



Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Maths Place Value Addition and Subtraction	Maths Addition and Subtraction Multiplication	Maths Division Statistics Measure – length and height	Maths Geometry - shapes Fractions	Maths Geometry – position and direction Measure – time Problem Solving	Maths Measure – mass and capacity Investigations
English The Everywhere Bear By Julia Donaldson – Additional texts related to having an adventure whilst travelling	English Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick	English The Lighthouse Keepers lunch By Ronda Armitage	English Fairy Tales Cinderella Little Red Riding Hood by Lucy Rowland	English Flat Stanley By Jeff brown Additional Texts for immersion other books from the series Poetry – Shape Poems	English Fantastic Mr Fox By Roald Dahl Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger
Science Living Things – Animals <i>How can we put animals in groups?</i>	Science Uses of Materials <i>Which material is most suitable?</i>	Science Light and Sound <i>How do I see in the dark?</i> <i>How do sounds change?</i>	Science Changing Materials <i>How do materials change when we heat them?</i>	Science Habitats <i>Why do polar bears live in the Arctic?</i> <i>Why do woodlice live under logs?</i>	Science Growing Plants <i>How can we help plants grow well?</i>
RE Understanding Christianity: GOD KS1: 1.1 – <i>What do Christians believe God is like?</i>	RE Understanding Christianity: GOSPEL KS1: 1.4 – <i>What is the good news that Jesus brings?</i>	RE Discovery RE: JUDAISM KS1: Y2 Spring 1 – <i>How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</i>	RE Understanding Christianity: SALVATION KS1: 1.5 – <i>Why does Easter matter to Christians?</i>	RE Discovery RE: PEOPLE OF GOD KS1: Y2 Autumn 1 – <i>Is it possible to be kind to everyone all of the time?</i>	RE Discovery RE: JUDAISM KS1: Y2 Summer 2 – <i>What is the best way for a Jew to show commitment to God?</i>
History Homes Through Time <i>How have houses changed over the years?</i> <i>Why are houses different now to in the past?</i>	History The Great Fire of London and Samuel Pepys <i>What made the fire of London ‘Great?’</i>	Geography Key Human and Physical Features <i>What is it like where I live?</i>	Geography Continents and Oceans, Maps and Atlases <i>How does looking at maps help us understand the world?</i>		
		Art Drawing: Make your Mark		Art Painting and 3D Artist Study of Monet – Water Lilies <i>How many ways can we make flowers using art?</i>	Art Painting and 3D Artist Study of Monet – Water Lilies <i>How many ways can we make flowers using art?</i>
DT Cooking and nutrition: A balanced diet	DT Cooking and nutrition: A balanced diet			DT Structures: Constructing a windmill	DT Structures: Constructing a windmill
Computing E-safety <i>When should I ask for help when I’m on- line?</i>		Computing Digital Literacy (Data Handling – Pictograms) <i>How can I use computers to help my work in other lessons?</i>		Computing Programming (Beebots; Junior Scratch) <i>How can we move the character without picking it up?</i>	Computing Creativity/Graphics (Digital Painting; Photography) <i>How can we use a computer to create art?</i>
Music Singing Together	Music Singing Together	Music Duration	Music High and Low (Pitch)	Music Chinese Music	Music Animal Crackers
French <i>Quel temps fait-il?</i>	French <i>A quoi ressemble l’école en France?</i>	French <i>Tu aimes aller au cinema?</i>	French <i>Tu as de l’argent de poche?</i>	French <i>Qu’y a-t-il en ville?</i>	French <i>Qu’est ce que tu portes?</i>
PE <i>Ball Skills: Hands 1</i> Ball Skills: Hands 1 (Basketball/Netball)	PE <i>Jumping</i> Football	PE <i>Ball Skills: Feet</i> Ball Skills: Feet	PE <i>Ball Skills: Hands 2</i> Ball Skills: Hands 2	PE Gymnastics Swimming and Athletics	PE Swimming and Dance Gymnastics
PSHE Friendships <i>(previously Relationships-peers)</i>	PSHE Managing hurtful behaviour and bullying inc. aspects of Respecting self and others <i>(previously Anti-bullying)</i>	PSHE Keeping Safe <i>(previously Keeping Safe)</i>	PSHE Mental Health <i>(previously Emotions)</i>	PSHE Shared responsibilities <i>(previously Citizenship)</i>	PSHE Ourselves, growing and changing AND Identity and individuality <i>(Previously Changes/ Moving On)</i> (including RSE)



MATHS	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 1/2	<p>Number: Place Value Y1 Numbers to 20 Y2 Numbers to 100 x3</p> <ul style="list-style-type: none"> Count and forwards and backwards to 10 Count forwards and backwards to 20 Sort, count and represent objects Numbers 11-20 Tens and ones One more, one less One-to-one correspondence Compare groups < > = Compare numbers Order objects Order numbers Ordinal numbers The numberline Count forwards and backwards to 100 Represent numbers to 100 Tens and ones – part-whole model Tens and ones using addition Use a place values chart 	<p>Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3</p> <ul style="list-style-type: none"> How many left? Counting back Subtraction – not crossing 10 Subtraction crossing 10 Subtraction – finding the difference Compare statements Compare number sentences Subtract 1-digit from 2-digits Subtract with 2-digits Find change – money Find the difference – money Compare number sentences Compare money 2-step problems - money 	<p>Number Division x 2</p> <ul style="list-style-type: none"> Make equal groups – sharing Make equal groups – grouping Make equal groups – sharing Make equal groups – grouping Divide by 2 Odd and even numbers Divide by 5 Divide by 10 	<p>Geometry Y1 shape and consolidation Y2 Properties of shape x 3</p> <ul style="list-style-type: none"> Recognise and name 3D shapes Recognise and name 2D shapes Sort 3D shapes Sort 2D shapes Patterns with 3D and 2D shapes Recognise 2D and 3D shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry Sort 2D shapes Sort 3D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes Make patterns with 2D shapes Make patterns with 3D shapes 	<p>Geometry: position and direction <i>link to Beebots and programming</i></p> <ul style="list-style-type: none"> Describe turns Describe position Describing turns Describing movement Describing movement and turns Making patterns with shapes 	<p>Measurement Y1 weight and volume Y2 mass, capacity and temperature x3</p> <ul style="list-style-type: none"> Introduce weight and mass Measure mass Compare mass Introduce capacity and volume Measure capacity Compare capacity Compare mass Measure mass (g) Measure mass (kg) Compare capacity Millilitres Litres Temperature
	<p>Number Addition and Subtraction Y1Numbers within 20 recognising money Inc. Y2 Numbers within 100 Inc. money x 3</p> <ul style="list-style-type: none"> Recognising coins Recognising notes Part-whole model Addition symbol Addition -adding together Finding a part Subtraction – breaking apart Fact families – addition facts Number bonds to 10 Compare number bonds Find and make number bonds Related facts Addition – adding more Add by counting on Add by making 10 Count money – notes and coins Select money Fact families – addition and subtraction bonds to 20 Check calculations Bonds to 100 (tens) Bonds to 100 (tens and ones) Make the same amount – money Add and subtract 1s 10 more and less Add and subtract 10s Add a 2-digit and 1-digit – crossing 10 Add two 2-digit numbers – not crossing 10 Add two 2-digit numbers – crossing 10 Add three 2-digit numbers Find the total – money 	<p>Number Y1 Place Value to 50 + Multiplication Y2 Multiplication x 3</p> <ul style="list-style-type: none"> Count in 2s Count in 5s Count in 10s Counting in coins Numbers to 50 Tens and ones Represent numbers to 50 One more, one less Compare objects within 50 Compare numbers within 50 Order numbers within 50 Make equal groups Add equal groups Make arrays Make doubles Count in 2s, 5s and 10s Count in 3s Count money – pence Count money – pounds Recognise equal groups Make equal groups Add equal groups The multiplication symbol Multiplication from pictures Use arrays 2 times-table 5 times-table 10 times-table 	<p>Y1 Number PV to 100 x 2 Y2 Statistics x 2 <i>Link to ICT creating pictograms</i></p> <ul style="list-style-type: none"> Counting to 100 Partitioning numbers Comparing numbers Ordering numbers One more, one less Make tally charts Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2, 5 and 10) Interpret pictograms (2, 5 and 10) Block diagrams 	<p>Number Fraction x 3</p> <ul style="list-style-type: none"> Find a half Find a quarter Recognise a half Find a half Recognise a quarter Find a quarter Make equal parts Recognise a third Find a third Unit fractions Non-unit fractions Equivalence of 1/2 and 2/4 Find three quarters Count in fractions 	<p>Measurement Time x 2</p> <ul style="list-style-type: none"> Before and after Dates Time to the hour Time to the half hour Writing time Comparing time Hours and days O'clock and half past Quarter past and quarter to Telling time to 5 minutes Find durations of time Compare durations of time 	<p>Investigations x 3</p> <p>Problem solving and efficient methods x2</p>



ENGLISH	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Writing</p> <p>GENRES</p>	<p>Key Text: The Everywhere Bear By Julia Donaldson – Additional texts related to having an adventure whilst travelling</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE NON-CHRONOLOGICAL REPORTS</p>	<p>Key Text: Katie Morag Island Stories (this is a selection of books) By Mairi Hedderwick</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE PLAYSCRIPTS INSTRUCTIONS</p>	<p>Key Text: The Lighthouse Keepers lunch By Ronda Armitage</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE EXPLANATIONS</p>	<p>Key Text: Fairy Tales</p> <p><i>Including options for free writing</i></p> <p>NARRATIVE RECOUNTS – REPORTS AND LETTER</p>	<p>Key Text: Flat Stanley By Jeff brown</p> <p>Additional Texts for immersion other books from the series</p> <p><i>Including options for free writing</i></p> <p>Poetry: Shape Poems</p> <p>NARRATIVE POETRY</p>	<p>Key Text: Fantastic Mr Fox By Roald Dahl</p> <p>Additional Texts for Immersion – other stories by Roald Dahl The Enormous Crocodile, The Magic finger</p> <p><i>Including options for free writing</i></p> <p>CONSOLIDATION AND REVIEW – RE-VISITING A RANGE OF DIFFERENT GENRES FROM THE YEAR</p>
<p>Reading KS1</p>	<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can join in with others talking about stories, poems and non-fiction I have heard or read. I can talk about things that happen in a simple story in order. I can talk about what I think about characters and events in stories. I can join in with others talking about different books I have read or heard, remembering important events and bits of information, and expressing my views. I can use the features of non-fiction books to help me find information. I can recall the main events in lots of different stories on my own. 		<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can suggest what words mean from clues in the text. I can check that my reading makes sense. I can link the title with events in a book. I can predict what might happen next in a story and say why. I can suggest meanings for words in a text using my knowledge of simple prefixes and suffixes. I can usually check that my reading makes sense and correct it myself in longer stories. I can find my favourite words and phrases in the text. 		<p>Decoding</p> <ul style="list-style-type: none"> Applying phonics knowledge and understanding, as appropriate for age and stage <p>Fluency</p> <ul style="list-style-type: none"> Increasing sight vocabulary, as appropriate for age and stage <p>Prosody</p> <ul style="list-style-type: none"> Applying SPAG knowledge and understanding, as appropriate for age and stage Applying comprehension skills, as appropriate for age and stage <p>Comprehension</p> <ul style="list-style-type: none"> I can spot similarities and differences between my own experiences and those of characters in stories. I can answer 'how' and 'why' questions about what I have read. I can usually make simple inferences about what is being said and done in a story. I can usually predict what might happen next in a story and link it to events and details in the text. I can usually make simple inferences, asking and answering questions to help my understanding. 	
<p>Additional subjects + writing options</p>	<p>Science Living things</p> <p>Understanding Christianity: GOD KS1: 1.1 – What do Christians believe God is like?</p>	<p>Science – Uses of Materials</p> <p>Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?</p>	<p>Science – Light and Sound</p> <p>Discovery RE: JUDAISM KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</p>	<p>Science: Changing Materials</p> <p>Understanding Christianity: SALVATION KS1: 1.5 – Why does Easter matter to Christians?</p>	<p>Science – Habitats</p> <p>Discovery RE: PEOPLE OF GOD KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?</p>	<p>Science Plants</p> <p>Discovery RE: JUDAISM KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?</p>



<p>Links to subjects and revisiting topics</p>	<p>History Homes and houses Art + DT model making Design a wanted poster Use craft materials to create a new tail for Mr. Fox. Design a new machine that might help the farmer to catch Mr. Fox. Can you make your own puppets of the characters in the story? Geography – identify places on a map Draw a map which shows the wood, the farms and the underground tunnels that Mr Fox digs. Look on a local map to find the location of farms and woods in your area. Find out the environmental impact of machinery digging up the land. How does it affect people and wildlife nearby?</p>	<p>History The Great Fire of London and Samuel Pepys Geography - Draw a map showing Max's bedroom, the ocean that he sails over and the place where the 'wild things' live Art + DT -Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these? Make a wild thing Christmas decorations build cars using craft materials and then use the cars</p>	<p>Geography Key Human and Physical Features a local study Art + DT Draw a life-size version of Flat Stanley! Decorate a Flat Stanley template Draw / paint one of the paintings that might have been stolen from the Famous Museum. Stanley doesn't like the disguise that Mr. Dart chooses for him. Could you design a new one? History – choose an artefact that you might find in a museum. Research the item – what it is made of, what it is used for, how old it is</p>	<p>Geography Maps and atlas skills Art + DT opportunities for model making, mask making and puppet making Design and make a castle or a sweetie house or pumpkin carriage History – find out about castles and their features. Find out about Knights and jousting</p>	<p>Art + DT – Monet Water Lilies Geography Identify habitats on a map Draw a map of habitats in your garden</p>	<p>Art + DT 1. Clay animal 2. use weaving to design a tartan kilt Geography – Create maps of the Isle of Sturay</p>
<p>PAG All PAG should be related to the text you are using and used to improve writing not just as standalone lessons.</p>	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use and in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can usually use when, if, but, because, and and or in my writing. I can usually add in words to describe people and things. I can spot and use nouns. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. <p>Y2</p> <ul style="list-style-type: none"> I can use .?! and ' in my writing. I can write statements, questions, exclamations and commands. I can use commas in a list. I can identify verb tenses I can write in the present or past tense as I need to. I can use progressives verbs to show actions that are going on. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use .?! and ' in my writing. I can use apostrophes to show where letters are missing in a contraction. I can use apostrophes to show that something belongs to someone. I can spot and use adverbs. 	<p>Y1</p> <ul style="list-style-type: none"> I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives <p>Y2</p> <ul style="list-style-type: none"> I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can spot and use prepositions. I can use <i>a</i> and <i>an</i> correctly. 	<p>Y1</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> FILLING ANY REMAINING GAPS IN KNOWLEDGE AND UNDERSTANDING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use .?! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list. I can use apostrophes to show where letters are missing in a contraction. 	<p>Y1</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use finger spaces between words when I am writing a few sentences by myself. I can usually use capital letters and full stops to show my sentences. I can use <i>and</i> in my writing. I can use capital letters for people's names, places, the days of the week and I. I can sometimes use? and! I can spot and use verbs. I can spot and use adjectives. I can use time connectives in my writing. <p>Y2</p> <ul style="list-style-type: none"> EMBEDDING LEARNING OF ALL EXPECTATIONS – USING AND APPLYING I can use when, if, but, because, and, or and but in my writing. I can add in words to describe people and things. I can write statements, questions, exclamations and commands. I can use .?! and ' in my writing. I can identify verb tenses. I can write in the present or past tense as I need to. I can use progressive verbs to show actions that are going on. I can use , in a list.



					<ul style="list-style-type: none"> I can use apostrophes to show that something belongs to someone. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly. 	<ul style="list-style-type: none"> I can use apostrophes to show contractions and possession. I can spot and use nouns. I can spot and use adverbs. I can spot and use prepositions. I can use a and an correctly.
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<p>Phonics and Spelling Phonics – Little Wandle Spelling – Read Write Inc</p>	<p>Y1</p> <ul style="list-style-type: none"> Review Phase 3 GPCs – ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, /z/, s, -es Words with 2 or moew digraphs Phase 4 – CVCC, CCVC, CCVCC, CCCVC Phase 4 with long vowels Phase 5 – ay, ou, oy, ea <p>Y2 <i>Phase 6 Letters and sounds</i> <i>Approx. age: 6–7 Year 2</i> <i>In Phase 6 children will read with increasing fluency. They will have learned most of the common letter-sound correspondences and can read familiar words automatically without needing to sound out and blend. Children will work on spelling, including prefixes and suffixes, doubling and dropping letters, and so on. These will be covered via RWI scheme</i></p> <ul style="list-style-type: none"> Complete assessment to move to Read write inc and find start point for learning. If children are unready to move on they will revisit Phase 5 RWI Unit 1 or spelt a before l and ll, Unit 2 soft c. Special focus tricky words, Unit 3 adding suffix y Unit 4 adding suffix y 	<p>Y1</p> <ul style="list-style-type: none"> ir, ie, ue, u o, l, a, e a-e, i-e, o-e, u-e e-e, ew, ie, aw Grow the code: /igh/, /ai/, /oa/, /ee/, /oo/ <p>Y2</p> <ul style="list-style-type: none"> Special focus Homophones Unit 5 adding suffix ly Unit 6 The n sound spelt kn and gn, Special focus tricky words Unit 7 The igh sound spelt y Unit 8 adding the suffix ing 	<p>Y1</p> <ul style="list-style-type: none"> /ee/, /e/, /w/, /oa/ /igh/, /oa/, /j/, /f/ /l/, /s/, /v/ /u/, /z/, /s/, /ee/ Grow the code: /oo/, /ee/, /s/, /z/, /oa/ <p>Y2</p> <ul style="list-style-type: none"> Special focus homophones Unit 9 adding suffix ing Unit 10 The j sound Special focus contractions and apostrophes Unit 11 The o sound spelt a after w and qu Unit 12 adding the suffix ed 	<p>Y1</p> <ul style="list-style-type: none"> /ur/, /oo/, /air/, /or/ /ch/, /ar/ /or/, /o/, /air/ Schwa in longer words /ur/, /r/, /s/ /c/, /sh/, /z/, /s/ Schwa at ends of words <p>Y2</p> <ul style="list-style-type: none"> Special focus The u sound spelt o and the or sound spelt ar after w Unit 13 and 14 adding the suffix ed Special focus Possessive apostrophes Book 2b Unit 1 r spelt wr Unit 3 and 4 Adding suffixes –er or -est 	<p>Y1</p> <ul style="list-style-type: none"> Revision ay, a-e. ea, e ie, i-e, o, o-e ue, ew, u-e, aw ea, ir, ou, oy i, a, ow, u ph, wh, ie, g <p>Y2</p> <ul style="list-style-type: none"> Special focus Homophones Unit 5 ee sound spelt ey Unit 6 adding suffixes –ness Special focus words ending in il and words where s makes the zh sound Unit 7 adding the suffix –ness Unit 8 words ending in el 	<p>Y1</p> <ul style="list-style-type: none"> /ai/, /n/, /m/, /ear/ /zh/, /j/, /i/, /j/ /sh/ /or/ <p>Y2</p> <ul style="list-style-type: none"> Unit 9 words ending in –el Unit 10 words ending in –al Unit 11 Adding the suffix –ful Unit 12 adding thee suffix –less Unit 13 Adding the suffix –ment Unit 14 adding the ending in –tion Adding the suffix -es
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Science

	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Living Things – Animals</p> <p><i>How can we put animals in groups?</i></p>	<p>Uses of Materials</p> <p><i>Which material is most suitable?</i></p>	<p>Light and Sound</p> <p><i>How do I see in the dark? How do sounds change?</i></p>	<p>Changing Materials</p> <p><i>How do materials change when we heat them?</i></p>	<p>Habitats</p> <p><i>Why do polar bears live in the Arctic? Why do woodlice live under logs?</i></p>	<p>Growing Plants</p> <p><i>How can we help plants grow well?</i></p>
	<ul style="list-style-type: none"> 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) notice that animals, including humans, have offspring which grow into adults 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> name a number of light sources, including the Sun recognise that they cannot see in the dark describe and compare some light sources and explain why it is dangerous to look at the Sun recognise and describe many sounds describe how sounds are generated by specific objects state that they hear sounds through their ears describe what they observe when they move further away from a source of sound make observations or measurements relating to sounds and with help present these in charts 	<ul style="list-style-type: none"> identify some naturally occurring materials predict and describe how heating can change some materials into new and useful materials and state the dangers of hot water or naked flame describe what happens to water when it is heated and cooled record observations in tables and recognise when simple comparisons are unfair 	<ul style="list-style-type: none"> 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 micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<ul style="list-style-type: none"> 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.
	NEED TO KNOW					
	<ul style="list-style-type: none"> Fish live in water, have scaly skin, are cold-blooded and lay eggs. Amphibians live part of their life in water and part on land. They have soft skin, are cold-blooded and lay eggs. Reptiles have scaly skin, are cold-blooded and lay eggs. Birds have feathers, are warm-blooded and lay eggs. Mammals have fur, are warm-blooded and give birth to live babies. Carnivores are animals that eat only meat. Herbivores are animals that eat only plants. Omnivores are animals that eat a mix of meat and plants. 	<ul style="list-style-type: none"> Plastic can be bendy or rigid, it is translucent and waterproof. Wood is hard, strong and opaque. Metal is reflective and smooth. Fabric is soft, flexible and absorbent. Brick is hard, rigid and rough. Stone is hard, rigid and strong. Glass is hard, transparent and waterproof. Paper is flexible and translucent. Cardboard is non-reflective and opaque. Different materials are suited to make different objects because of their properties. You can change the shape of some materials by bending, squashing, twisting or stretching them. 	<ul style="list-style-type: none"> The sun is a light source. The sun makes it bright during the day. It is dark at night because the sun isn't in the sky. The moon is not a light source, it reflects light from the sun. We need light to help us see clearly, if there is no light we can't see anything. A light source is something that makes light. It is dangerous to look at the sun because it is so bright it can damage our eyes. We hear sounds using our ears. Different objects make different sounds. Sounds are louder when you are close to them. Sounds are quieter when you are far away from them. 	<ul style="list-style-type: none"> Heat causes materials to change. Some changes can be un-done – these are reversible. Some changes are permanent – these are irreversible. Heating can make new materials. If you heat water it boils and turns to steam. If you cool steam it condenses and turns into water. If you cool water it freezes and turns into ice. If you warm ice it melts and turns into water. Changing between ice, water and steam is reversible. 	<ul style="list-style-type: none"> Living things are plants and animals. Dead things include dead animals, plants and parts of plants and animals that are no longer attached. Objects made of rock, metal and plastic have never been alive. A habitat is the place where a plant or animal lives. A habitat provides for the basic needs of a living thing – shelter, food and water. Living things are suited to the habitat that they live in. All the living things in a habitat depend on one another. A micro-habitat is a very small habitat, such as a log that woodlice live under. A food chain shows how animals get their food from plants and other animals. 	<ul style="list-style-type: none"> A seed is the part of a flowering plant that grows into a new plant. A bulb is a root shaped like an onion that grows into a new plant. Germinate is when a seed begins to grow. It shoots. Seeds need warmth and water to germinate. A seedling is a young plant that has grown from a seed. A bud is a growth on a plant that develops into a stem, leaf or flower. A mature plant is a fully developed one. The flower is part of a plant that is often brightly coloured and scented at the end of a stem. A fruit is a fleshy part of a plant that contains seeds or a stone. A berry is a small juicy fruit without a stone. The roots are the part of the plant that grow under the ground. Plants need light, water, space and a suitable temperature to grow and stay healthy. Different plants grow well in different conditions and habitats.



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	<p>Understanding Christianity: GOD EYFS: F1 – Why is the word 'God' so important to Christians? KS1: 1.1 – What do Christians believe God is like?</p>	<p>Understanding Christianity: GOSPEL KS1: 1.4 – What is the good news that Jesus brings?</p>	<p>Discovery RE: JUDAISM KS1: Y2 Spring 1 – How important is it for Jewish people to do what God asks them to do? (Passover) COMBINED WITH Y2 Summer 1 – How special is the relationship Jews have with God?</p>	<p>Understanding Christianity: SALVATION EYFS: F3 – Why do Christians put a cross in an Easter Garden? KS1: 1.5 – Why does Easter matter to Christians?</p>	<p>Discovery RE: PEOPLE OF GOD EYFS: F1/2 Summer 1 – What can we learn from stories? KS1: Y2 Autumn 1 – Is it possible to be kind to everyone all of the time?</p>	<p>Discovery RE: JUDAISM EYFS: - F1/2 – What makes places special? KS1: Y2 Summer 2 – What is the best way for a Jew to show commitment to God?</p>
	<ul style="list-style-type: none"> • Pupils know that Christians believe in God and that they find out about him in the Bible. • They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They can find and say what some of these ideas are in the parable of the Lost Son and/or the Story of Jonah. • They know that Christians believe that God is loving kind forgiving and fair. They know that Christians worship God and pray to him. They can identify different types of prayer i.e. Praise: saying sorry: asking: and saying thank you. 	<ul style="list-style-type: none"> • Pupils will know that Christians believe that Jesus brings the good news (Gospel) and that God loves them and he will forgive them when they go wrong. • Pupils will know that Christians believe that by forgiving they will find peace in their own lives, with others, and with God. • Pupils know the story of the calling of Matthew (including why the tax collector was unpopular, and how people reacted) the tax collector and that Jesus chose as his closest friends (disciples) many who were friendless. • Pupils know that Christians will pray to God prayers to say sorry to ask for things to say thank you. <p>Discovery RE: CHRISTMAS KS1: Y1 Autumn 2 – What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? OR Y2 Autumn 2 – Why do Christians believe God give Jesus to the world?</p> <ul style="list-style-type: none"> • I can talk about a gift that is special to me • I can remember some of the Christmas story. • I can suggest a gift I would give to Jesus. <p>OR</p> <ul style="list-style-type: none"> • I can say how I could help solve a problem by showing love. • I can remember the Christmas story and start to 	<ul style="list-style-type: none"> • I can talk about why I do as some people ask but not others. • I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. • I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. <p>AND</p> <ul style="list-style-type: none"> • I can explain why agreements are important and why they should be kept. • I can tell a story about Abraham or Moses and say why one of these men is important to Jews today. • I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God. 	<ul style="list-style-type: none"> • Pupils will know that Easter is very important in the 'Big story' of the Bible. • Pupils will know the outline of events inc: Entry in Jerusalem; The last Supper: Jesus arrest and betrayal: He was put on trial; He was crucified: He came back to life and appeared to Mary Magdalene. • Pupils will know that Christians believe that Jesus is willing to forgive all people even those that put him on the cross. That Jesus did this to build a bridge between man and God. By rising from the dead he gives Christians a hope in a new life. • Pupils will know that Christians believe in life after death. • Pupils will know some of the ways its local church celebrates Easter. 	<ul style="list-style-type: none"> • I can tell you when I have been kind to others even when it was difficult. • I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. • I can say if I think Christians should be kind and give a reason. 	<ul style="list-style-type: none"> • I can explain why I could do certain things at certain ages. • I can tell you what I am most committed to in my life. • I can talk about one of the ways Jews show commitment to God. • I can talk about a way that Jews show commitment to God and say why this might be important.





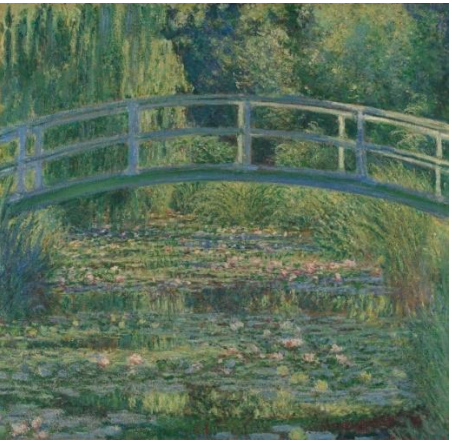
History			
Term 1	Learning Objectives linked to Outcomes		History Outcomes
<p>Options for study: Homes Through Time <i>How have houses changed over the years?</i> <i>Why are houses different now to in the past?</i></p>	<p>1,2,4,5 8,12,13,15</p>	<ul style="list-style-type: none"> I can recognise different types of houses I can describe the key features of a house I can say my own address and locate it on a map I can compare different houses from different time periods 	<ol style="list-style-type: none"> Changes within living memory, used to reveal changes in national life. Events from beyond living memory that are significant nationally or globally Lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods Sequence events or objects in chronological order. Describe similarities and differences between artefacts. Compare evidence of people and events in the past. Identify different ways to represent the past. Use a source to ask why, what, who, how and where questions and find answers. Use time lines. Discuss the effectiveness of sources.
<ul style="list-style-type: none"> Use common words and phrases related to the passing of time. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Changes within living memory – used to reveal aspects of change in national life. <p>Vocabulary Brick, wood, old, new, windows, door, Roman, Georgian, Tudor, Modern, bedroom, kitchen, terraced, detached, flats, thatched, chimney,</p> <p>Cross curriculum Links Geography - I can identify my location on a map Art - I can draw a house from observation</p> <p>Keevil Characteristics See below.</p>			
Term 2	Learning Objectives linked to Outcomes		
<p>The Great Fire of London and Samuel Pepys This could be changed a more modern event that had a significant impact <i>What made the fire of London ‘Great?’</i></p>	<p>1,2,3,5,6,7 9,10,11,12,14,15,16,17,18</p>	<ul style="list-style-type: none"> I can put the events of the fire in order I can explain the main events I can explain that the events happened a long time ago before people can remember I understand what an eyewitness is (Samuel Pepys) and why he was important I can compare houses today and in the past and identify the differences I can compare London today with London in the past 	
<ul style="list-style-type: none"> Use common words and phrases related to the passing of time. Know where the people and events they study fit within a chronological framework. Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms. Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past. Identify some of the different ways in which the past is represented. Events beyond living memory that are significant nationally or globally. <p>Vocabulary The Tower of London, river Thames, Samuel Pepys, King Charles II, The Monument, smoke, fireman, leather bucket, escape, burning, bakers, bread, axe, Pudding Lane</p> <p>Cross curriculum Links Geography I can explain what a capital city is; I can locate my home and London on a map DT I can design and make a model of a house Music I can use music to retell the events of the fire of London using Makaton ICT I can use a website to find information</p> <p>Keevil Characteristics Many of the tasks related to history involve finding out with others therefore, <u>teamwork</u> and good <u>communication</u> are key. The children will also have to be <u>diligent</u> when recording their findings to write clearly.</p>			



Geography			
Term 3	Learning Objectives linked to Outcomes	Geography Outcomes KS1	
Key Human and Physical Features What is it like where I live?			
<ul style="list-style-type: none"> ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ▪ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <p>Vocabulary GENERAL SKILLS AND FIELDWORK – Geography, Atlas, globe, human feature, physical feature EXTENSION - scale LOCATIONAL KNOWLEDGE - Country, Capital city, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast , English Channel, North Sea, Irish Sea, Atlantic Ocean EXTENSION - Other seas PLACE KNOWLEDGE - Town, countryside EXTENSION – culture, society HUMAN AND PHYSICAL GEOGRAPHY - Forest, hill, farm, house, building EXTENSION - Natural and human environments</p> <p>Cross curriculum Links</p> <p>Keevil Characteristics Children <i>learn</i> to appreciate and respect the values of other people from both their own and different communities around the world. They develop their <i>communication</i> through demonstrating good listening and speaking skills. Children show <i>team work</i> when allowing everyone’s ideas and opinions to be acknowledged through working as part of a team. Children develop their <i>resilience</i> through learning new geographical skills and learning about stress and hardship other communities face from natural disasters. They develop their <i>problem solving</i> skills through investigating big questions to do with the Earth they live in. Finally the children have the opportunity to further their <i>diligence</i> by producing work and displaying their findings to the best of their ability.</p>	<p>1 9,12</p> <ul style="list-style-type: none"> ▪ I can say my address and explain how I travel to school ▪ I can sketch a simple map of my route to school 	<ol style="list-style-type: none"> 1. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2. Name and locate the world’s seven continents and five oceans. 3. Vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 4. Vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, 5. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; 6. use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 7. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; 8. use simple compass directions and locational and directional to describe the location of features and routes on a map 9. devise a simple map; and use and construct basic symbols in a key; 	
	<p>1,2,3 6,7,8,9,11,12</p> <ul style="list-style-type: none"> • I can recognise some of the physical and human features in my area • I understand some of the ways in which the features are used • I can describe the features of the local environment • I can express views on the features • I know that changes occur in the locality • to describe the features of the local environment • to express views on the features • that changes occur in the locality 		<p>1,2 4,6,7,9,10</p> <ul style="list-style-type: none"> ▪ I can use an atlas to find the 4 countries of the United Kingdom ▪ I can explain what a capital city is I can name the UK capital cities ▪ I can identify some landmarks of the UK
	<p>NEED TO KNOW</p> <ul style="list-style-type: none"> • I can name and locate the 4 countries of the United Kingdom – England, Wales, Scotland, Northern Ireland. • I can name the seas surrounding the UK – English Channel, North Sea, Irish Sea, Atlantic Ocean. • I can use maps to find places and landmarks. • I can name the capital cities of the United Kingdom – London, Cardiff, Edinburgh, Belfast. • I can recognise some basic human and physical features – forest, hill, farm, house, building. 		
Term 4			
Continents and Oceans, Maps and Atlases How does looking at maps help us understand the world?			
<ul style="list-style-type: none"> ▪ name and locate the world’s seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Vocabulary GENERAL SKILLS AND FIELDWORK – Geography, Atlas, globe EXTENSION - scale LOCATIONAL KNOWLEDGE - Continent, Country, Ocean, Europe, Asia, Africa, North America, South America, Australia, Antarctica, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, North Pole, South Pole, Equator, EXTENSION - Other seas PLACE KNOWLEDGE - EXTENSION – culture, society HUMAN AND PHYSICAL GEOGRAPHY – EXTENSION - Natural and human environments</p> <p>Cross curriculum Links</p>	<p>1,2,3 4,5,9,10,11,12</p> <ul style="list-style-type: none"> ▪ I can use maps, atlas and a globe to find some of the continents ▪ I can name some of the continents ▪ I can locate Europe on a map ▪ I can name some of the countries that make up Europe ▪ I can locate some of the oceans of the world ▪ I can name the seas around the UK 		
	<p>NEED TO KNOW</p> <ul style="list-style-type: none"> • I know the seven continents and where they are – Europe, Africa, Asia, North America, South America, Australia, Antarctica. • I know the names of the ocean and can place some of them on a map – Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean. • I can use maps, atlases and globes to locate different places in the world. 		






<p>Art Paintings of the sea Keevil Characteristics As above</p>		
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Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes KS1
Painting and 3D Artist Study of Monet – Water Lilies How many ways can we make flowers using art?	<ul style="list-style-type: none"> I can say what I think about a piece of art I can complete a piece of art reflecting the work of Monet I can practice my ideas in a sketch book I can make a 3d water lily I can complete observational drawings of flowers using a variety material such as charcoal, pastels <p>Claude Monet</p>   	<p>Knowledge</p> <ol style="list-style-type: none"> Describe what they can see and like in artist's work Ask sensible questions about a piece of art Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers Say how other artists have used shape colour and pattern (can be evidenced in sketch book)# Create a piece of work in response to another artists work Can describe how their work is similar and different to the work of a well-known artist and designer <p>Drawing</p> <ol style="list-style-type: none"> Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Make drawings as a starting point for work in other areas Use pencil crayons to create coloured drawings Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Draw with different media (eg. wax crayon, charcoal, pastels, pen etc) creating different effects (eg. pressure, blending, smudging, fine marks etc) Begin to show pattern and texture in their drawing Communicate something about themselves in their drawing. Create moods in their drawings <p>Painting</p> <ol style="list-style-type: none"> Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Make paintings and draw on top to add detail (mixed media) Mix tints, shades (adding black and white) and secondary colours Communicate something about themselves and moods in their paintings. look at the work of other artists and experiment with their approaches <p>3D - Sculpture</p> <ol style="list-style-type: none"> Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make sculpture by slotting card together Talk about sculpture, what it is made of, what it is for etc Make models and know how to make them strong
<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Vocabulary Monet, impressionist, pastels, charcoal, smudging</p> <p>Cross curriculum Links Science –plants and their structure</p> <p>Keevil Characteristics Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>		



Art		
Term 6	Learning Objectives linked to Outcomes	Art Outcomes KS1
<p>3D - Sculpture Linked to work in Geography and English How can I manipulate and change materials to create a desired effect?</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Vocabulary : 2d, 3d, 3d shapes, air drying clay, assemble, illustrator, pattern, primary colours, sculpture,</p> <p>Cross curriculum Links: Science Geography: The UK and British Isles History : My local area English : making a recipe or design. Writing instructions.</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> I can make a model of the UK from Tissue paper and label the British Isles. I can design and make my own lighthouse. I can model / make my own loch ness monster and photograph it. 	<p>Drawing</p> <ol style="list-style-type: none"> Use viewfinders to focus on a particular area Find and draw different types of lines – wavy, thick, thin, broken, zig zag etc Make drawings as a starting point for work in other areas Use pencil crayons to create coloured drawings Draw objects from observation, memory and imagination Make drawings that focus on pattern or texture Draw with different media (eg. wax crayon, charcoal, pastels, pen etc) creating different effects (eg. pressure, blending, smudging, fine marks etc) Begin to show pattern and texture in their drawing Communicate something about themselves in their drawing. Create moods in their drawings <p>Painting</p> <ol style="list-style-type: none"> Experiment with a wide range of applicators – brushes, sponges, rollers, glue spreaders, combs, pads, fabric, cotton buds etc Mix own colours such as pink, grey and brown, skin tones and name the primary and secondary colours. Develop a vocabulary to discuss colour – light/dark, hot/cold, happy/sad etc Paint a picture of something they can see. Make paintings and draw on top to add detail (mixed media) Mix tints, shades (adding black and white) and secondary colours Communicate something about themselves and moods in their paintings. look at the work of other artists and experiment with their approaches <p>3D - Sculpture</p> <ol style="list-style-type: none"> Make models from balls of paper, tubes of paper and masking tape. Cover with tissue paper and glue Make sculpture by slotting card together Talk about sculpture, what it is made of, what it is for etc Make models and know how to make them strong

Art		
Term 5	Learning Objectives linked to Outcomes	Art Outcomes KS1
<p style="text-align: center;">Drawing and 3D - Clay <i>How can we use clay to make a model of wildlife?</i></p> <ul style="list-style-type: none"> ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Vocabulary Clay, slip, scratch, roll, texture, tools</p> <p>Cross curriculum Links Science link to this terms science topics English to write a description of their chosen wildlife</p> <p>Keevil Characteristics Encourage children to work together as a <u>team</u>, as well as value their ability to work alone. Demonstrate that every child has the power to create and make, to manipulate, <u>learning and resilience</u>. To contribute to the world, for the enjoyment of their own self and for others. Children start to understand how ideas are developed through processes. Children build up <u>resilience</u> to getting things wrong and trying again, <u>learning</u>. Children practise and share their learning and skills with others, receive and offer feedback to improve <u>communication</u>.</p>	<ul style="list-style-type: none"> • I can record my ideas and plans in m sketch book • I can explore others items of this type • I can explain what I like and dislike about a product • I can use the correct tools to complete a task • I can improve my ideas as I go along • I can evaluate my work and suggest improvements <p>Bath Cavener Stichter</p>   	<p>Knowledge</p> <ol style="list-style-type: none"> 1. Describe what they can see and like in artist's work 2. Ask sensible questions about a piece of art 3. Describe similarities/ differences between drawings, paintings and sculptures by well-known artists and designers <p>Drawing</p> <ol style="list-style-type: none"> 4. Make drawings as a starting point for work in other areas such as textiles, mask making etc 5. Draw objects from observation, memory and imagination <p>3D - Clay</p> <ol style="list-style-type: none"> 6. Cut shapes from clay 7. Cut clay into shapes and decorate 8. Use patterns to decorate clay 9. Know about health and safety rules (washing hands, keeping clay off the floor) 10. Look at the work of artists such as Beth Cavener Stichter 11. Draw first to create a design and transfer to a tile 12. Begin to add line and shape to their work 13. Create texture in their work



Design and Technology		
Term 5	Learning Objectives linked to Outcomes	DT Outcomes KS1
Models including moving parts <i>How can I be an architect?</i>		
<p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components (including construction materials) according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Vocabulary: join, cut, equipment, design, make, product, construct</p> <p>Cross curriculum Links Science: materials and their uses. Geography: Different places English : writing instructions, labelling designs</p> <p>Keevil Characteristics To achieve good learning, the children, need to communicate well both listening and speaking. Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>		<p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components about the movement of simple mechanisms such as wheels and axles the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to create products using wheels and winding mechanisms begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved



Design and Technology		
Term 6	Learning Objectives linked to Outcomes	DT Outcomes – KS1
<p>Puppets Linked to work in English study of <i>Fantastic Mr Fox</i> by Roald Dahl <i>What could we make to help us tell the story of Mr Fox?</i></p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including textiles, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Vocabulary Pattern, join, running stitch, texture, textiles</p> <p>Cross curriculum Links Science animals and their habits English linked to the text for this term part of emersion activities</p> <p>Keevil Characteristics Working in groups is and sharing resources is imperative within DT lessons. Therefore, teamwork and communications skills will be key. Children will also need to be diligent and have good problem solving skills when creating and making work.</p>	<ul style="list-style-type: none"> I can record my ideas and plans in m sketch book I can explore others items of this type I can explain what I like and dislike about a product 	<p>Technical Knowledge</p> <ol style="list-style-type: none"> about the simple working characteristics of materials and components that a 3-D textiles product can be assembled from two identical fabric shapes the correct technical vocabulary for the projects they are undertaking <p>Design</p> <ol style="list-style-type: none"> beginning to explore how products have been created design products that have a clear purpose and an intended user with support make simple diagrams to show a design develop design criteria with a group generate ideas by drawing on their own experiences use knowledge of existing products to help come up with ideas develop and communicate ideas by talking and drawing model ideas by exploring materials, components and construction kits and by making templates and mock-ups use information and communication technology, where appropriate, to develop and communicate their ideas <p>Make</p> <ol style="list-style-type: none"> plan by suggesting what to do next select from a range of tools and equipment, explaining their choices select from a range of materials and components according to their characteristics cut safely using tools provided begin to join textiles using running stitch colour and decorate textiles using techniques such as dying or adding sequins begin to refine the design as work progresses begin to choose the right materials for making a product according to the properties needed follow procedures for safety and hygiene measure, mark out, cut and shape materials and components assemble, join and combine materials and components use finishing techniques, including those from art and design <p>Evaluate</p> <ol style="list-style-type: none"> Investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world talk about their design ideas and what they are making make simple judgements about their products and ideas against design criteria suggest how their products could be improved
	<ul style="list-style-type: none"> I can use the correct tools to complete a task I can improve my ideas as I go along I can evaluate my work and suggest improvements I can join the fabric with a running stitch I can add texture by adding other fabrics 	



Computing		
Term 5	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Programming (Beebots; Junior Scratch) <i>How can we move a character without picking it up?</i></p> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs <p>Vocabulary Program, debug, directions, forward, left, right, forward, stop, turn, instructions, algorithm</p> <p>digital footprint: permanent, private information, trail. Command, loop, algorithm, movements, Control, Execute</p> <p>Cross curriculum Links Maths – position and direction</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<p>Beebots</p> <ol style="list-style-type: none"> I can compare left and right turns I can experiment with turn and move commands to move a robot I can predict the outcome of a sequence involving up to four commands I can choose the order of commands in a sequence I can debug my program <ol style="list-style-type: none"> I can explain what my program should do I can identify several possible solutions I can plan two programs I can use two different programs to get to the same place <p>Code.org/ Junior Scratch</p> <ol style="list-style-type: none"> I can run my program <ol style="list-style-type: none"> I can use a start block in a program I can use more than one block by joining them together" I can change the value I can find blocks which have numbers I can say what happens when I change a value" I can add blocks to each of my sprites I can delete a sprite can show that a project can include more than one sprite" I can choose appropriate artwork for my project I can create an algorithm for each sprite I can decide how each sprite will move" I can add programming blocks based on my algorithm I can test the programs I have created I can use sprites which match my design" 	<ol style="list-style-type: none"> Use logical reasoning to predict the behaviour of simple programs To create and debug simple programs Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise unambiguous instructions.

Computing		
Term 6	Learning Objectives linked to Outcomes	Computing Outcomes
<p style="text-align: center;">Creativity/Graphics (Digital Painting; Photography) <i>How can we use a computer to create art?</i></p> <p>This is a guide for a range of activities which could be used as Art, English, Geography and History</p> <ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>Possible resources: Natural revelation art 2Paint 2Create a story</p> <p>Vocabulary Image, digital, select, edit</p> <p>Curriculum links English and Geography creating African design fabrics, design a carpet for Mr Maleeka Science create images of wild life and habitats to create a collage for science Art – create images digitally as well as manually, make shape patterns.</p> <p>Keevil Characteristics Children need to display good listening and learning skills to master the techniques required. They have to display resilience to correct and improve their work and diligence in using learnt skills correctly</p>	<p>Digital painting</p> <ul style="list-style-type: none"> I can draw lines on a screen and explain which tools I used I can make marks on a screen and explain which tools I used <ul style="list-style-type: none"> I can use the paint tools to draw a picture" I can make marks with the square and line tools I can use the shape and line tools effectively I can use the shape and line tools to recreate the work of an artist" I can choose appropriate shapes I can create a picture in the style of an artist I can make appropriate colour choices I can choose appropriate paint tools and colours to recreate the work of an artist I can say which tools were helpful and why I know that different paint tools do different jobs" I can change the colour and brush sizes I can make dots of colour on the page I can use dots of colour to create a picture in the style of an artist on my own" I can explain that pictures can be made in lots of different ways I can say whether I prefer painting using a computer or using paper -I can spot the differences between painting on a computer and on paper" <p>Photography</p> <ul style="list-style-type: none"> I can capture digital photos and talk about my experience I can sort devices into old and new I can talk about how to take a photograph" I can explain the process of taking a good photograph I can explain why a photo looks better in portrait or landscape format I can take photos in both landscape and portrait format" I can discuss how to take a good photograph I can identify what is wrong with a photograph I can improve a photograph by retaking it" I can experiment with different light sources I can explore the effect that light has on a photo I can focus on an object" I can explain my choices I can recognise that images can be changed I can use a tool to achieve a desired effect" I can apply a range of photography skills to capture a photo I can identify which images are real and which have been changed I can recognise which images have been changed" 	<ol style="list-style-type: none"> Uses technology purposefully to create digital content To understand that technology can be used to record information. Developing mouse control – moving, clicking, dragging etc. Use simple drag and drop matching software Begin to use a keyboard (with support) and notice the effect on screen. With help add captions to photographs, graphics and sound (perhaps choosing words from a prepared word list). With help begin to create simple story <p>Digital photographs</p> <ol style="list-style-type: none"> Use a digital camera (both real and in role play) With help download images from a camera to computer Experiment with light and images using torches, fairy lights etc. Use digital camera to record the result.



Computing		
Term 1	Learning Objectives linked to Outcomes	Computing Outcomes
<p>E-safety <i>When should I ask for help when I'm on-line?</i></p> <ul style="list-style-type: none"> 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>Vocabulary e-safety, internet, safety online, contacts, concerns, personal information, websites</p> <p>Cross curriculum Links PSHE Digital Safety</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can keep my password private. I can tell you what personal information is. I can tell an adult when I see something unexpected or worrying online. I can talk about why it's important to be kind and polite. I can recognise an age appropriate website. I can agree and follow sensible e-Safety rules. I can explain why I need to keep my password and personal information private. I can describe the things that happen online that I must tell an adult about. I can talk about why I should go online for a short amount of time. I can talk about why it is important to be kind and polite online and in real life. I know that not everyone is who they say they are on the Internet. 	<ol style="list-style-type: none"> 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. Children are able to navigate age-appropriate websites Children know what to do if they find something inappropriate online Children understand that the internet can be used to communicate with other people Children know that not everything on the internet is true Children practise e-safety when communicating online Children use the Internet to undertake independent purposeful research, gathering appropriate text and image and attempt to distinguish between fact and fiction



Computing		
Term 3	Learning Objectives linked to Outcomes	Computing Outcomes
<p>Digital Literacy (Data Handling – Pictograms) <i>How can I use computers to help my work in other lessons?</i></p> <ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school <p>Vocabulary Text, mouse, left click, drag Space bar, edit, keyboard, monitor Data, database, 2Graphit, pictogram</p> <p>Cross curriculum Links Maths - Statistics</p> <p>Keevil Characteristics Good learning in this area requires resilience when learning new skills and diligence when applying the learning.</p>	<ul style="list-style-type: none"> I can name the main parts of a computer I can switch on and log into a computer I can use a mouse to click and drag" I can use a mouse to open a program" I can save my work to a file I can open my work from a file I can use the arrow keys to move the cursor I can identify and find keys on a keyboard I can enter text and numbers into a computer I can use backspace to remove text I can use letter, number, and space keys I can explain what the keys that I have learnt about already do I can identify the toolbar and use features on this I can compare using a computer with using a pencil and paper I can say which method I like best I can write a message on a computer and on paper 	<ol style="list-style-type: none"> Recognise common uses for information technology beyond school. Identify how can computers help you learn To identify computer icons Use technology purposefully to create, organise and store, manipulate and retrieve digital content. Word Processing <ul style="list-style-type: none"> Email/ Letter etiquette Formatting Titles and Headings Writing reports <ul style="list-style-type: none"> Titles and headings Headers and footers Presenting information <ul style="list-style-type: none"> PowerPoint slides Presentations on topics etc Spreadsheets <ul style="list-style-type: none"> Used to make pirate maps Creating graphs and charts



	Singing Together	Singing Together	Duration	High and Low (Pitch)	Chinese Music	Animal Crackers
Music	<ul style="list-style-type: none"> Children will develop their singing skills through a variety of age appropriate songs. They will begin learning songs for the Nativity as well as songs that relate to their class topics. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> Children will sing a range of songs which have been specifically chosen to fulfil elements of the music curriculum. They will continue to practice their Nativity songs ready for a performance to an audience. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Duration</p> <ul style="list-style-type: none"> Develop children's ability to discriminate between longer and shorter sounds to use them to create interesting sequences of sound. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Develop children's ability to discriminate between higher and lower sounds Create simple melodic patterns. Pupils will have an opportunity to use Chrome Music Lab to create their own rhythms and melodies on a laptop. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Chinese Music</p> <ul style="list-style-type: none"> singing and performing, composing, improvising and critical listening. Pupils will explore Chinese music with a focus on the pentatonic scale. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Animal Crackers</p> <ul style="list-style-type: none"> 'Carnival of the animals' is used as a starting point to explore how composers use descriptive music based on animals. Pupils will explore 'Peter and the wolf' where different animals are represented by instruments of the orchestra. Sing a range of animal inspired songs. Focus on pitch, texture, harmony, timbre and dynamics. <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, and – when appropriate- try to move in time with music. use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
Keevil Characteristics	<p>Children need to work together as a team to produce and perform a variety of musical works. This requires good communication skills, as well as using music as a different means through which to share, express and communicate with others. Children show resilience to keep going even when it is tricky and diligence to produce a quality performance. They learn a variety of musical skills and techniques, and problem-solve how to use these to best effect when composing and performing.</p>					



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
Modern Foreign Language	Quel temps fait-il?	A quoi ressemble l'école en France?	Tu aimes aller au cinéma?	Tu as de l'argent de poche?	Qu'y a-t-il en ville?	Qu'est ce que tu portes?
	<p>Be able to:</p> <ul style="list-style-type: none"> Use basic words to describe the weather Name the four seasons Name the colours of the rainbow 	<p>Be able to:</p> <ul style="list-style-type: none"> Understand the similarities and differences between English and French schools Name some different classroom items Use vocabulary in simple sentences 	<p>Be able to:</p> <ul style="list-style-type: none"> Name some different types of film Use vocabulary in simple sentences Express opinions 	<p>Be able to:</p> <ul style="list-style-type: none"> Describe how much pocket money you receive Understand French money 	<p>Be able to:</p> <ul style="list-style-type: none"> Name some different places in a town Ask what there is in a town Use vocabulary in simple sentences 	<p>Be able to:</p> <ul style="list-style-type: none"> Name a range of different items of clothing Name some different colours Use vocabulary in simple sentences
Keevil Characteristics	Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.			Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.		



PE	<p>Ball Skills: Hands 1</p> <ul style="list-style-type: none"> Bouncing with control Dribbling Rolling Aiming Stopping Receiving Developing accuracy Control Scoring Developing power and speed when sending a ball <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Jumping 1</p> <ul style="list-style-type: none"> Jump Hop Leap Skip Technique Landing Distance Speed Effects on our body Rules of games Tactics <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Feet 1</p> <ul style="list-style-type: none"> Moving a ball using feet Finding space Developing control Dribbling skills Kicking Passing Rules of games Tactics <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Hands 2</p> <ul style="list-style-type: none"> Bouncing Passing Throwing - underarm Dribbling Rolling Catching/Receiving Developing accuracy Scoring points <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<p>Swimming Dance</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <ul style="list-style-type: none"> Moving with control Rhythm Moving with music Expression Speed Flow Beat Creating motifs <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> perform dances using simple movement patterns.
	<p>Ball Skills: Hands 1 (Basketball/Netball)</p> <ul style="list-style-type: none"> Dribbling skills Keeping possession Passing – chest pass Receiving Positioning for attack and defence Team work Tactics to score points Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Football</p> <ul style="list-style-type: none"> Dribbling skills Keeping control Passing Receiving Positioning for attack and defence Creating space Maintaining possession Movement Tactics to score goals Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Feet</p> <ul style="list-style-type: none"> Dribbling skills Keeping possession Passing Receiving Positioning for attack and defence Team work Tactics to score points Rules of games <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Ball Skills: Hands 2</p> <ul style="list-style-type: none"> Underarm throwing Overarm throwing Catching/receiving Applying skills within a game Tactics Scoring points Competing against an opponent <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Swimming Athletics</p> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. <ul style="list-style-type: none"> Sprinting Accelerating Race starts Relays Team work Throwing for distance Throwing for accuracy Standing long jump <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending 	<p>Gymnastics</p> <p>NATIONAL CURRICULUM</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
	<p>Keevil Characteristics</p>	<p>Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.</p>				



	Term1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p>Friendships <i>(previously Relationships-peers)</i></p>	<p>Managing hurtful behaviour and bullying inc. aspects of Respecting self and others <i>(previously Anti-bullying)</i></p>	<p>Keeping Safe <i>(previously Keeping Safe)</i></p>	<p>Mental Health <i>(previously Emotions)</i></p>	<p>Shared responsibilities <i>(previously Citizenship)</i></p>	<p>Ourselves, growing and changing AND Identity and individuality <i>(Previously Changes/ Moving On)</i></p>
PSHE	<p>KS1</p> <ul style="list-style-type: none"> to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class COMMUNICATION to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) TEAMWORK AND PROBLEM-SOLVING <p>to offer constructive support and feedback to others TEAMWORK</p> <p>R6. about how people make friends and what makes a good friendship</p> <p>R7. about how to recognise when they or someone else feels lonely and what to do</p> <p>R8. simple strategies to resolve arguments between friends positively</p> <p>R9. how to ask for help if a friendship is making them feel unhappy</p> <p>KS2</p> <p>LKS2:to work collaboratively towards shared goals TEAMWORK</p> <p>to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices TEAMWORK AND PROBLEM-SOLVING</p> <p>UKS2: to work collaboratively towards shared goals TEAMWORK</p> <p>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves TEAMWORK AND PROBLEM-SOLVING</p> <p>R10. about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p>	<p>KS1:to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say RESILIENCE</p> <p>R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p>R11. about how people may feel if they experience hurtful behaviour or bullying</p> <p>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>KS2</p> <p>UKS2: to recognise and manage 'dares' RESILIENCE</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p> <p>R20. strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</p> <p>R21. about discrimination: what it means and how to challenge it</p>	<p>KS1</p> <p>H28. about rules and age restrictions that keep us safe</p> <p>H29. to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p>H30. about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)</p> <p>H31. that household products (including medicines) can be harmful if not used correctly</p> <p>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 safely</p> <p>H33. about the people whose job it is to help keep us safe</p> <p>H34. basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them</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>KS1</p> <ul style="list-style-type: none"> To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. RESILIENCE About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. RESILIENCE <p>H11. about different feelings that humans can experience</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>H14. how to recognise what others might be feeling</p> <p>H15. to recognise that not everyone feels the same at the same time, or feels the same about the same things</p> <p>H16. about ways of sharing feelings; a range of words to describe feelings</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>	<ul style="list-style-type: none"> to help construct, and agree to follow, group and class rules and to understand how these rules help them begin to understand the fundamentals of a democratic process why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <p>KS1</p> <p>L1. about what rules are, why they are needed, and why different rules are needed for different situations</p> <p>L2. how people and other living things have different needs; about the responsibilities of caring for them</p> <p>L3. about things they can do to help look after their environment</p> <p>KS2</p> <p>to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people COMMUNICATION</p> <ul style="list-style-type: none"> why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules <p>L1. to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p>L2. to recognise there are human rights, that are there to protect everyone</p>	<p>KS1: To think about themselves, to learn from experiences, to recognise and celebrate from experiences, to recognise and celebrate their strengths and set simple but challenging goals. DILIGENCE AND LEARNING</p> <p>H21. to recognise what makes them special</p> <p>H22. to recognise the ways in which we are all unique</p> <p>H23. to identify what they are good at, what they like and dislike</p> <p>H24. how to manage when finding things difficult</p> <p>H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>H26. about growing and changing from young to old and how people's needs change</p> <p>H27. about preparing to move to a new class/year group</p> <p>KS2</p> <p>LKS2 to reflect on and celebrate their achievements, identify their strengths, areas for improvement DILIGENCE AND LEARNING</p> <p>UKS2 to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals DILIGENCE AND LEARNING</p> <p>H25. about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</p> <p>H26. that for some people gender identity does not</p>



	<p>R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p>R12. to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face</p> <p>R13. the importance of seeking support if feeling lonely or excluded</p> <p>R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p>R15. strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</p> <p>R16. how friendships can change over time, about making new friends and the benefits of having different types of friends</p> <p>R17. that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <ul style="list-style-type: none"> R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to 			<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>H20. about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</p> <p>KS2</p> <p>LKS2: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE</p> <p>UKS2: to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE</p> <p>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them RESILIENCE</p> <p>H15. that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p>H16. about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</p> <p>H17. to recognise that feelings can change over time and range in intensity</p> <p>H18. about everyday things that affect feelings and the importance of expressing feelings</p> <p>H19. a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p>	<p>L3. about the relationship between rights and responsibilities</p> <p>L4. the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p> <p>L5. ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)</p> <ul style="list-style-type: none"> understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary 	<p>correspond with their biological sex</p> <p>H27. to recognise their individuality and personal qualities</p> <p>H28. to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</p> <p>H29. about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking</p> <p>H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p>H31. about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p>H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p>H33. about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born YEAR 6 ONLY (and that there are ways to prevent a baby being made); how babies need to be cared for</p> <p>H34. about where to get more information, help and advice about growing and changing, especially about puberty</p> <p>H35. about the new opportunities and</p>
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	<p>manage this and ask for support if necessary</p>			<p>H20. strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations H21. to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others H22. to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult H23. about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement H24. problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p>		<p>responsibilities that increasing independence may bring H36. strategies to manage transitions between classes and key stages</p> <p>COVERED BY CORAM LIFE EDUCATION FOR Y4/5/6</p>
<p>Keevil Characteristics</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>	<p>Teamwork: I can show care and respect to others thoughts and feelings.</p>
<p>How we develop our core values known as Keevil Characteristics is interwoven through our PSHE curriculum. Specific opportunities to do this are highlighted in green above. One way in which we teach Fundamental British Values is through our PSHE curriculum. This learning is highlighted in red.</p>						