms - Clap the rhythm of their name and favourite animal - Make up their own rhythms	
Pitch (through warm up games)	Pitch is High and Low Sounds.		Pitch is High and Low Sounds.		Pitch is High and Low Sounds.	
Playing Instruments (Easy part) (medium part)	Know the names and use 1 or 2 notes... C C and G		Know the names and use 1 or 2 notes... C C and D		Know the names and use up to 3 notes... D D, F, and C	
Improvise Know that improvising is making up your own tunes on the spot.	Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and G		Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes C and D		Challenge 1: Clap and improvise Challenge 2: Sing, Play and improvise Challenge 3: Improvise! Using the notes D and E	
Compose a simple melody using simple rhythms Know that composing is like writing a story with music.	Choose from the notes: C and D Or C, D and E		Choose from the notes: C and D Or C, D and E		n/a	
Perform and Share Know that a performance is sharing music with other people, called an audience.	A class performance of Hey You! Record, discuss and evaluate together.		A class performance of In The Groove. Record, discuss and evaluate together.		A class performance of Round and Round. Record, discuss and evaluate together.	

<p>Art</p> <p>Record and explore ideas from observation, experience and imagination. Ask and answer questions about starting point for work and develop ideas. Explore differences and similarities in artwork/design.</p> <p>Review what they have done and say what they think about it – what might they change or develop in the future? RRSA: Article 31</p> <p>British Values: To be conversant with examples of British creativity and /or culture</p>	<p>Drawing: Still life - Draw your Own Bear</p> <p>-Understand the basic use of a sketchbook and use it to share ideas and imagination. - Can hold and use drawing tools such as pencils, crayons, colouring pencils and felt tips, using them with some dexterity and control to represent their observations with clear outlines</p> <p>-shading/colouring - children can colour shapes and figures accurately using even diagonal or horizontal strokes stokes with no gaps</p>			<p>Painting: Landscapes</p> <p>Significant Artist: MONET</p> <p>-Explore different Monet pieces and describe the similarities and differences between them</p> <p>-To know all primary colours and start to experiment with mixing for secondary to convey a mood -select different brush sizes and types to explore and make marks of different thicknesses for a particular effect</p> <p>-Discuss their own work in comparison to the work of Monet</p>		<p>Printing: African Animal Prints</p> <p>-Can explore and create patterns and textures with a range of materials (design and make own printing block) -Can print by marking onto ink block controlling line or tone using tools or pressure</p> <p>-can repeat a pattern randomly, placed or tiled in a grid with the same or a range of blocks</p>
<p>Design Technology</p> <p>DESIGN MAKE EVALUATE</p>			<p>Afternoon tea on the moon (sandwiches)</p> <p>Designing: Understanding contexts, users and purposes</p> <p>-Start to understand where food comes from (that all food comes from plants or animals). -Know that everyone should eat at least 5 portions of fruit and vegetables every day.</p> <p>Evaluating Existing Products</p> <p>-Explore and evaluate a range of existing dishes using the basic principles of a healthy and varied diet to evaluate</p>		<p>Materials: Pop up - fairy tale story</p> <p>Evaluating Existing Products</p> <p>-Begin to understand the development of existing pop up books: What they are for, how they work, what materials and mechanisms are used?</p> <p>Designing: Understanding contexts, users and purposes</p> <p>-Begin to understand the development of existing pop up books: What they are for, how they work, what materials and mechanisms are used?</p>	

			<p>Designing: Generating, Developing, Modelling and Communicating Ideas</p> <p>-design dishes that meet the design criteria. Develop their ideas through talk and drawings.</p> <p>Making: Practical skills and techniques</p> <p>- prepare simple dishes safely and hygienically, without using a heat source. -Know how to use techniques such as cutting, peeling and grating.</p> <p>Evaluating Own Ideas and Products</p> <p>- Evaluate their dishes against the design criteria</p>		<p>Designing: Generating, Developing, Modelling and Communicating Ideas</p> <p>-Design their own pop-up book using a design criteria through talk and drawings.</p> <p>Making: Practical skills and techniques</p> <p>–Begin to demonstrate a range of glueing, cutting and shaping techniques (such as tearing, cutting, folding, joining and finishing). -Make use of mechanisms in their products (levers, sliders and pivots).</p> <p>Evaluating Own Ideas and Products</p> <p>-Discuss how well the product works. Explain likes and dislikes.</p>	
Computing		Programming A: Moving a Robot		Technology Around Us		Creating Media: Digital Painting
	<p align="center">Digital Literacy - Digital Literacy</p> <p>Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p align="center">Taught throughout all units of computing, the shared school charter, internet safety day and progressively through PSHE lessons.</p> <p align="center">Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>					
	<p align="center">Autumn 2: Moving a Robot Review technology safety Computer Science</p>					
Autumn 2 Computing	<p>Concept To understand that an outcome can be linked to a button press and that a program is a set of commands that a computer can run.</p>					

	<p>Knowledge and Skills Children are introduced to the term 'algorithm' but start to understand this in Year 1 as a set of instructions that are used to solve a problem or achieve something.</p> <ul style="list-style-type: none"> - To explain what a given command (instruction) will do - To be able to give and follow instructions - Plan and run a simple programme using a floor robot - Build a sequence of commands in steps - De-bug: be able to fix a problem with the sequence. <p>Software: Beebot Floor Robots</p>
<p>Spring 2 Computing</p>	<p style="text-align: center;">Spring 2 – Technology Around Us</p> <p style="text-align: center; color: red;">Introduction to why rules are needed when using technology and how to use it safely and respectfully. Children know the rules, to keep personal information safe, and to report to an adult if they are worried about content or contact on the internet or other online technologies.</p> <p style="text-align: center;">Information Technology & Digital Literacy</p> <p>Concept Introduction to the concept of technology, identify examples of where it is and how it can help us. Children to recognise that a computer is an example of technology and can be used in different ways.</p> <p>Knowledge and Skills</p> <ul style="list-style-type: none"> - Be able to identify the different parts of a computer (screen, mouse, keyboard). - To use a mouse in different ways (open a programme, Click and Drag) - To use a keyboard to type - To use a keyboard to edit text - To save work and be able to open a file. <p>Software: https://ncce.io/drag http://paintz.app</p>
<p>Summer 2 Computing</p>	<p style="text-align: center;">Unit 3 – Summer 2: Creating Media – Digital Painting</p> <p style="text-align: center; color: red;">Review technology safety</p> <p style="text-align: center;">Information Technology</p> <p>Concept To recognise that computers can be used to create art and explain what different freehand tools do. Children will learn to choose tools to suit their need and compare painting using a computer with painting using brushes.</p> <p>Knowledge and Skills Review from Unit 1:</p> <ul style="list-style-type: none"> - Be able to identify the different parts of a computer (screen, mouse, keyboard). - To use a mouse in different ways (open a programme, Click and Drag) - To save work and be able to open a file. - Make marks on a screen and explain which tools they used.

	<ul style="list-style-type: none"> - Use the shape & line tool to re-create the work of an artist - Change colour and brush sizes <p>Software: Microsoft Paint or the online app Paintz (paintz.app), or another appropriate digital painting program</p>					
<p>RE</p>	<p>Concept: Creation Context: Creation.</p> <p>Religion: Christianity</p> <p><i>UC KS1 Creation plan</i></p> <p>Core Knowledge: The bible story of God creating the world in seven days.</p> <p>Bible stories have meanings for Christians about how to live their lives.</p>	<p>Concept: Candlelight at Advent and Diwali Golden thread: Community Context: Candlelight as a symbol</p> <p>Religion: Hindu and Christianity</p> <p>Core Knowledge: Some Christians celebrate Christmas in December every year. They are celebrating the birth of Jesus who was a baby. They know the key characters of the Christmas story.</p> <p>Candlelight light is often used as a symbol to remember something special.</p> <p>Candlelight is used on an Advent Wreath for Christians. Children learn what the candles on an advent wreath represent and why.</p> <p>Children learn the Diwali story and understand what lights represent in the Hindu tradition.</p> <p>Children learn the importance in different religions of candlelight</p>	<p>Concept: Gospel Golden thread: Belonging Context: What is the good news Jesus brings?</p> <p>Religion: Christianity</p> <p><i>UC KS1 Gospel</i> What is the Good News Jesus Brings?</p> <p>Core Knowledge: Some Christians believe Jesus brings Good News. Good News means being loved by God.</p> <p>Jesus is a friend to the poor and friendless.</p> <p>Jesus’ teachings (bible stories) show people how to live.</p>	<p>Concept: Welcoming Context: Palm Sunday Easter for infants RE007</p> <p>Religion: Christianity</p> <p>Core Knowledge: Review basic details: Christians celebrate Easter in Spring every year.</p> <p>Children know that Jesus was arrested (as a man) and died, and women found the empty tomb.</p> <p>Details Added:</p> <ul style="list-style-type: none"> -The joyous arrival of Jesus in Jerusalem. -The introduction to Judas and the Garden of Gethsemane. -The tomb was empty. -Children can identify the sad and happy parts of the story. 	<p>Concept: Remembering Golden thread: Community Context: Janmashtami and community in Hinduism.</p> <p>Religion: Hindu</p> <p>Core Knowledge: Children learn and know some Hindu stories about God.</p> <p>The story of Krishna's birth and why it is important for some Hindus to remember.</p>	<p>Concept: Special Places Golden thread: Special Context: Specialness in relation to special places - church</p> <p>Religion: Christianity</p> <p>Core Knowledge: The importance of church as a special place for Christians.</p> <div data-bbox="1765 614 1883 687" style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block; background-color: black; color: white; text-align: center; width: 40px; height: 40px; line-height: 40px;"> Trip </div> <p>Visit to Church</p>

		as a symbol for differing communities.				
PSHE - JIGSAW	Being Me in My World	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	PSHE – JIGSAW Each Jigsaw piece has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education but enhanced to address children's needs today); and one is based on emotional literacy and social skills .					
	Core Knowledge (based on specific PSHE learning)			Children will learn to (emotional literacy & social skills)		
Autumn 1 PSHE Being Me in My World	<ul style="list-style-type: none"> Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom. 			<u>Children will learn to:</u> -Explain how they help make the class a happy and safe place. -Explain why their class is a happy and safe place to learn. -Explain why they have a right to learn in a happy and safe class. -Give different examples where they or others make the class happy and safe. -Explain how everyone in the class has responsibilities to make the class happy and safe		
Autumn 2 PSHE Celebrating Difference	<ul style="list-style-type: none"> Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different 			<u>Children will learn to:</u> -Explain ways that they are different and similar to other people in the class, and why this makes them all special. -Explain why being unique and special is important. -Explain what bullying is and how being bullied might make somebody feel. -Explain why bullying might happen and offer strategies to help the person who is being bullied.		
Spring 1 PSHE Dreams and Goals	<ul style="list-style-type: none"> Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved 			<u>Children will learn to:</u> -Explain how they feel when they are successful and how this can be celebrated positively. -Explain what helps them succeed in a learning challenge and explain how this made them feel. -Explain why it is important to store positive feelings in an 'internal treasure chest' and how this can help them with their future learning.		
Spring 2 PSHE Healthy Me	<ul style="list-style-type: none"> Know the difference between being healthy and unhealthy Know some ways to keep healthy (link to science curriculum) Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy 			<u>Children will learn to:</u> -Explain many ways that their body is amazing and how the different things they do keep them safe and healthy.		

	<ul style="list-style-type: none"> • Know that germs cause disease / illness • Know that all household products, including medicines, can be harmful if not used properly • Know that medicines can help them if they feel poorly • Know how to keep safe when crossing the road • Know about people who can keep them safe. 	<p>-Suggest how their bodies might come to harm if they make unhealthy choices.</p> <p>-Give examples where being healthy can help them feel happy.</p> <p>-Explain how healthy choices affect the way they feel about themselves and help to make them happy.</p>				
<p>Summer 1</p> <p>Relationships</p>	<ul style="list-style-type: none"> • Know that everyone’s family is different. • Know that there are lots of different types of families. • Know that families are founded on belonging, love and care. • Know how to make a friend. • Know the characteristics of healthy and safe friends. • Know that physical contact can be used as a greeting. • Know about the different people in the school community and how they help. • Know who to ask for help in the school community. 	<p><u>Children will learn to:</u></p> <p>-Explain why they have relationships with some people and how these relationships help them feel safe and good about themselves.</p> <p>-Explain how their own qualities help these relationships.</p> <p>-Give examples of behaviour in other people that they will appreciate and behaviours that they don’t like.</p> <p>-Explain how other people’s behaviour can make them feel about themselves and whether they will feel safe or not.</p> <p>Explain how their behaviour affects others.</p>				
<p>Summer 2</p> <p>Changing Me</p>	<ul style="list-style-type: none"> • Know that animals including humans have a life cycle. • Know that changes happen when we grow up. • Know that people grow up at different rates and that is normal. • Know the names of male and female private body parts. • Know that there are correct names for private body parts and nicknames, and when to use them. • Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. • Know who to ask for help if they are worried or frightened. • Know that learning brings about change. 	<p><u>Children will learn to:</u></p> <p>-Compare how they are now to when they were a baby and explain some of the changes that will happen as they get older.</p> <p>-Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>-Explain when it might be appropriate to talk about these, and when it is not.</p> <p>-Explain why some changes they might experience might feel better than others.</p> <p>-Suggest things that might change for them in the future and what sort of feelings they might experience if/when these changes happen.</p> <p>-Offer some ideas about how they could manage feelings that are worrying or sad.</p>				
<p>PE AND GAMES</p>	<p>Football (Multi skills)</p> <p>Lesson 1: Travel with a large ball and move around objects whilst using feet</p> <p>Lesson 2: Pass a ball using feet to a partner</p>	<p>Tag Rugby (multi skills)</p> <p>Lesson 1: Avoid and catch an opponent in games of tag/tig or similar</p> <p>Lesson 2: Send the ball to a partner using chosen method with some degree of accuracy</p>	<p>Netball/Basketball (multi skills)</p> <p>Lesson 1: Move around objects while travelling with a ball</p> <p>Lesson 2: Throw underarm large/medium/small balls to a partner with</p>	<p>Hockey (multi skills)</p> <p>Lesson 1: Dribble using a hockey stick</p> <p>Lesson 2: Send a ball with a hockey stick</p> <p>Lesson 3: Receive a ball with a hockey stick</p>	<p>Cricket (Striking and Fielding)</p> <p>Lesson 1: Throw underarm large/medium/small balls to a partner with some degree of accuracy</p> <p>Send the ball to a partner using chosen method</p>	<p>Athletics</p> <p>Lesson 1: To travel with control using varying stride lengths and run with good posture and balance</p> <p>Lesson 2: To run in curves and zig zags in response to command</p> <p>To accelerate and decelerate from to a base/location or</p>

	<p>Lesson 3: Send the ball to a target to score using own chosen techniques using feet</p> <p>Lesson 4: Pass and receive a ball using feet to a partner or target with some degree of accuracy over a small distance.</p> <p>Lesson 5: Understand the importance of rules in games.</p> <p>Lesson 6: Move fluently, changing direction and speed easily and avoiding collisions within a game.</p> <p style="text-align: center;">Gymnastics:</p> <p>Lesson 1: Learn to perform basic gymnastic shapes, star, tuck, pencil and use these shapes in jumps, balances and travels.</p> <p>Lesson 2: Explore different levels including moving up and down using combinations of mats and apparatus.</p> <p>Lesson 3: Perform basic gymnastics shapes already learnt at different levels.</p> <p>Lesson 4: Use a range of movements including travelling on feet,</p>	<p>Lesson 3: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.</p> <p>Lesson 4: Throw underarm large/medium/small balls to a partner with some degree of accuracy</p> <p>Lesson 5: Understand the importance of rules in games.</p> <p>Lesson 6: Move fluently, changing direction and speed easily and avoiding collisions within a game.</p> <p style="text-align: center;">Dance</p> <p>Lesson 1: Respond to different stimuli with a range of actions</p> <p>Lesson 2: Explore actions in response to stimuli</p> <p>Lesson 3: Copy and explore basic body actions demonstrated by the teacher</p> <p>Lesson 4: Can follow the leader or copy a partner moving to range of stimuli.</p> <p>Lesson 5: Copy simple movement patterns from each other and explore the movement</p>	<p>some degree of accuracy</p> <p>Lesson 3: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.</p> <p>Lesson 4: Bounce a large ball whilst moving using one or two hands for control</p> <p>Lesson 5: Send the ball to a target to score using own chosen techniques using hands</p> <p>Lesson 6: Understand the importance of rules in games.</p> <p style="text-align: center;">Gymnastics 2</p> <p>Lesson 1: Re-visit the range of movements travelling on feet, hands, tummy, back or a combination of the above.</p> <p>Lesson 2: Repeat a series of movements to share with class or peer group.</p> <p>Lesson 3: Perform gymnastics movements in games such as follow the leader (cannon)</p>	<p>Lesson 4: To shoot using a hockey stick/ball from a standing position</p> <p>Lesson 5: Understand the importance of rules in games.</p> <p>Lesson 6: Make up games for oneself</p> <p style="text-align: center;">Dance 2</p> <p>Lesson 1: Respond to different stimuli with a range of actions</p> <p>Lesson 2: Explore ideas, moods and feelings by improvising, and by experimenting with actions.</p> <p>Lesson 3: Can follow the leader or copy a partner moving to range of stimuli.</p> <p>Lesson 4: Copy simple movement patterns from each other and explore the movement</p> <p>Lesson 5: When working on own or with a partner demonstrate travel, jump, turn, stillness</p> <p>Lesson 6: Practise and repeat their movement phrases and perform them in a controlled way</p>	<p>Lesson 2: Catch a large or medium ball from a ready position, bringing two hands together with some degree of success demonstrating ability to keep eye on ball.</p> <p>Roll large, medium or small balls underarm accurately to a partner or a target.</p> <p>Lesson 3: Send and receive the ball to a target to score using own chosen techniques using hands. Collect and return a ball to a given position</p> <p>Lesson 4: Strike, using their own technique or hold, with a variety of bats, racquets and similar, a ball.</p> <p>Lesson 5: Understand the importance of rules in games and Make up games for oneself with simple rules</p> <p>Lesson 6: Apply sending, receiving, fielding and striking skills within a cricket based game.</p> <p style="text-align: center;">Gymnastics 3</p> <p>Lesson 1: Perform basic gymnastic shapes, star, tuck, pencil and use these</p>	<p>on command, or to retrieve an object</p> <p>Lesson 3: To describe how arms can affect height and distance of jump and use to increase</p> <p>To Jump quickly from side to side</p> <p>Lesson 4: To demonstrate various jumps in response to instruction</p> <p>To take off and land in different positions and demonstrate control on landing</p> <p>Lesson 5: To throw with speed and agility</p> <p>To apply effort to control flight</p> <p>Lesson 6: To throw accurately at a variety of targets</p> <p>To throw and roll underarm with accuracy</p> <p>To describe basic changes to the body caused by increasing/decreasing activity.</p> <p style="text-align: center;">Dance 3</p> <p>Lesson 1: To copy and explore basic body actions demonstrated by the teacher</p> <p>Lesson 2: Can follow or copy a leader moving to range of stimuli.</p> <p>Lesson 3: Copy simple movement patterns from each other and explore the movement</p>
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	<p>hands, tummy, back or a combination of the above.</p> <p>Lesson 5: Begin to link gymnastics shapes with travels.</p> <p>Lesson 6: Work on your own or with a partner to perform gymnastic shapes linked with travels.</p>	<p>Lesson 6: Explore ideas improvising, and by experimenting with actions,</p>	<p>Lesson 4: Perform gymnastics movements in games such as copycat (mirroring)</p> <p>Lesson 5: Learn and perform pencil rolls, log rolls and teddy bear rolls with some degree of accuracy.</p> <p>Lesson 6: Perform basic gymnastic shapes, star, tuck, pencil and use these shapes in jumps, balances and travels.</p>		<p>shapes in balances and travels</p> <p>Lesson 2: Perform pencil rolls, log and teddy bear rolls with some degree of accuracy whilst linking movements with travels</p> <p>Lesson 3: Perform basic gymnastic shapes, star, tuck, pencil and use these shapes in jumps, balances, rolls and travels.</p> <p>Lesson 4: Work on your own or with a partner to perform gymnastic shapes in balances, rolls and jumps whilst linking with travels.</p> <p>Lesson 5: Repeat a series of movements to share with class or peer group.</p> <p>Lesson 6: Choose, use and vary simple compositional ideas to create and perform movements, balances and jumps.</p>	<p>Lesson 4: When working on own or with a partner demonstrate travel, jump, turn, gesture, stillness</p> <p>Lesson 5: Practise and repeat their movement phrases and perform them in a controlled way</p> <p>Lesson 6: Compose and link movement phrases to make simple dances with clear beginning, middle and end of up to 1 minute.</p>

