Text

Description automatically generated**onthe moon**

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| **Big Question** | **What makes us unique?** | **What is hidden behind the picture?** | **Can we investigate?** | **What’s between the pages?** | **How eco-friendly are we?** | **Where will our future take us?** |  |
| **Values** | Tolerance | Diversity | Responsibility | Honesty | Resilience | Curiosity |  |
| **Key Person (Discuss in hook assembly)** | Marcus Rashford | Pablo Picasso  Black History Week: Nelson Mandela | Marie Curie | Michael Rosen | Greta Thunberg | Ada Lovelace |  |
| **Focus Area** | **PSHE/PE** | **Art/ History** | **Science** | **English/ D&T** | **Geography** | **Computing** |  |
| **Subjects Taught** | **History**  **Music**  **Art**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **History- Black History Week**    **Music**  **Art**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **Geography**  **Music**  **Art**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **History**  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | **Geography**  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | Geography  **MFL**  **D&T**    **Science**  **Computing**  **PSHE**  **PE**  **RE** | |
| **Outcome** |  |  |  | **.** |  |  | |

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| **Texts** | **Stardust** | **Katie’s Picture Show** | **Meerkat Mail** | **Poetry by Michael Rosen**  **Animation?** | | | **The Storm Whale** | **Bob the Man on the Moon** |
| **ENGLISH**  **READING** | **Year 1 READING**  **WORD READING**  **RWI Phonics daily**  **Phonics and Decoding**   * To apply phonic knowledge and skills as the route to decode words. * To blend sounds in unfamiliar words using the GPCs that they have been taught. * To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. * To read words containing taught GPCs. * To read words containing -s, -es, -ing, -ed and -est endings. * To read words with contractions, e.g. I’m, I’ll and we’ll.   **Fluency**   * To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. * To reread texts to build up fluency and confidence in word reading.   **Common Exception words**   * To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words   **READING COMPREHENSION**  **(Three phase approach – Reading and Writing Sequence)**  **Understanding and correcting inaccuracies**   * To check that a text makes sense to them as they read and to self- correct.   **Comparing, Contrasting and Commenting**   * To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. * To link what they have read or have read to them to their own experiences. * To retell familiar stories in increasing detail. * To join in with discussions about a text, taking turns and listening to what others say. * To discuss the significance of titles and events.   **Words in Context and Authorial Choice**   * To discuss word meaning and link new meanings to those already known.   **Inference and Prediction**   * To begin to make simple inferences. * To predict what might happen on the basis of what has been read so far.   **Poetry and Performance**   * To recite simple poems by heart. | | | | **Year 2 READING**  **WORD READING**  **RWI Phonics/Spellings daily**  **Phonics and Decoding**   * To continue to apply phonic knowledge and skills as the route to decode words until automatic * decoding has become embedded and reading is fluent. * To read accurately by blending the sounds in words that contain the graphemes taught so far, * especially recognising alternative sounds for graphemes. * To accurately read most words of two or more syllables. * To read most words containing common suffixes.   **Fluency**   * To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. * To reread these books to build up fluency and confidence in word reading. * To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.   **Common Exception words**   * To read most Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word.   **READING COMPREHENSION**  **(Three phase approach – Reading and Writing Sequence)**  **Understanding and correcting inaccuracies**   * To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. * To check that the text makes sense to them as they read and to correct inaccurate reading.   **Comparing, Contrasting and Commenting**   * To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. * To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. * To discuss the sequence of events in books and how items of information are related. * To recognise simple recurring literary language in stories and poetry. * To ask and answer questions about a text. * To make links between the text they are reading and other texts they have read (in texts that they can read independently).   **Words in Context and Authorial Choice**   * To discuss and clarify the meanings of words, linking new meanings to known vocabulary. * To discuss their favourite words and phrases.   **Inference and Prediction**   * To make inferences on the basis of what is being said and done. * To predict what might happen on the basis of what has been read so far in a text.   **Poetry and Performance**   * To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.   **Non-Fiction**  To recognise that non- fiction books are often structured in different ways. | | | |
| **ENGLISH WRITING** | **Year 1 WRITING**  **TRANSCRIPTION - SPELLING**  **Phonics and Spelling rules**   * To know all letters of the alphabet and the sounds which they most commonly represent. * To recognise consonant digraphs which have been taught and the sounds which they represent. * To recognise vowel digraphs which have been taught and the sounds which they represent. * To recognise words with adjacent consonants. * To accurately spell most words containing the 40+ previously taught phonemes and GPCs. * To spell some words in a phonically plausible way, even if sometimes incorrect. * To apply Y1 spelling rules and guidance\*, which includes:   the sounds /f/, /l/,/s/, /z/ and /k/ spelt ‘ff’, ‘ll’, ‘ss’, ‘zz’ and ‘ck’ and exceptions;  the /ŋ/ sound spelt ‘n’ before ‘k’ (e.g. bank, think);  dividing words into syllables (e.g. rabbit, carrot);  the /tʃ/ sound is usually spelt as ‘tch’ and exceptions;  the /v/ sound at the end of words where the letter ‘e’ usually needs to be added (e.g. have, live);  adding -s and -es to words (plural of nouns and the third person singular of verbs);  adding the endings  –ing, –ed and –er to verbs where no change is needed to the root wood (e.g. buzzer, jumping);  adding –er and –est to adjectives where no change is needed to the root word (e.g. fresher, grandest);  spelling words with the vowel digraphs and trigraphs:  - ‘ai’ and ‘oi’ (e.g. rain,  wait, train, point, soil); ‘oy’ and ‘ay’ (e.g. day, toy, enjoy, annoy);  a–e, e–e, i–e, o–e and u–e (e.g. made, theme, ride, woke, tune);  ‘ar’ (e.g. car, park);  ‘ee’ (e.g. green, week);  ‘ea’ (e.g. sea, dream);  ‘ea’ (e.g. meant, bread);  ‘er’ stressed sound (e.g. her, person);  ‘er’ unstressed schwa sound (e.g. better, under);  ‘ir’ (e.g. girl, first, third);  ‘ur’ (e.g. turn, church);  ‘oo’ (e.g. food, soon);  ‘oo’ (e.g. book, good);  ‘oa’ (e.g. road, coach);  ‘oe’ (e.g. toe, goes);  ‘ou’ (e.g. loud, sound);  ‘ow’ (e.g. brown, down);  ‘ow’ (e.g. own, show);  ‘ue’ (e.g. true, rescue, Tuesday);  ‘ew’ (e.g. new, threw);  ‘ie’ (e.g. lie, dried);  ‘ie’ (e.g. chief, field);  ‘igh’ (e.g. bright, right);  ‘or’ (e.g. short, morning);  ‘ore’ (e.g. before, shore);  ‘aw’ (e.g. yawn, crawl);  ‘au’ (e.g. author, haunt);  ‘air’ (e.g. hair, chair);  ‘ear’ (e.g. beard, near, year);  ‘ear’ (e.g. bear, pear, wear);  ‘are’ (e.g. bare, dare, scared);  spelling words ending with –y (e.g. funny, party, family);  spelling new consonants ‘ph’ and ‘wh’ (e.g. dolphin, alphabet, wheel, while);  using ‘k’ for the /k/ sound (e.g. sketch, kit, skin).  **Common Exception Words**   * To spell all Y1 common exception words correctly. * To spell days of the week correctly.   **Prefixes and Suffixes**   * To use -s and -es to form regular plurals correctly. * To use the prefix ‘un-’ accurately. * To successfully add the suffixes –ing, –ed, –er and –est to root words where no change is needed in the spelling of the root words (e.g. helped, quickest).   **Further Spelling Conventions**   * To spell simple compound words (e.g. dustbin, football). * To read words that they have spelt. * To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes   **TRANSCRIPTION – HANDWRITING**  **Letter Formation, Placement and Positioning**   * To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. * To sit correctly at a table, holding a pencil comfortably and correctly. * To form digits 0-9. * To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.   **WRITING – COMPOSITION**  **(Three phase approach – Reading and Writing Sequence)**  **Planning, Writing and Editing**   * To say out loud what they are going to write about. * To compose a sentence orally before writing it. * To sequence sentences to form short narratives. * To discuss what they have written with the teacher or other pupils. * To reread their writing to check that it makes sense and to independently begin to make changes. * To read their writing aloud clearly enough to be heard by their peers and the teacher. * To use adjectives to describe.   **Awareness of Audience, Purpose and Structure**   * To use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices. * To start to engage readers by using adjectives to describe.   **WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION**  **Sentence Construction and Tense**   * To use simple sentence structures.   **Use of Phrases and Clauses**   * To use the joining word (conjunction) ‘and’ to link ideas and sentences. * To begin to form simple compound sentences.   **Punctuation**   * To use capital letters for names, places, the days of the week and the personal pronoun ‘I’. * To use finger spaces. * To use full stops to end sentences. * To begin to use question marks and exclamation marks.   **Use of Terminology**   * To recognise and use the terms letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.   **English Appendix 1 Spelling** <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf> | | | | **Year 2 WRITING**  **TRANSCRIPTION - SPELLING**  **Phonics and Spelling rules**   * To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others. * To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/ blew, night/knight). * To apply further Y2 spelling rules and guidance\*, which includes:   the /dʒ/ sound spelt as ‘ge’ and’ dge’ (e.g. fudge, huge) or spelt as ‘g‘ or ‘j’ elsewhere in words (e.g. magic, adjust);  the /n/ sound spelt ‘kn’ and ‘gn’ (e.g. knock, gnaw);  the /r/ sound spelt ‘wr’ (e.g. write, written);  the /l/ or /əl/ sound spelt –le (e.g. little, middle) or spelt –el (e.g. camel, tunnel) or spelt –al (e.g. metal, hospital) or spelt –il (e.g. fossil, nostril);  the /aɪ/ sound spelt  –y (e.g. cry, fly, July);  adding –es to nouns and verbs ending in  –y where the ‘y’ is changed to ‘i’ before the –es (e.g. flies, tries, carries);  adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;  adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);  adding –ing, –ed,  –er, –est and –y to words of one syllable ending in a single consonant letter after asingle vowel letter (including exceptions);  the /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ’ll’ (e.g. ball, always);  the /ʌ/ sound spelt ‘o’ (e.g. other, mother, brother);  the /i:/ sound spelt –ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);  the /ɒ/ sound spelt ‘a’ after ‘w’ and ‘qu’ (e.g. want, quantity, squash)  the /ɜ:/ sound spelt ‘or’ after ‘w’ (e.g. word, work, worm);  the /ɔ:/ sound spelt ‘ar’ after ‘w’ (e.g. warm, towards);  the /ʒ/ sound spelt ‘s’ (e.g. television, usual)  **Common Exception Words**   * To spell most Y1 and Y2 common exception words correctly.   **Prefixes and Suffixes**   * To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.   **Further Spelling Conventions**   * To spell more words with contracted forms, e.g. can’t, didn’t, hasn’t, couldn’t, it’s, I’ll. * To learn the possessive singular apostrophe (e.g. the girl’s book). * To write, from memory, simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far. * To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single- syllable and multi-syllabic words. * To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).   **TRANSCRIPTION – HANDWRITING**  **Letter Formation, Placement and Positioning**   * To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. * To form lower case letters of the correct size, relative to one another. * To use spacing between words that reflects the size of the letters * **JOINING LETTERS** To begin to use the diagonal and horizontal strokes needed to join letters.   **WRITING – COMPOSITION**  **(Three phase approach – Reading and Writing Sequence)**  **Planning, Writing and Editing**   * To write narratives about personal experiences and those of others (real and fictional). * To write about real events. To write simple poetry. * To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary * To encapsulate what they want to say, sentence by sentence. * To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. * To reread to check that their writing makes sense and that the correct tense is used throughout. * To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).   **Awareness of Audience, Purpose and Structure**   * To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. * To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences. * To read aloud what they have written with appropriate intonation to make the meaning clear.   **WRITING - VOCABULARY, GRAMMAR AND PUNCTUATION**  **Sentence Construction and Tense**   * To use the present tense and the past tense mostly correctly and consistently. * To form sentences with different forms: statement, question, exclamation, command. * To use some features of written Standard English.   **Use of Phrases and Clauses**   * To using co-ordination (or/and/but). * To use some subordination (when/if/ that/because). * To use expanded noun phrases to describe and specify (e.g. the blue butterfly).   **Punctuation**   * To use the full range of punctuation taught at key stage 1 mostly correctly including:   - capital letters, full stops, question marks and exclamation marks;  - commas to separate lists;  - apostrophes to mark singular possession and contractions.  **Use of Terminology**   * To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.   **English Appendix 1 Spelling** <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239784/English_Appendix_1_-_Spelling.pdf> | | | |
| **MATHS** | | **YEAR 1** | | | | **YEAR 2** | | |
| **Mathematical Vocabulary** | **Mathematical Vocabulary** | To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at year 1. | | | | To read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1. | | |
| **Number and Place Value** | **Counting** | To count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.  To identify one more and one less than a given number.  To count in multiples of twos, fives and tens from different multiples to develop their recognition of patterns in the number system, including varied and frequent practice through increasingly complex questions.  To recognise and create repeating patterns with objects and with shapes. | | | | To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. | | |
| **Reading and Writing numbers** | To read and write numbers from 1 to 20 in numerals and words.  To count, read and write numbers to 100 in numerals. | | | | To read and write numbers to at least 100 in numerals and in words. | | |
| **Compare and order numbers** |  | | | | To compare and order numbers from 0 up to 100; use <, > and = signs. | | |
| **Understanding Place Value** |  | | | | To recognise the place value of each digit in a two-digit number (tens, ones) to become fluent and apply their knowledge of numbers to reason with, discuss and solve problems. | | |
| **Solve Problems** | To practise ordinal numbers and solve simple concrete problems. | | | | To use place value and number facts to solve related problems to develop fluency. | | |
| **Addition and Subtraction** | **Mental Calculations** | To add and subtract one-digit and two-digit numbers to 20, including zero.  To realise the effect of adding or subtracting zero. | | | | To extend the language of addition and subtraction to include sum and difference.  To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.  To add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, add three one-digit numbers. | | |
| **Number Bonds** | To memorise, represent and use number bonds and related subtraction facts within 20. | | | | To recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.  To recall and use addition and subtraction facts to 20 to become fluent in deriving associative facts (e.g. 10 – 7 = 3, 100 – 70 = 30) and derive and use related facts up to 100. | | |
| **Written Calculations** | To read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs. | | | | To begin to record addition and subtraction in columns to support place value and prepare for formal written methods with larger numbers. | | |
| **Inverse Operations, Estimating and Checking Answers** |  | | | | To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. | | |
| **Solve problems** | To discuss and solve one-step problems (in familiar practical contexts) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems. Problems include the terms: put together, add, altogether, total, take away, distance between, difference between, more than and less than, so that pupils develop the concept of addition and subtraction and are enable to use these operations flexibly. | | | | To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods. | | |
| **Multiplication and Division** | **Mental Calculations** |  | | | | To begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations.  To begin to relate multiplication and division facts to fractions and measures (e.g., 40 ÷ 2 = 20, 20 is a half of 40).  To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot, to develop multiplicative reasoning. | | |
| **Multiplication and Division Facts** | To make connections between arrays, number patterns, and counting in twos, fives and tens.  Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities. | | | | To use a variety of language to describe multiplication and division.  To count from 0 in multiples of 4, 8, 50 and 100.  To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.  To connect the 10 multiplication table to place value, and the 5 multiplication table to the divisions on the clock face. | | |
| **Written Calculation** |  | | | | To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs.  To begin to use other multiplication tables and recall multiplication facts, including using related division facts to perform written and mental calculations | | |
| **Solve Problems** | To solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | | | | To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. | | |
| **Fractions, Decimals and Percentages** | **Counting** |  | | | | To count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. | | |
| **Recognising, finding and naming Fractions** | To count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. | | | | To count in fractions up to 10, starting from any number and using the 1/2 and 2/4 equivalence on the number line. | | |
| **Equivalence** |  | | | | To write simple fractions for example, 1/2 of 6 = 3 and recognise the equivalence 2/4 and 1/2. | | |
| **Measurement** | **Describe, Measure, Compare and Solve (All Strands)** | To compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume, time.  To measure and begin to record the following: lengths and heights, mass/weight, capacity and volume, time.  To move from using and comparing different types of quantities and measures using non-standard units, including discrete (for example, counting) and continuous (for example, liquid) measurement, to using manageable common standard units using measuring tools, such as a ruler, weighing scales and containers. | | | | To choose and use appropriate standard units with increasing accuracy using their knowledge of the number system to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.  To use the appropriate language and record using standard abbreviations.  To compare and order lengths, mass, volume/capacity and record the results using >, < and =.  To compare measures including simple multiples such as ‘half as high’; ‘twice as wide’. | | |
| **Telling the Time** | To sequence events in chronological order using language.  To recognise and use language relating to dates, including days of the week, weeks, months and years.  To tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | | | | To read, tell and write the time to five minutes, including quarter past/to the hour/half hour and draw the hands on a clock face to show these times.  To become fluent in telling the time on analogue clocks and recording it.  To know the number of minutes in an hour and the number of hours in a day.  To compare and sequence intervals of time. | | |
| **Money** | To recognise and know the value of different denominations of coins and notes. | | | | To become fluent in counting and recognising coins.  To recognise and use symbols for pounds (£) and pence | | |
| (p) accurately, recording pounds and pence separately; combine amounts to make a particular value.  To find and use different combinations of coins that equal the same amounts of money.  To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. | | |
| **Properties of Shape** | **Recognise 2D and 3D Shapes and Their Properties** | To recognise, handle and name common 2D and 3D shapes in different orientations/sizes and relate everyday objects fluently.  To recognise that rectangles, triangles, cuboids and pyramids are not always similar to each other. | | | | Pupils read and write names for shapes that are appropriate for their word reading and spelling.  To handle, identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.  To handle, identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.  To identify 2D shapes on the surface of 3D shapes. | | |
| **Compare and Classify Shapes** |  | | | | To identify, compare and sort common 2D and 3D shapes and everyday objects on the basis of their properties and use vocabulary precisely. | | |
| **Drawing 2D Shapes and Constructing 3D Shapes** |  | | | | Pupils draw lines and shapes using a straight edge. | | |
| **Position and Direction** | **Position, Direction and Movement** | To describe position, direction and movement, including whole, half, quarter and three-quarter turns in both directions and connect clockwise with the movement on a clock face.  To use the language of position, direction and motion, including: left and right, top, middle and bottom, on top of, in front of, above, between, around, near, close and far, up and down, forwards and backwards, inside and outside. | | | | To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise). | | |
| **Pattern** |  | | | | To order and arrange combinations of mathematical objects and shapes, including those in different orientations, in patterns and sequences. | | |
| **Statistics** | **Record, Present and Interpret Data** |  | | | | To record, interpret, collate, organise and compare information.  To interpret and construct simple pictograms, tally charts, block diagrams and simple tables (e.g. many-to-one correspondence in pictograms with simple ratios 2, 5, 10 scales).  To ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.  To ask and answer questions about totalling and comparing categorical data. | | |
| **History**  **Taught Vocabulary**  Past  Present  Future  Time line  Memory  Change  Old  New  Time  Period  Chronological Nationally  Globally  Anniversary  International | **Significant historical events, people and places in their own locality.**  **Marcus Rashford**  **Timeline of birth through to current age**  **Growth and change- development**  **Family Trees**  **Baby to visit?**  **Key Questions**  Can we identify similarities and differences between ways of life in different periods?  How were things different in the past?  How can we use different sources of evidence to find out about the past?  **Skills**  *Children should* *develop an awareness of the past, using common words and phrases relating to the passing of time*  *Pupils should use a wide vocabulary of everyday historical terms*  **Knowledge**  Know about changes within living memory, which reveal aspects of change in national life  Know about significant historical events, people and places in their own locality  Asking and answering simple historical questions.    Use common chronological words and phrases – eg. Past, present, old, new etc. – to develop an awareness of what the past is.    Can I use a wide variety of vocabulary terms to explain the passage of history?      Can I explain similarities and differences between ways of life in different time periods?  **Knowledge –**  Know about historical changes within living memory and their impact on changes within national life.    Know about significant historical changes, events and people within my local area. Compare aspects of similarity and difference between different time periods.  Toys, appliances, food, clothes etc. | **A look at the lives of significant individuals in the past who have contributed to national and international achievements.**  **A study of Elizabeth 1**  **Key questions:**  Who was she?  What was the Golden age and why was it called this?  Why was she one of the most successful monarchs?  **Possible visit to Warwick castle/Oxford/**  **Broughton**  **Skills**  *Pupils should**know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*  *Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*  *Children should**develop an awareness of the past, using common words and phrases relating to the passing of time*  **Knowledge**  Know about the 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 |  | **A look at the lives of significant individuals in the past who have contributed to national and international achievements.**  **History of books, storytelling**  E**ncourages children to explore the past by examining their ideas**  **Skills**  *Pupils should**know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*  **Knowledge**  Know about events beyond living memory that are significant nationally or globally  Know about the 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 | | |  |  |
| **Geography**  **Taught Vocabulary**  Africa  Antarctica  Asia  Australia  Europe  North America  South America  Pacific Ocean  Atlantic Ocean  Indian Ocean  Southern Ocean  Arctic Ocean  Beach  Cliff  Coast  Forest  Hill  Mountain  Sea  Ocean  River  Soil  Valley  Vegetation  Season  Weather  City  Town  Village  Factory  Farm  House  Office  Port  Harbour  Shop  Britain  England/London  North  South  East  West  Equator  Ireland/ Dublin  North Pole  South Pole  Wales  Scotland/ Edinburgh  City  Village  Farm  Factory |  |  | **Place knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **Pupils should develop knowledge about their locality**  **Look at birds eye view of Bicester what could we see? Use of google maps to fly over other countries what are the differences we notice?**  **Skills**  *Use simple fieldwork and observational skills to study the geography of their locality and the key human and physical features of its surrounding environment*  **Knowledge**  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  They should recognise key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  They should recognise key human features including: city, town, village, factory, farm, house, office, port, harbour and shop |  | | | **Locational knowledge**  Name and locate the world’s seven continents and five oceans.  **Skills**  *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans*  **Knowledge**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country  They should identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles  They should recognise key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. | **Geographical skills and fieldwork**  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  **Explorers**  **Skills**  *Children should use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans*  *Children should use simple compass directions (North East South West) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map.*  *Children should use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*  **Knowledge**  name and locate the world’s seven continents and five oceans.  They should identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles |
| **Religious Studies**  **(linked to Oxfordshire Agreed Syllabus)**  **RE**  **Taught Vocabulary**  Beliefs  Symbols  Rituals  Ceremonies  Faith  Sacred  Holy books  Islam  Muslim  Hinduism  Pilgrimage  Judaism  Christianity  Prayer | **Caring for others**  Looking after each other  The Good Samaritan  Raksha Bandhan  Langar  The Monkey King  Be my guest | **Gifts and giving**  What is Christmas?  How is Christmas celebrated?  Christmas presents.  What is Eid al-Fitr?  How is Eid al-Fitr celebrated?  Eid al-Fitr presents. | **Friendship**  Who are my friends?  How can I be a good friend?  The Wind and the Moon (Buddhism)  The Deer and the Crow (Hinduism)  David and Jonathan (Christianity)  12 Special Friends (Christianity) | **Easter and surprises**  Palm Sunday  Maundy Thursday  Good Friday  Surprises  Easter Sunday  How is Easter celebrated? | | | **Places of Worship**  What Is a Place of Worship?  Jewish synagogue  Christian Church  Hindu Mandir  Why is worship important?  A new place of Worship | **Religions and Rituals**  What is a ritual?  Salat  Puja  Holy Communion  Comparing rituals  Our own rituals. |
| **RE** | **Skills**  **Children can**  describe the main beliefs of a religion; describe the main festivals of a religion; recognise, name and describe religious artefacts, places and practices; explain religious rituals and ceremonies and the meaning of them, including their own experiences of them; observe when practices and rituals are featured in more than one religion or lifestyle; name religious symbols and the meaning of them; learn the name of important religious stories; retell religious stories and suggest meanings in the story; identify things that are important in their lives; ask questions about the puzzling aspects of life; understand that there are similarities and differences between people; look at how values affect a community and individuals; explain how actions can affect other people; understand that they have their own choices to make and begin to understand the concept of morals. | | | | | | | |
| **Explore the work of artists**  To understand 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.  **Skills:**  Describe the work of famous, notable artists and designers, express an opinion on the work of famous, notable artists, use inspiration from famous, notable artists to create their own work and compare;use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. | | | | | | | | |
| **Art**  Taught Vocabulary  Differences Y1  Similarities Y1  Background Y1  Foreground Y2  Annotate Y2  Develop Y2  Drawing  Shade Y1  Change Y1  Sketchbook Y2 Layer Y2  Smudge Y2  Blend Y2  Tone Y2  Layer Y2  Figure Y2  Object Y2  Single Y2  Group Y2  Pattern Y2  Painting and Printing  Brush size Y1  Paint (poster, powder w/colour) Y1  Natural and man-made Y1  Printing (block) Y1  Rubbings Y1  Pattern Y1  Shade Y2  Tone Y2  Acrylic paint Y2  Water colour paint Y2  Poster paint Y2  Brush mark Y2  Artefacts Y2  Objects Y2  Layering Y2  Scraping Y2  Scales (small/large) Y2  Textiles, collage, 3D  Sculpture Y1  Manipulate Y1  Shaping Y1  Slip Y1  Form Y1  Weaving Y2  French-knitting Y2  Stitch Y2  Knot Y2  Tie-dye Y2  Fabric crayons Y2  Wax/oil resistant Y2  Care Ye  Malleable Y2  Recycled Y2 | **Collage**  To develop a wide range of art and design techniques in using texture, line, shape, form and space.  **Skills**:  add collage to a painted or printed background;  create and arrange accurate patterns;  use a range of mixed media;  plan and design a collage;  use key vocabulary to demonstrate knowledge and understanding in this strand: shape, form, arrange, fix.  Art movement  **Begin using sketch books to show progression**   * Short date, no title. * No marking. * Insert at the beginning of every term. | **Drawing**  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.  **Skills**:  draw lines of varying thickness;  use dots and lines to demonstrate pattern and texture;  use different materials to draw, for example pastels, chalk, felt tips;  use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self-portrait, line drawing, detail, landscape, cityscape, building, pastels, drawings, line, bold, size, space.  Art movement | **Printing**  To develop a wide range of art and design techniques in using colour and texture.  **Skills**:  copy an original print;  use a variety of materials, e.g. sponges, fruit, blocks;  demonstrate a range of techniques, e.g. rolling, pressing, stamping, rubbing and using stencils;  Build repeating patterns  use key vocabulary to demonstrate knowledge and understanding in this strand: colour, shape, printing, printmaking, woodcut, relief printing, objects.  Art movement |  | | |  |  |
| **Design Technology**  Taught Vocabulary  Design Y1  Designer Y1  Brief Y1  Product Y1  User Y1  Construction  Moving part Y1  Mechanism Y1  Lever Y1  Slider Y1  Pivot Y1  Construct Y1  Structure Y1  Support Y1  Stable Y1  Engineer Y1  Float Y2  Buoyant Y2  Water-proof Y2  Stable Y2  Technology Y2  Food  Ingredients Y1  Healthy Y1  Chop Y1  Hygiene Y1  Chef Y1  Ingredients Y2  Hygiene Y2  Balanced Y2  Nutritious Y2  World food Y2  Textiles  Needle Y2  Thread Y2  Pin Y2  Pattern Piece Y2  Applique Y2 |  |  |  | **Technical Knowledge**  To use a range of materials creatively to design and make products.  (Inventions)  **Design:**  use their knowledge of existing products and their own experience to help generate their ideas;  design products that have a purpose and are aimed at an intended user;  explain how their products will look and work through talking and simple annotated drawings;  **Skills:**  build simple structures, exploring how they can be made stronger, stiffer and more stable;  talk about and start to understand the simple working characteristics of materials and components;  explore and create products using mechanisms, such as levers, sliders and wheels.  **Make:**  with support, follow a simple plan or recipe;  learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;  demonstrate how to cut, shape and join fabric to make a simple product;  cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;  **Evaluate:**  explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations; | | | **Textiles**  To develop a wide range of art and design techniques in using colour, pattern and texture.    show pattern by weaving;  Match and sort fabrics and threads for colour, texture, length, size and shape  Cut and shape fabric using scissors and snips  decorate textiles with glue or stitching, to add colour and detail;  Use key vocabulary to demonstrate knowledge and understanding in this strand: textiles, fabric, weaving, woven, placemat, loom, alternate, over, under, decoration, decorative, batik dye, dye, wax, resist, crayons, ink, apply, set | **Cooking and Nutrition**  To use a range of materials creatively to design and make products.  (Food technology)  **Design:**  use their knowledge of existing products and their own experience to help generate their ideas;  design products that have a purpose and are aimed at an intended user;  explain how their products will look and work through talking and simple annotated drawings;  **Skills:**  explain where in the world different foods originate from;  understand that all food comes from plants or animals;  understand that food has to be farmed, grown elsewhere (e.g. home) or caught;  name and sort foods into the five groups in the Eatwell Guide;  understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;  use what they know about the Eatwell Guide to design and prepare dishes.  **Make:**  with support, follow a simple plan or recipe;  learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures;  demonstrate how to cut, shape and join fabric to make a simple product;  cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;  **Evaluate:**  explore and evaluate existing products mainly through discussions, comparisons and simple written evaluations;  as they work, start to identify strengths and possible changes they might make to refine their existing design; |
| **PE** | **Locomotion**  **Focus:**  I can move in a variety of different ways, speeds and levels.  **Skills to be taught:**  Walking, running, skipping, dodging, jumping, hopping.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  **Unit 1- Gymnastics**  **Focus:**  Can I travel, jump and roll to make a sequence?  Can I perform a sequence on low apparatus?  How long can I balance for in different positions?  Can I jump for height and distance?  How can I use different parts of my body to travel?  Can I link movements to make a sequence?  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. | **Stability**  **Focus:**  I can balance using different parts of my body.  I can show both static and dynamic balances.  I can land safely from different movements.  I can move in a variety of different ways, speeds and levels.  ***Skills to be taught:***  *Jumping, hopping, skipping, static balance, dynamic balance, landing, rotation.*  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend balance.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  **Unit 1- Christmas Dance**  **Focus:**  I can follow instructions to sequence moves together to create a dance.  I can perform to others.  I can perform to music.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. | **Manipulation**  **Focus:**  I can use a wide range of equipment, in a range of different activities.  **Skills to be taught:**  Throwing, catching, kicking.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend co-ordination.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  **Unit 2- Gymnastics**  **Focus:**  How can I move on, off and over apparatus?  Can I include rocking into my sequences?  Can I spin and turn on different body parts?  Can I work in unision?  What is canon?  Can I create a sequence with a partner?  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. | **Invasion Games**  **Focus:**  I know what it means to defend and attack.  I can attack and defend in a range of different activities.  I can work co-operatively as part of a team.  I know what values show outstanding teamwork.  **Skills to be taught:**  Attacking, defending, team games, teamwork.    **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend ABC.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  Participate in team games, developing simple tactics for attacking and defending.  **Unit 2- Dance**  **Focus:**  I can follow instructions to sequence moves together to create a dance.  I can perform to others.  I can perform to music.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. | | | **Striking**  **Focus**  I can use a range of equipment in a range of activities.  I know how to strike an object for distance.  I can apply skills together in combination in a range of different activities.  **Skills to be taught:**  Striking with hands, striking with bat, striking with racket, kicking, throwing, catching.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend co-ordination.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  **Unit 3- Gymnastics**  **Focus:**  How can I create power in jumps?  How can I make a smooth transition between movements?  Can I show my full range of flexibility?  Can I perform moves at different speeds?  How can I travel under or over a partner?  Can I frog jump, broad jump and L sit?  Can I combine movements in a sequence up to 8 moves?    **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. | **Athletics**  **Focus:**  I can apply ABC’s to a range of different events.  I can compete against myself and others.  **Skills to be taught:**  Running. Jumping, landing, throwing  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend ABC.  Are physically active for sustain period.  Engage in competitive activities.  Develop competence in a broad range of physical activities.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations.  **Unit 3- Dance**  **Focus:**  I can follow instructions to sequence moves together to create a dance.  I can perform to others.  I can perform to music.  **National curriculum link:**  Develop fundamental movement skills with competence and confidence.  Access a broad range of opportunities to extend agility.  Are physically active for sustain period.  Perform to simple movement patterns.  Engage competitively (both against self and others) and co-operatively in a range of challenging situations. |
| **PSHE (Jigsaw)** | Being me in my world  Introduction to the year, following the Jigsaw handbook.  **Taught Vocabulary**  Special  Safe  Community  Consequences Rewards | Celebrating difference  I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her.  **Taught Vocabulary**  Similarities  Differences  Bullying  Celebrating | Dreams and Goals  I can explain some of the ways I worked cooperatively in my group to create the end product I can express how it felt to be working as part of this group.  **Taught Vocabulary**  Success  Achievement | Healthy Me  I can make some healthy snacks and explain why they are good for my body I can express how it feels to share healthy food with my friends.  **Taught Vocabulary**  Medicine  Road safety | | | Relationships  I can identify some of the things that cause conflict between me and my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.  **Taught Vocabulary**  Belonging  Physical contact  Preferences  Celebrations | Changing Me  I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private I can tell you what I like/don’t like about being a boy/ girl.  **Taught Vocabulary**  Lifecycles (animal/human)  Male  Female  Changes |
| **Music**  **Taught Vocabulary**  Beat Fast High  Loud Low Melody Quiet Rhythm Slow Time | **Cycle A**  **Term 1 – Pop**  **Term 2 – Reggae (Look at all aspects of reggae as Year ¾ are focusing on Bob Marley)**  **Term 3 – Rock**  **Cycle B**  **Term 1 – South African style**  **Term 2 – Western Classical Music**  **Term 3 – Hip Hop**  **Performing**  Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes through   * singing with good diction; * begin to be able to sing in tune songs with a limited range; * sing in time to a steady beat.   Pupils should be taught to play tuned and untuned instruments musically through:   * name a variety of instruments; * perform with a good sense of beat and rhythm; * perform together in an ensemble; * change the tempo or dynamics while playing * an instrument.   **Listening**  Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music through:   * begin to recognise different genres of music; * begin to recognise instruments being played in a piece of music; * express their opinion about pieces of music.   **Composing**  Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music through:   * compose a simple tune using three or four notes; * create sound effects for a picture or story, thinking about how music can create a mood; * write down their compositions using symbols, pictures or patterns. | | | | | | | |
| **Computing**  **Key Taught Vocabulary**  Y1: Online Safety  Safe  Meet  Accept  Reliable  Tell  Algorithm,  Save, take, recognise, understand, use, guess, make,  Keyboard  Mouse  Monitor  Screen  printer  Y2: Predict, investigate, decide, evaluate,  Retrieve,  Experience, test,  Coding  Input  Output  Digital device  Predict  Sequencing  Debug  Program  Technology  Hardware  software | **Y1**  Online Safety Introduce SMART rules: ‘S.’ **Self-Image and Identity** that there may be people online who could make someone feel sad, embarrassed, or upset.  If something happens that makes me feel sad, worried, uncomfortable, or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.  **Privacy & Security**  I can explain how passwords can be used to protect information, accounts, and devices.  I can recognise more detailed examples of information that is personal to someone (e.g., where someone lives and goes to school, family names).  I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.  **(CS) Programming: Moving a robot (Beebots)**  To explain what a given command will do  To act out a given word  To combine forwards and backwards commands to make a sequence  To combine four direction commands to make sequences  To plan a simple program  To find more than one solution to a problem  **Y2**  Online Safety Introduce SMART rules: ‘S.’ **Self-Image and Identity** I can explain how other people may look and act differently online and offline.  I can give examples of issues online that might make someone feel sad, worried, uncomfortable, or frightened; I can give examples of how they might get help.  **Privacy and security**  I can explain how passwords can be used to protect information, accounts, and devices.  I can explain and give examples of what is meant by ‘private’ and ‘keeping things private’.  I can describe and explain some rules for keeping personal information private (e.g., creating and protecting passwords).  I can explain how some people may have devices in their homes connected to the internet and give examples (e.g., lights, fridges, toys, televisions).  **(CS) Programming: Robot algorithms** (Beebots)  To describe a series of instructions as a sequence  To explain what happens when we change the order of instructions  To use logical reasoning to predict the outcome of a program (series of commands)  To explain that programming projects can have code and artwork  To design an algorithm  To create and debug a program that I have written. | **Y1**  Online Safety Reinforce SMART rules:’ T.’  ‘Smartie the Penguin’ Story  **Online Bullying**  I can describe how to behave online in ways that do not upset others and give examples.  **(IT) Multimedia: Digital painting (2PaintAPicture)**  To describe what different freehand tools do  To use the shape tool and the line tools  To make careful choices when painting a digital picture  To explain why I chose the tools I used  To use a computer on my own to paint a picture  To compare painting a picture on a computer and on paper  **Y2**  Online Safety Introduce SMART rules: ‘T.’  ‘Smartie the Penguin’ Story  **Online Bullying**  I can explain what bullying is, how people may bully others and how bullying can make someone feel.  I can explain why anyone who experiences bullying is not to blame.  I can talk about how anyone experiencing bullying can get help.  **(IT) Multimedia: Digital photography**  (Photo editing tool:<https://pixlr.com/x/>)  To know what devices can be used to take photographs  To use a digital device to take a photograph  To describe what makes a good photograph  To decide how photographs can be improved  To use tools to change an image  To recognise that images can be changed | **Y1**  Online Safety Reinforce SMART rules: ‘M.’  **Online Reputation**  I can recognise that information can stay online and could be copied.  I can describe what information I should not put online without asking a trusted adult first.  **(IT) Handling Data**: **Grouping data (2Investigate)**  To label objects  To identify that objects can be counted  To describe objects in different ways  To count objects with the same properties  To compare groups of objects  To answer questions about groups of objects  **Y2**  Online Safety Introduce SMART rules: ‘M.’  **Online Reputation**  I can explain how information put online about someone can last for a long time.  I can describe how anyone’s online information could be seen by others.  I know who to talk to if something has been put online without consent or if it is incorrect.  **(IT) Handling Data: Pictograms** (2Count/ J2e pictogram)  To recognise that we can count and compare objects using tally charts  To recognise that objects can be represented as pictures  To create a pictogram  To select objects by attribute and make comparisons  To recognise that people can be described by attributes  To explain that we can present information using a computer | **Y1**  Online Safety Reinforce SMART rules: ‘A.’  **Health, well-being and lifestyle**  I can explain rules to keep myself safe when using technology both in and beyond the home.  Copyright & Ownership  I can explain why work I create using technology belongs to me.  I can say why it belongs to me (e.g., ‘I designed it’ or ‘I filmed it’’).  I can save my work under a suitable title or name so that others know it belongs to me (e.g., filename, name on content).  I understand that work created by others does not belong to me even if I save a copy.  **(IT) Multimedia**: **Digital writing (2CreateAStory)**  To use a computer to write  To add and remove text on a computer  To identify that the look of text can be changed on a computer  To make careful choices when changing text  To explain why I used the tools that I chose  To compare writing on a computer with writing on paper  **Y2**  Online Safety Introduce SMART rules: ‘A.’  **Health, well-being and lifestyle**  I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.  I can say how those rules / guides can help anyone accessing online technologies.  Copyright & Ownership  I can recognise that content on the internet may belong to other people.  I can describe why other people’s work belongs to them.  **(IT) Multimedia: Making music** (Chrome Music Lab/ 2Beat)  To say how music can make us feel  To identify that there are patterns in music  To describe how music can be used in different ways  To show how music is made from a series of notes  To create music for a purpose  To review and refine our computer work | | | **Y1**  Online Safety Reinforce SMART rules: ‘R.’  **Online Relationships**  I can give examples of when I should ask permission to do something online and explain why this is important.  I can use the internet with adult support to communicate with people I know (e.g., video call apps or services).  I can explain why it is important to be considerate and kind to people online and to respect their choices.  I can explain why things one person finds funny or sad online may not always be seen in the same way by others.  **(DL) Technology in our lives Computing Sytems& Networks: Technology around us (Paintz.app)**  To identify technology  To identify a computer and its main parts  To use a mouse in different ways  To use a keyboard to type  To use the keyboard to edit text  To create rules for using technology responsibly  **Y2**  Online Safety Introduce SMART rules: ‘R.’  **Online Relationships**  I Ican give examples of how someone might use technology to communicate with others they don’t also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).  I can explain who I should ask before sharing things about myself or others online.  I can describe different ways to ask for, give, or deny my permission online and can identify who can help me if I am not sure.  I can explain why I have a right to say ‘no’ or ‘I will have to ask someone’. I can explain who can help me if I feel under pressure to agree to something I am unsure about or don’t want to do.  I can identify who can help me if something happens online without my consent.  I can explain how it may make others feel if I do not ask their permission or ignore their answers before sharing something about them online  I can explain why I should always ask a trusted adult before clicking ‘yes’, ‘agree’ or ‘accept’ online  **(DL) Technology in our lives Computing Systems & Networks: Information technology around us**  To recognise the uses and features of information technology  To identify information technology in the home  To identify information technology beyond school  To explain how information technology benefits us  To show how to use information technology safely  To recognise that choices are made when using information technology | **Y1**  Online Safety  **Managing Online** Information  I can give simple examples of how to find information using digital technologies, e.g., search engines, voice activated searching.  I know / understand that we can encounter a range of things online including things we like and don’t like as well as things which are real or make believe / a joke.  I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable, worried, or frightened.  (**CS) Programming: Introduction to animation (ScratchJr)**  To choose a command for a given purpose  To show that a series of commands can be joined together  To identify the effect of changing a value  To explain that each sprite has its own instructions  To design the parts of a project  To use my algorithm to create a program  **Y2**  Online Safety  **Managing Online** Information  I can use simple keywords in search engines.  I can demonstrate how to navigate a simple webpage to get information I need (e.g., home, forward, back buttons; links, tabs, and sections).  I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g., Alexa, Google Now, Siri).  I can explain the difference between things that are imaginary, ‘made up’ or ‘make believe’ and things that are ‘true’ or ‘real’.  I can explain why some information I find online may not be real or true.  (**CS) Programming: Introduction to quizzes (ScratchJr)**  To explain that a sequence of commands has a start  To explain that a sequence of commands has an outcome  To create a program using a given design  To change a given design  To create a program using my own design  To decide how my project can be improved |
| **Science** | **Animals including humans (Y1)**      Identify and name a variety of common animals including mammals, fish and birds    Describe and compare the structure of a variety of common animals (mammals including pets)    Identify which part of the body is associated with each sense    **Seasonal changes (Y1)**  Observe and describe weather associated with the seasons      Enquiry types  Observation over time    Identifying, classifying and grouping    Research using secondary sources | **Everyday materials (Y1)**        Identify and name a variety of everyday materials, including plastic, wood, water and rock      Describe the simple physical properties of wood, water, rock and plastic    Compare and group everyday materials being identified        **Seasonal changes (Y1)**  Observe changes across the seasons so far    Observe and describe how the day length varies    Enquiry types  Identifying, classifying and grouping  Comparative and fair testing  Research using secondary sources | **Plants (Y1)**          Identify and name a variety of common wild and garden plants    Identify and name a variety of common evergreen trees    Identify and describe the basic structure of a variety of common flowering plants, including trees        **Seasonal changes (Y1)**    Observe changes across the seasons so far    Observe and describe weather associated with the seasons and how day length varies      Enquiry types  Observation over time    Identifying, classifying and grouping  Pattern seeking | **Animals (Y1)**          Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense    Identify and name a variety of common animals that are herbivore, carnivore and omnivore    Describe and compare the structure of a variety of common animals    Describe how animals obtain their food from plants and other animals  **Seasonal changes (Y1)**  Observe changes across the four seasons    Observe and describe weather associated with the seasons.    Enquiry types  Observation over time    Identifying, classifying and grouping    Research using secondary sources  Pattern seeking | | | **Everyday materials (Y1)**        Identify and name everyday materials including metal and glass    Compare and group together a variety of everyday materials taught so far based on their simple physical properties    Distinguish between an object and the material from which it is made    Describe the simple physical properties of everyday material focusing on those covered this term  **Seasonal changes (Y1)**  Observe changes across the seasons so far    Observe and describe the weather associated with the current season and how day length varies      Enquiry types  Identifying, classifying and grouping  Comparative and fair testing  Research using secondary sources    Pattern seeking | **Plants (Y1)**            Identify and name a variety of common wild and garden plants    Identify and describe the basic structure of a variety of common flowering plants, including trees    Describe how animals obtain their food from plants and other animals  Identify and name different sources of food    Use the idea of a food chain          **Seasonal changes (Y1)**    Observe changes across all four seasons    Observe and describe weather associated with all four seasons    Describe how the day varies across the seasons.    Enquiry types  Observation over time    Identifying, classifying and grouping    Research using secondary sources  Pattern seeking |
| Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Gathering and recording data to help in answering questions | Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Gathering and recording data to help in answering questions | Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Perform simple tests | Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Use their observations and ideas to suggest answers to questions | | | Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Identify and classify  Use their observations and ideas to suggest answers to questions  Perform simple tests | Curriculum skills  Asking simple questions and answering in different ways  Observing closely, using simple equipment  Identify and classify  Use their observations and ideas to suggest answers to questions  Perform simple tests |
| Vocabulary prompts  Animals - Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each), Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak  Plants - Deciduous, Evergreen trees, Leaves, Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem  Everyday materials - Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth  Living things - Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert  Seasonal changes - Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark | | | | | | | |
| **Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.** | | | | | | | |
| **Modern Foreign Languages** | Using the ‘Little Languages’ scheme of work to give children a basic grounding in French including a repertoire of songs using actions and games to consolidate key vocabulary. Children use key areas of interest such as food, seasons and greetings to access French vocabulary and images. They represent their own ideas, thoughts and feelings through songs, actions and key vocabulary. | | | | | | | |