



Clowne Infant and Nursery School

Year 2 Long Term Plan

Knowledge, Skills and Key Vocabulary Curriculum Map
2023-2024

British Values: The fundamental British Values of Individual Liberty, The Rule of Law, Democracy, Mutual Respect and Tolerance

will be actively promoted throughout the Year 2 curriculum to ensure children are prepared for life in modern Britain. Children will be encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that different people may have a different view of what is right and wrong.

Key aspects of the teaching of British Values are planned as outlined below but there will also be additional teaching based on topical news items, incidents in the community and nationally, events in the community and questions raised by children during classroom discussions and the teaching of the wider curriculum, as and when they arise during the year. Additional coverage of British Values education will take place during assemblies .

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview The teaching of British values in Year 2 runs through each of the terms in each of the subjects. At times there will be a specific focus on a particular aspect or specific value through the teaching of PSHE Fundamental British Values	<div data-bbox="1137 432 1724 868" data-label="Diagram"> <p>British Values</p> <ul style="list-style-type: none"> Individual Liberty <ul style="list-style-type: none"> Freedom of speech for all The right to make our own choices The Rule of Law <ul style="list-style-type: none"> Understanding rules and why they are important Following rules to develop order Democracy <ul style="list-style-type: none"> Making decisions together The right to an opinion/voice Tolerance <ul style="list-style-type: none"> Learning about different faiths and cultures Listen to other viewpoints Learning about diversity Mutual Respect <ul style="list-style-type: none"> Treating others as you want to be treated Respect for each other Working together </div>					
Key Knowledge	<p>Democracy:</p> <ul style="list-style-type: none"> To know that they have a right to an opinion and a voice To know that some decisions should be made together <p>Rule of Law:</p> <ul style="list-style-type: none"> To know the school/classroom rules and why they are needed To know why different rules are needed for different situations. To know which behaviours are right and wrong <p>Mutual Respect</p> <ul style="list-style-type: none"> To begin to understand when a behaviour is prejudicial or discriminatory To know that everyone is equal despite their differences <p>Tolerance</p> <ul style="list-style-type: none"> To know that people have opinions that differ To know that there are different types of families such as same sex, multi-generational and mixed race <p>Individual Liberty</p> <ul style="list-style-type: none"> To know that they are responsible for their own behaviour To know what constitutes bullying and to know what to do if they witness bullying behaviour To begin to understand what stereotyping means and why this is wrong To know how to stay safe when working online 					

Key Skills	<ul style="list-style-type: none"> To be able to make a choice when voting for a school council representative To be able to make an informed choice when voting for the class Super Smilers representative To be able to explain why rules are needed in school To be able to choose between 3 texts when voting for a class story To be able to explain why a behaviour is right or wrong To treat others with respect and understand when others are being disrespectful To be able to express their views in appropriate ways For children to have the self- confidence, and self-esteem to express their views To have the self-confidence to stand up for what they think is right To be able to work online safely
Key Vocabulary	Vote, ballot, democracy, law, rules, choice, right, wrong, fair, unfair, respect, tolerance, responsibility, safe, diversity, experience, behaviour, bullying, liberty, views, stereotype, prejudice, discrimination
How this will be taught:	<p>Democracy:</p> <ul style="list-style-type: none"> Election of pupil leaders e.g. School Council, Super Smilers Ambassadors Carrying out roles and responsibilities; talking about who helps us in our country Voting on decisions to be made within the classroom e.g. how to spend the gold card money won by each class, Expressing their views and opinions e.g. surveys, RE & PSHE lessons <p>Rule of Law:</p> <ul style="list-style-type: none"> Learning our school values and rules e.g class, school and playground Following online safety and personal safety guidance Visits from Police/Fire Brigade to help reinforce responsibilities we all have and consequences of not following the rules Exploring right and wrong, co-operation, individual and shared responsibility (PSHE Matters scheme of work) <p>Individual Liberty:</p> <ul style="list-style-type: none"> Making informed choices in a safe and supportive environment e.g. behaviour, rewards, online safety, lunch choices & participation in after school clubs Celebrating individuality e.g. what you are good at & enjoy doing; weekly celebration assemblies, Class Proud Cloud and weekly trophy winners <p>Mutual Respect</p> <ul style="list-style-type: none"> Welcoming invited people to our school Visits to local care homes for games and reading sessions. Learning about friendship and getting along Learn about our school values, including 'respect' Safeguarding ourselves and others: including Online safety and Taking Care Learning about our own other cultures, religions, beliefs and practices (RE Scheme of work) Have opportunities to express own views and beliefs Super Smiler Ambassador work Anti-bullying week activities Black History Month discussions <p>Tolerance of those of different faiths and beliefs</p> <ul style="list-style-type: none"> Explore a range of cultures through R.E and assemblies Promoting diversity through our celebrations of faiths and different cultures, stories and shared experiences R.E. and PSHE lessons Carrying out acts of worship and assemblies including representation from different faiths Discussion of news stories and historical events highlighting incidences of 'intolerance' where appropriate e.g, Nelson Mandela and apartheid linked to music and the 'Bring Him Back Home' song by Hugh Masekela (Charanga scheme) Black History Month activities (2024) inspirational black women, Rosa Parks and Bessie Coleman

Mathematics: White Rose Maths

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	Place Value/Addition and Subtraction <ul style="list-style-type: none"> Recognising and knowing numbers to 20 To know how to count objects up to 100 by making 10s To know the tens and ones in a number up to 100 To know how to use a place value chart To know how to partition numbers to 100 To know how to write numbers to 100 in words To know how to flexibly partition numbers to 100 To know how to write numbers to 100 in expanded form To know how to identify 10s on a number line to 100 To know how to identify 10s and 1s on the number line to 100 To know how to estimate numbers on a number line To know how to compare a number of objects To know how to compare numbers To know how to order objects and numbers 	Addition and subtraction continued: <ul style="list-style-type: none"> To know 10 more and 10 less than a given number to 100 To know a range of addition and subtraction strategies To know number bonds to 100 To know how to choose the correct strategy for solving an addition or subtraction calculation Shape: <ul style="list-style-type: none"> To know the name of common 2D and 3D shapes (circle, octagon, hexagon, rectangle, pentagon, triangle, cuboid, pyramid, sphere, cube, cone. To know the number of faces, edges and vertices on 3D shapes To know the number of sides and corners on 2D shapes To know the 2D shapes that make up the faces on 3D shapes To know how to find the vertical 	Money: <ul style="list-style-type: none"> To know and recognise coins and notes To know how to count pounds and pence To know how to compare different amounts of money To know that £1 is equivalent to 100p To know the value of notes and coins from smallest to largest To know that doubling is the same as multiplying a number by 2 To know that halving a number is the same as dividing it by 2. To know which is the column in an array To know which is the row in an array Multiplication and division <ul style="list-style-type: none"> To know multiplication facts for the 2X table To know multiplication facts for the 5X table To know multiplication facts for the 10X table To know whether a number is odd or even 	Length and height: <ul style="list-style-type: none"> To know that cm means centimetre To know that m means metre To know that mm means millimetre To know that km means kilometre To know that mm, cm, m and km are units of measurement for length and height To know the units of measurement for length from smallest to largest mm, cm, m, km Mass, capacity and temperature <ul style="list-style-type: none"> To know that g means gram To know that kg means kilogram To know there are 1000g in a kilogram To know that g and kg are units of measurement of mass To know that ml means millilitre To know that l means litre To know that ml and l are units of measurement for capacity To know that °centigrade is a unit 	Fractions: <ul style="list-style-type: none"> To know that the numerator is the number of parts in the fraction To know the denominator is the number of parts an object or number has been divided into To know that $\frac{1}{2}$ is equivalent to $\frac{2}{4}$ To know there are two halves in a whole To know there are three thirds in a whole To know there are 4 quarters in a whole To know that a fraction is a part of a whole shape or quantity Time <ul style="list-style-type: none"> To know there are 60 minutes in an hour To know there are 24 hours in a day To know there are 60 seconds in a minute To know that 'past' times are located on the right hand side of the clock To know that 'to' times are located on 	Statistics: <ul style="list-style-type: none"> To know how to construct a tally to record a total number of objects To know a pictogram will require a key to be able to interpret the information To know that each item in a pictogram may be worth more than one To know how to retrieve and interpret information in block graphs and pictograms Position and direction <ul style="list-style-type: none"> To know that positional language needs to be used to describe the position or location of an object in relation to something else To know that the hands of a clock turn in a clockwise direction To know the appropriate vocabulary to describe position and direction (see key vocabulary below) To know how to turn themselves or an object in either a clockwise or anti-clockwise direction To know how to describe movement along a straight line or on a grid.

	<ul style="list-style-type: none"> To know how to counting in 2s, 5s, 10s and 3s <p>Addition and subtraction</p> <ul style="list-style-type: none"> To know bonds to 10 To know fact families- addition and subtraction bonds to 20 To know related facts for addition and subtraction calculations To know bonds to 100 (tens) 	<p>line of symmetry on 2D shapes.</p>	<ul style="list-style-type: none"> To know doubles of numbers up to at least 20 To know halves of numbers To know that multiplication is commutative and division is NOT commutative To know and recognise the symbols for multiplication and division \times and \div To know what an array is 	<p>of measurement for temperature</p> <ul style="list-style-type: none"> To know how to read a scale when not all divisions are labelled 	<p>the left hand side of the clock</p> <ul style="list-style-type: none"> To know that a clock face is split into 2 halves and 4 quarters To know that the minute hand takes 1 hour to travel around the clock To know that the hour hand takes 12 hours to travel around the clock face To know that the second hand takes 60 seconds or 1 minute to travel around the clock face To know that you can tell the time in analogue or digital times 	
Key Skills	<ul style="list-style-type: none"> To be able to count forwards and backwards in 10s and ones To be able to flexibly partition numbers to 100 To be able to compare and order numbers to 100 To be able to add by making 10 To be able to add by making 10 To be able to add 3 one digit numbers To be able to add to the next 10 To be able to add across a ten 	<ul style="list-style-type: none"> To be able to add and subtracting 10s To be able to add two 2-digit numbers-not crossing ten To be able to add two 2-digit numbers- crossing ten adding ones and adding tens To be able to subtract a 2-digit number from a 2-digit number-not crossing ten To be able to subtract a 2-digit number from a 2-digit number-crossing ten 	<ul style="list-style-type: none"> To be able to choose notes and coins to make a given amount To be able to make a pound To be able to calculate with money To be able to find change To be able to solve two step problems with money To be able to recognise equal groups To be able to make equal groups To be able to use arrays to solve multiplication and division calculations 	<ul style="list-style-type: none"> To be able to measure accurately in centimetres To be able to measure accurately in metres To be able to compare lengths and heights To be able to order lengths and heights To use the four operations of addition, subtraction, multiplication and division with lengths and heights To be able to compare mass 	<ul style="list-style-type: none"> To be able to recognise and make equal and unequal parts To be able to recognise and find a half of a shape or quantity To be able to recognise and find a quarter of a shape or quantity To be able to recognise and find a third of a shape or quantity To be able to find a whole from a given part of a shape or quantity 	<ul style="list-style-type: none"> To be able to make tally charts To be able to create and interpret tables of information To be able to construct and interpret block diagrams To be able to draw and interpret pictograms To be able to draw and interpret pictograms where each picture represents 2,5 or 10 To be able to use the language of position and direction to describe the location and movement of an object on a straight line or on a grid

	<ul style="list-style-type: none"> To be able to subtract across a ten To be able to subtract from a 10s number To be able to subtract a 1-digit number from a 2-digit number crossing 10 To be able to add and subtract 1s numbers from 1 and 2 digit numbers To be able to add and subtract 1s 	<ul style="list-style-type: none"> To be able to solve mixed addition and subtraction calculations To be able to compare number sentences To be able to solve missing number problems To be able to draw 2D shapes To be able to sort shapes using given criteria To be able to count faces, edges and vertices on 3D shapes To be able to make patterns with 2D and 3D shapes 	<ul style="list-style-type: none"> To be able to divide a number by 2 To be able to divide a number by 5 To be able to divide a number by 10 To be able to solve multiplication and division calculations To be able to solve two step problems using multiplication and division 	<ul style="list-style-type: none"> To be able to measure objects in grams To be able to measure objects in kilograms To carry out the four operations with mass To be able to measure in millilitres To be able to measure in litres To be able to read temperatures on a thermometer 	<ul style="list-style-type: none"> To recognise and find non-unit fractions To be able to recognise and find three quarters of a shape or quantity To be able to count in fractions up to a whole To be able to tell the time to o'clock and half past To be able to tell the time to quarter past and quarter to the hour To be able to tell the time to 5 minutes To be able to work out durations of time 	<ul style="list-style-type: none"> To be able to describe turns using knowledge of quarters, halves and three quarters as well as clockwise and anticlockwise To be able to create and continue shape patterns with turns
Key Vocabulary	Digit, numerals, greater than, less than, equal to, more, less, count, least, greatest, number, fewer. Partition, tens, ones, column, number sentence	Number bonds, column, tens, ones, more, number sentence Sides, curved surface, pyramid, 3D, 2D, vertical, surface, sphere, circle, square, pyramid, quadrilateral, vertex, polygon, vertices, face	Difference, pence p, amount, coins, buy, left, change, money, value, notes, pounds £ how much? Multiplication, column, equal groups, lots of, total, rows, unequal groups, array, times-table, times X, divide ÷, division	Taller, length, equal to, measurement, shorter, longer, distance, height, centimetre cm, metre m, kilograms kg, mass, volume, millilitres, heavier than, lighter than, weigh, grams g, capacity, balanced, litres l, degrees centigrade °C	Quarter, half, three quarters, third, grouping, non-unit fraction, unit fraction, denominator, numerator, sharing, parts divided by, parts, whole, equivalent, equal to, analogue, half past, quarter past, quarter to, day, minute, hour, o'clock, intervals, 10 minutes past, 25 minutes past	Horizontal, vertical, tally, tally chart, pictogram, bar diagram, Key, table, forwards, backwards, up, down, beneath, over, left and right, full turn, half turn, quarter turn, full turn, three-quarter turn, clockwise, anticlockwise

Writing: Literacy Tree: Writing Roots						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Texts	"Wolves" Emily Gravett, "Goldilocks and the three bears" Lauren Child, "You & Me" Anthony Browne, "Goldilocks & Just the One Bear" Leigh Hodgkinson	"The Journey Home" Frann Preston-Gannon, "We Are Water Protectors" Carole Lindstrom	"The Bear Under the Stairs" Helen Cooper, "The Minpins" Roald Dahl	"Tadpole's Promise" Jeanne Willis, "Grandad's Camper" Harry Woodgate,	"The Dragon Machine" Helen Ward, "Toys in Space" Mini Grey	"The Great Fire of London" Emma Adams, "Rosie Revere, Engineer" Andrea Beaty
Writing Genre	Non-Chronological Leaflets - Captions, information writing, character descriptions & comparisons Sequel Stories - Wanted posters, letters, retelling from another point of view, lists of rules, character descriptions	Persuasive letters - Posters, lists, postcards, wanted posters, information reports, short stories Environmental campaign - List poems, non-chronological reports (animals), chronological reports (lifecycles), character descriptions, protest signs	Information texts - Letters, retellings, own version narratives Own version adventure narratives - Danger posters, setting descriptions, character descriptions, information reports, postcards	Own version narratives - Simple explanations, speech and thought bubbles, setting descriptions, extended explanations Sequel narratives - Labels, memories poems, interviews, photo album captions, postcards Non-narrative poems Writing in role, diaries, letters of advice, short explanations	Own version dragon stories - Dragon guides & encyclopaedia, letters of advice, dragon machine explanations, shopping lists, descriptions, letters Own version fantasy world narrative - Found posters, diary entries, speech bubbles, notes of advice, space logs, invitations, fantasy setting descriptions	Information booklets - Persuasive poster, warning posters (instructional writing), speech bubbles, letters of advice, certificates Leaflet for local landmarks - Short explanations, writing in role, reports, adverts
Key Knowledge	<ul style="list-style-type: none"> To know that nouns are names To know that adjectives are describing words To know that adjectives are used to describe a noun 	<ul style="list-style-type: none"> To know that noun phrases can be created by choosing specific adjectives to describe a noun To know that different sentence types 	<ul style="list-style-type: none"> To know the difference between a statement, a command, an exclamation and a question To know that a homophones are 	<ul style="list-style-type: none"> To know that apostrophes are used to show possession To know that time adverbs can be used to sequence ideas 	<ul style="list-style-type: none"> To know that positional language can be used to describe To know that some words are spelled using the "un" prefix 	<ul style="list-style-type: none"> To know that capital letters are used for proper nouns To know that a verb is an action word To know that more powerful adjectives can be chosen to create more effect in writing

	<p>and this is called a noun phrase</p> <ul style="list-style-type: none"> • To know that most relevant "powerful" adjectives can be chosen to describe a character. • To know that a statement is a sentence that tells you something. • To know that stories have a beginning, middle and ending. • To know that letters and stories can be written from the character/person's viewpoint, like they are talking. • To know that there are different sentence types including: statements, questions and exclamations • To know that questions marks are used to end a question • To know that exclamation marks are used to end exclamations • To know that full stops are used to end a statement 	<p>are statement, exclamation, question and command</p> <ul style="list-style-type: none"> • To know that for each sentence type correct punctuation is needed - full stop, exclamation mark & question mark • To know that different sentence types can be used in sentences, posters and fact files • To know that verbs are "action" words and are also used for a state of being • To know that verbs are used at the beginning of a command • To know that verbs can end in "ing" and "ed" suffixes • To know that verbs can be simple present tense or simple past tense • To know that events that have already happened 	<p>two or more words having the same <u>pronunciation</u> but different meanings</p> <ul style="list-style-type: none"> • To know that letter can be written as another person • To know that sentences begin with a capital letter and need the correct punctuation to end • To know that there are some alternative spelling patterns for the "air" phoneme • To know that stories can be planned and written on a similar theme to stories read • To know that stories have a structure of beginning, middle and ending • To know that writing can be re-read and edited to check sentences make sense and to make improvements • To know that there is a 	<ul style="list-style-type: none"> • To know that a noun is a naming word • To know that adverbial phrases can be used in writing • To know that a verb is an action word • To know that some stories have language phrases that are repeated • To know that existing stories can be used to write another story, changing characters and events to create a new version • To know that stories need to be structured with a beginning, middle and ending • To know that surprise endings can create excitement in a story • To know that adverbial phrases, speech and powerful verbs can create more interesting language in a story writing 	<ul style="list-style-type: none"> • To know that a mnemonic can be used to help remember how to spell "should", "would" and "could" • To know that different sentence types can be used for writing • To know that noun phrases can be used to describe in sentences and conjunctions can be used to extend sentences • To know that some verbs that describe movement end in the "ed" suffix for past tense • To know that some words are spelled using the "ment" and "ness" suffixes • To know that stories need to be structured with a beginning, middle and ending • To know that adverbs - now, after and before can be used to explain changes 	<ul style="list-style-type: none"> • To know that commands can begin with an imperative verb • To know that there are different sentence types: questions, commands, exclamations and statements which can be used when writing • To know that punctuation is used for each sentence type and which punctuation is for which sentence type • To know that contractions can be used in speech • To know that some verbs are regular and some verbs are irregular verbs • To know that the simple past tense can be used for diary writing • To know that when the "ing" suffix is used, is/are need to be used correctly • To know that the present progressive tense can be used to write a speech • To know that conjunctions can be used to give reasons • To know that some superlatives can be used in writing
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<ul style="list-style-type: none"> • To know that "but" can be used in a sentence to compare and contrast differences • To know that notes can be used to plan a story • To know that fiction books are made up & non-fiction is factual information • To know that fact books have features like: index, glossary and sub-headings • To know that fiction books have features like: story language, characters and illustrations • To know that sentences begin in different ways with different openings • To know that conjunctions (cause and effect words) can be used to extend sentences • To know that comparable adjectives can be used to compare characters to other things 	<p>are written in the past tense</p> <ul style="list-style-type: none"> • To know that a noun is a naming word and that plural nouns are used for more than one noun and to know what suffix has been added • To know that commas are used to separate items in a list • To know that sentences can be written as if you are that character, from the character's perspective • To know that story settings can be described in writing using different noun phrases • To know that existing stories can be used to retell and write our own version of a story using different animal characters • To know that conjunctions "because" or "as" can be used in sentences to 	<p>difference between fact and fiction</p> <ul style="list-style-type: none"> • To know that "but" can be used as a conjunction to create an opposite in a sentence • To know that "or" and "and" conjunctions can be used when writing commands • To know that subheadings can be used when writing reports • To know that questions, commands, exclamations and statements can be used to write posters • To know that noun phrases can be used to add detail and describe a setting or a character • To know that the suffixes "ment" and "ness" can be added to words to create nouns • To know that the suffixes "er" and "est" can be added to words to create comparable adjectives 	<ul style="list-style-type: none"> • To know that factual explanations can be sequenced into stages in chronological (time) order • To know that conjunctions can be used to explain, when writing an explanation text • To know that explanation texts can be edited and time adverbials can be added • To know that predictive sentence openers and the conjunction 'because' can be used to explain predictions • To know that commas separate items in a list • To know that ideas in a sentence can be joined using "and" • To know what a noun phrase and expanded noun phrase is • To know that noun phrases can be used in poetry to describe 	<ul style="list-style-type: none"> • To know that stories need to be edited to check for spelling errors • To know that coordinating conjunctions 'and' and 'so' can be used in sentences • To know that the subordinating conjunction 'because' can be used in sentences • To know that prepositions and modal verbs can be used in writing • To know that there are some adjectives which end in "ing" • To know that commas are used in lists between items • To know that the future tense is used to write about things that are going to happen in the future • To know that speech can be included when writing stories • To know that questions need to begin with a capital letter and 	<ul style="list-style-type: none"> • To know that writing can be done in the second person • To know that adverbials can be used to express time • To know that a fact file can be planned and organised with information under sub-headings • To know that fact files can be written in the present tense or the past tense using subheadings, different sentence types and adjectives • To know that writing needs to be re-read to edit and check for errors in tense and punctuation • To know that "when" can be used as a conjunction in sentences • To know that some verbs end with "ing" suffix • To know that some words end in "ment" or "ness" suffix • To know that apostrophes are used to show possession and for contractions • To know that some common exception words do not follow common spelling rules
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	<ul style="list-style-type: none"> • To know that glossaries tell us the definition (meaning) of words • To know that spider diagrams can be used to plan non-fiction writing • To know that questions can be used for subheadings and information needs to be matched to subheadings in non-fiction writing • To know that reports begin with an introduction about the subject • To know that writing can be edited to make improvements • To know that published leaflets have an order with an introduction to begin, subheadings, and finish with a conclusion 	<p>persuade others by giving a reason</p> <ul style="list-style-type: none"> • To know that sentences can be written in the present tense using present tense verbs • To know that onomatopoeic words can be used to create the sound of water in poems • To know that writing can be to pass on information to others • To know that writing can be checked for errors by re-reading it and it can be edited to correct these • To know that some information texts have a logical order • To know that asking clear questions can help research information for writing • To know that 'if' and 'would' can be used to start sentences to 	<ul style="list-style-type: none"> • To know that verbs can be chosen to create more effect • To know some opposite adjectives • To know that apostrophes are used to show possession • To know that conjunctions can be used to join ideas in a sentence • To know that the "ing" suffix is added to the verb when writing in the progressive tense • To know that stories can be planned using a structure • To know that writing can be re-read to edit and check verb tenses are correct 	<ul style="list-style-type: none"> • To know that question words where, what, when, why and how can be used to begin questions • To know that questions need to begin with a capital letter and end with a question mark • To know that the past progressive tense uses the "ing" suffix and the past tense uses "ed" suffix at the end of verbs • To know that suffixes "ment" and "ness" can be used to extend words • To know that new poems can be written based on existing poetry read to gain ideas for writing 	<p>end with a question mark.</p> <ul style="list-style-type: none"> • To know that there are a range of sentence types and how these need to be punctuated • To know that past tense verbs are used when writing in the past tense 	<ul style="list-style-type: none"> • To know that expanded noun phrases, using more than one adjective can be used for description and specification
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		have a particular effect				
Key Skills	<ul style="list-style-type: none"> To be able to say what a noun is and what an adjective is To be able to select relevant "powerful" adjectives to describe a character & explain choices To be able to write statements containing adjectives linked to actions To be able to sequence story events in order, beginning, middle & ending To be able to retell a traditional story To be able to write part of a letter and story from a story character's viewpoint using sentences and a variety of sentence openings To be able to identify statements, questions and exclamations and understand which punctuation mark to end sentence types To be able to use "but" in a sentence 	<ul style="list-style-type: none"> To be able to create noun phrases using specific adjectives To be able to begin writing different forms of sentences: statement, question, exclamation, command To be able to identify the correct punctuation for each sentence type To be able to write sentences, a poster and a fact file using different sentence types with correct punctuation To be able to identify and write verbs in sentences, including at the beginning of a command To be able to begin identifying some simple present and simple past verbs 	<ul style="list-style-type: none"> To be able to identify the difference between a statement, a command, an exclamation and a question To be able to use homophones in context To be able to write in sentences about a real experience To be able to write a letter as another person To be able to retell a story in sentences with capital letters and full stops To be able to identify and use different spelling patterns for the same sound "air" To be able to plan a story with a similar theme to stories read To be able to use a plan to structure a story beginning, middle and ending To be able to edit writing to check sentences make 	<ul style="list-style-type: none"> To be able to use apostrophes for possession To be able to write a simple explanation using adverbs for time to sequence ideas To be able to identify when letters are missing and to shorten words using an apostrophe for simple contractions To be able to identify nouns To be able to use adverbial phrases to describe a setting To be able to identify verbs and use effective verbs to describe actions To be able to retell the main events of a story in sequence To be able to use some repeated language from a story To be able to plan a story with a familiar 	<ul style="list-style-type: none"> To be able to use positional language and conjunctions to create descriptive sentences To be able to use and correctly spell some words with the prefix un To be able to spell the common exception words "should", "would" and "could" To be able to write commands that give advice using conjunctions such as "or", "if" and "because" To be able to write information using a range of sentence types To be able to write sentences that describe and explain using (expanded) noun phrases, conjunctions and common exception words - would, should and could To be able to identify verbs with "ed" suffix 	<ul style="list-style-type: none"> To be able to record factual notes and statements To be able to use capital letters for proper nouns To be able to use technical vocabulary when researching information about London landmarks To be able to use a range of verbs, ambitious adjectives, capital letters for proper nouns and using present tense when creating a poster and writing about old London To be able to write commands in a warning poster, starting with an imperative verb To be able to use different sentence types to create speech bubbles To be able to identify contractions in speech To be able to identify regular and irregular verbs To be able to use simple past tense to write a diary entry To be able to use the 'ing' suffix and is/are correctly

	<p>to compare two texts</p> <ul style="list-style-type: none"> To be able to plan and write a story sequel for goldilocks and the three bears To be able to identify fiction & non-fiction sentences and the features of fiction and non-fiction books To be able to write character descriptions using a variety of sentence openers To be able to extend sentences using a conjunction (cause and effect word), create a word (noun), caption and an explanation of an object To be able to write a glossary definition of a word To be able to use spider diagrams and questions to plan a non-chronological report To be able to write a sub-heading and match information to write a paragraph of a non-chronological report 	<p>with "ing" or "ed" endings</p> <ul style="list-style-type: none"> To be able to begin using some past tense verbs in sentences To be able to identify a plural noun and use a rule for adding s/es suffix to a noun to create a plural To be able to identify a comma within a list To be able to write a sentence from the character's perspective To be able to use a variety of adjectives to create noun phrases about a setting To be able to plan, write and edit a story based on reading To be able to write persuasion sentences using the conjunction "because" or "as" to give reasons To be able to begin writing sentences in the present tense 	<p>sense and make improvements</p> <ul style="list-style-type: none"> To be able to sort statements into fact and fiction. To be able to write sentences using the conjunction "but" to create an opposite To be able to use the conjunctions 'or' and 'and' when writing commands To be able to write a non-chronological report on bears, using subheadings To be able to write a group of sentences around a topic To be able to use questions, commands, exclamations and statements to create a danger poster To be able to use noun phrases to write both character descriptions and to describe a setting To be able to create nouns using 	<p>structure, choosing characters and key events for a new version</p> <ul style="list-style-type: none"> To be able to create appropriate adverbial phrases for a story To be able to write a story from a plan with a beginning, middle and a surprise ending To be able to begin to use adverbial phrases, noun phrases, speech and powerful verbs To be able to edit and improve writing by changing verbs for more powerful verbs To be able to sequence stages in chronological (time) order in factual information To be able to use conjunctions to explain, when writing an explanation text To be able to edit an explanation 	<p>and use verbs that describe movement</p> <ul style="list-style-type: none"> To be able to spell some words with "ment" and "ness" suffixes To be able to use now, after and before as adverbs to explain how a story character changes To be able to create a story plan by sequencing main events in a story To be able to use a plan to write the opening, middle and ending section of a narrative using words with the un prefix, conjunctions, prepositions, ment and ness suffixes. To be able to edit a story to correct some errors in spellings To be able to use coordinating conjunctions 'and' and 'so' To be able to use the subordinating 	<ul style="list-style-type: none"> To be able to use present progressive tense to write a speech To be able to use a conjunction in a sentence to give reasons To be able to use superlative adjectives To be able to write in the second person To be able to use adverbials to express time To be able to take notes to record facts and plan a fact file, organising information under subheadings To be able to write a fact file in the present tense using subheadings, different sentence types and adjectives To be able to write and edit a fact file in the past tense using subheadings, different sentence types and adjectives To be able to use "when" as a subordinating conjunction and verbs ending in 'ing' to write a short factual explanation To be able to use and spell some words ending in 'ment' or 'ness'
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<ul style="list-style-type: none"> • To be able to write a comparable adjective in a sentence • To be able to write an introduction to a report • To be able to edit and improve sentences • To be able to create a leaflet with an introduction, sub-headings and a conclusion 	<ul style="list-style-type: none"> • To be able to write a list poem including an onomatopoeic word • To be able to consider what to write by planning sentences and extending sentences using conjunctions "because/as" • To be able to write sentences to create a non-chronological information text • To be able to re-read writing to check and correct some errors • To be able to write an information text explaining the water cycle, with a logical order • To be able to research for information for writing by asking clear questions • To be able to use some words with the suffixes "ful" and "less" 	<p>correctly and read these aloud to others</p> <ul style="list-style-type: none"> • To be able to begin choosing more effective verbs • To be able to identify opposite adjectives • To be able to use the suffixes "er" and "est" to create descriptions • To be able to use an apostrophe for possession • To be able to use some conjunctions to join ideas • To be able to write statements to create a report • To be able to use the progressive tense to write postcards • To be able to use a story plan, use the plan to write a story and begin to edit a story to check for consistent tense 	<p>the suffixes "ment" and "ness"</p> <ul style="list-style-type: none"> • To be able to use predictive sentence openers and the conjunction 'because' to explain predictions • To be able to identify commas and use them in a list to create labels • To be able to join two ideas in a sentence using "and" • To be able to use expanded noun phrases to describe • To be able to use noun phrases in poetry • To be able to write questions to create an interview using where, what, when, why and how with correct punctuation • To be able to begin using the past progressive tense with 'ing' to describe an action and create 	<p>text by adding time adverbials</p> <ul style="list-style-type: none"> • To be able to use some expanded noun phrases to describe and a range of sentence types to create a poster • To be able to use prepositions to write a diary entry in the present tense • To be able to use a range of modal verbs and conjunctions to give advice • To be able to use some adjectives ending in 'ing' • To be able to use noun phrases to write a space log • To be able to use commas in lists to write an invitation in the future tense • To be able to use prepositions to write a fantasy setting description • To be able to sort story events into order, summarise the main events and organise ideas into groups 	<p>conjunction 'because'</p> <ul style="list-style-type: none"> • To be able to identify and use an apostrophe for singular possession and for some simple contractions • To be able to spell many common exception words • To be able to write expanded noun phrases for description and specification • To be able to identify and write statements, exclamations and commands • To be able to ask and write questions using question marks correctly • To be able to create a plan for a leaflet using questions • To be able to write commands to create instructions on a leaflet
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		<ul style="list-style-type: none"> To be able to plan different paragraphs using a non-chronological report planner 		<p>captions for photos</p> <ul style="list-style-type: none"> To be able to write a postcard in the simple past tense using the 'ed' suffix To be able to write a response to a story explaining and discussing an opinion about a book To be able to use feelings and senses to write the ending to a story To be able to write statements and commands using the conjunctions "if" and "because" To be able to use words with the suffixes "ment" and "ness" To be able to plan, write and read a poem for an audience 	<ul style="list-style-type: none"> To be able to plan and write a story using 'ing' words as adjectives, commas in lists, sequencing adverbs, including speech, using a range of sentence types, prepositions, noun phrases and past tense verbs To be able to edit writing to check for consistent past tense verbs 	
Key Vocabulary	<p>Relevant Adjectives</p> <p>Character description</p> <p>Non-fiction (factual information) & Fiction (made up/rumour)</p> <p>leaflet sentence</p> <p>sentence openers</p>	<p>Noun, noun phrase</p> <p>adjective statement</p> <p>question exclamation</p> <p>command punctuation</p> <p>mark full stop</p> <p>question mark</p> <p>exclamation mark</p> <p>poster fact file</p>	<p>statement question</p> <p>exclamation command</p> <p>punctuation mark</p> <p>full stop question</p> <p>mark exclamation mark</p> <p>homophones sentence</p> <p>letter story editing</p> <p>fact fiction</p>	<p>apostrophes</p> <p>time adverbs - first, next, finally</p> <p>noun</p> <p>adverbial phrase</p> <p>speech powerful verbs</p> <p>story structure</p> <p>beginning middle</p> <p>ending surprise</p>	<p>adjective conjunction</p> <p>prefix positional</p> <p>language</p> <p>statement question</p> <p>exclamation command</p> <p>punctuation mark</p> <p>full stop question</p>	<p>research statement</p> <p>question exclamation</p> <p>command punctuation mark</p> <p>full stop question mark</p> <p>exclamation mark</p> <p>noun proper noun noun</p> <p>phrase expanded noun</p> <p>phrase adjective verb</p>

	index glossary alphabetical order sub-headings story language story characters illustrations conjunctions (cause and effect words) noun noun phrase comparable adjective report introduction editing statement letter question exclamation punctuation mark full stop question mark exclamation mark character viewpoint sequel publish	fact opinion verb present tense past tense suffix postcard plural list commas character's perspective setting plan edit conjunction persuasion list poem onomatopoeic words information text paragraph non-chronological report planner	conjunctions: but, or and opposite noun phrase verb adjective setting suffixes -ment ness ing er est comparable adjectives apostrophe progressive tense	ending sequence stages chronological (time) order information explanation time adverbials predictive sentence openers conjunctions commas noun phrase expanded noun phrase interview questions question words suffixes ment ness ing ed	mark exclamation mark suffix -ment ness verb noun noun phrase expanded noun phrase full stop capital letter question mark exclamation mark conjunction story plan future tense prepositions past tense	imperative verb present tense apostrophe contractions possession regular/irregular verbs suffix speech superlative adjective conjunction explanation leaflet
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Science: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	Living processes: Habitats <ul style="list-style-type: none"> To begin to understand some of the life processes, including movement, reproduction, sensitivity, growth, excretion and nutrition. To know the difference between things that are living, dead, and things that have never been alive, using some of the life processes. To know a variety of plants and animals and 	Living things: microhabitats <ul style="list-style-type: none"> To know variety of plants and animals and describe some differences. To know that a habitat is the environment where an animal or plant lives/grows, because it provides what they need to survive. To know that a microhabitat is a very small habitat (e.g. under stones, 	Materials: uses of everyday materials <ul style="list-style-type: none"> To know that objects are made from materials that suit their uses To know that material can be used for a range of purposes. To know different materials can be used for the same purpose. To know a push or pull must be applied to change the shape of a solid object. 	Animals: lifecycles and health <ul style="list-style-type: none"> To know that baby, toddler, child, teenager and adult are human life cycle stages. To know there are differences in the life cycles of different animals. To know humans grow as they age. To know the basic survival needs of animals are air, water and food. 	Plants: Plant growth <ul style="list-style-type: none"> To know seeds and bulbs grow into seedlings by producing roots and shoots. To know seedlings grow into mature plants by developing parts such as roots, stems, leaves and flowers. To know seeds need water and warmth to germinate. 	Making connections <p>Plants To know:</p> <ul style="list-style-type: none"> Seeds and bulbs grow into seedlings by producing roots and shoots. Seeds need water and warmth to germinate. Plants need water, light and a suitable temperature for growth and health. <p>Living things and their habitats To know:</p> <ul style="list-style-type: none"> Some of the life processes, including

	<p>describe some differences.</p> <ul style="list-style-type: none"> To name a variety of habitats, including woodland, ocean, rainforest and coastal. To know that a habitat is the environment where an animal or plant lives/grows because it provides what they need to survive. To know that living things depend upon each other (e.g. for food, shelter). To understand that a food chain can be used to show how animals obtain food from eating either plants and/or other animals. 	<p>logs and leaf litter).</p> <ul style="list-style-type: none"> To know that living things depend upon each other (e.g. for food, shelter). 	<ul style="list-style-type: none"> To know solid objects can be stretched, twisted, bent or stretched. To know different solid objects may take different amounts of force to change shape. 	<ul style="list-style-type: none"> To know personal hygiene prevents the spread of germs. To know washing our hands and changing our clothes are ways to keep clean. To know exercise can improve performance and well-being. To know the five food groups are carbohydrates, fruits and vegetables, dairy and alternatives, protein and oils and spreads. To know humans require a balanced diet to stay healthy. 	<ul style="list-style-type: none"> To know plants need water, light and a suitable temperature for growth and health. <p>Science in action</p> <ul style="list-style-type: none"> To know a range of jobs and careers that use scientific knowledge and methods. To know there are spiritual, moral, social and cultural links with Science. 	<p>movement, reproduction, sensitivity, growth, excretion and nutrition.</p> <ul style="list-style-type: none"> The difference between things that are living, dead and things that have never been alive, using some of the life processes. <p>Materials</p> <p>To know:</p> <ul style="list-style-type: none"> Why objects are made from particular materials and to give examples of their suitability. One material can be used for a range of purposes (and to give examples.) Different materials can be used for the same purpose (and to give examples.) Why certain materials are unsuitable for particular objects. Solid objects can be squashed, bent, twisted or stretched. <p>Science in action</p> <p>To know:</p> <p>About famous scientists throughout history.</p> <p>About the work of modern-day scientists.</p>
Key Skills	<ul style="list-style-type: none"> To ask simple questions, recognising that they can be answered in different ways. To classify objects into groups. To gather and record data in a simple table. 	<p>Posing questions</p> <ul style="list-style-type: none"> Raising their own simple questions. Recognising that there are different types of enquiry. Responding to suggestions of how to answer questions. <p>Planning</p>	<p>Posing questions</p> <ul style="list-style-type: none"> Recognising there are different types of enquiry. <p>Measuring</p> <ul style="list-style-type: none"> Using non-standard units to measure and compare. <p>Recording</p> <ul style="list-style-type: none"> Recording results using numbers. 	<p>Posing questions</p> <ul style="list-style-type: none"> Recognising there are different types of enquiry. <p>Measuring</p> <ul style="list-style-type: none"> Using simple measuring equipment. <p>Recording</p> <ul style="list-style-type: none"> Recording results using numbers. 	<p>Posing questions</p> <ul style="list-style-type: none"> Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question). 	<p>Posing questions</p> <ul style="list-style-type: none"> Exploring the world around them and raising their own simple questions. Recognising there are different types of enquiry (ways to answer a question).

	<ul style="list-style-type: none"> To carry out research to find answers to questions. 	<ul style="list-style-type: none"> Deciding if observations are suitable. Ordering a simple method. <p>Predicting</p> <ul style="list-style-type: none"> Suggesting what might happen. <p>Observing</p> <ul style="list-style-type: none"> Using their senses to describe what they notice. <p>Recording</p> <ul style="list-style-type: none"> Recording results using simple observations and tally marks. 	<p>Graphing</p> <ul style="list-style-type: none"> Representing data using block graphs. <p>Analysing and drawing conclusions</p> <ul style="list-style-type: none"> Using results to answer simple questions. 	<p>Analysing and drawing conclusions</p> <ul style="list-style-type: none"> Using results to answer simple questions. <p>Researching</p> <ul style="list-style-type: none"> Gathering information from a secondary source. 	<ul style="list-style-type: none"> Responding to suggestions on how to answer questions. <p>Planning</p> <ul style="list-style-type: none"> Beginning to recognise whether a test is fair. With support, deciding if suggested observations are suitable. <p>Predicting</p> <ul style="list-style-type: none"> Suggesting what might happen, often justifying with personal experience. <p>Observing</p> <ul style="list-style-type: none"> Using their senses to describe, in simple terms, what they notice or what has changed. <p>Measuring (quantitative data)</p> <ul style="list-style-type: none"> Beginning to use standard units to measure and compare. Beginning to use simple measuring equipment to make approximate measurements. Reading simple numbered scales. <p>Recording (diagrams)</p> <ul style="list-style-type: none"> Drawing and labelling simple diagrams. <p>Recording (tables)</p> <ul style="list-style-type: none"> Using a prepared table to record results including: 	<ul style="list-style-type: none"> Responding to suggestions on how to answer questions. <p>Planning</p> <ul style="list-style-type: none"> Beginning to recognise whether a planned test is fair. With support, deciding if suggested observations are suitable. <p>Predicting</p> <ul style="list-style-type: none"> Suggesting what might happen, often justifying it with personal experience. <p>Observing</p> <ul style="list-style-type: none"> Using their senses to describe, in simple terms, what they notice or what has changed. <p>Researching</p> <ul style="list-style-type: none"> Gathering specific information from one simplified, specified source. <p>Recording (tables)</p> <ul style="list-style-type: none"> Using a prepared table to record results including: <ul style="list-style-type: none"> numbers; simple observations. <p>Grouping and classifying</p> <ul style="list-style-type: none"> Grouping based on visible characteristics. <p>Analysing and drawing conclusions</p> <ul style="list-style-type: none"> Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions.
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					<p>Numbers and simple observations.</p> <p>Analysing and drawing conclusions</p> <ul style="list-style-type: none"> Using their results to answer simple questions. Beginning to recognise when results or observations do not match their predictions. 	
<p>Key Vocabulary</p>	<p>Alive, analyse Camouflage, carnivore Classify, coastal, dead Depend, diet, energy Excretion, food chain Growth, habitat Herbivore, life process Mammal, movement Nutrition, ocean Omnivore, predator Prey, producer, rainforest Reproduction, sensitivity</p>	<p>Botanist, camouflage characteristics classification key classify comparative/fair test conclusion, criteria, data food chain, identify invertebrate, method microhabitat, minibeast research, results species, survey, tally, test</p>	<p>Bend block graph elastic fabric flexible glass material metal object plastic property pull push record rock suitable squash twist stretch wood</p>	<p>Adult air baby basic needs butterfly child carbohydrates caterpillar growth dairy, health egg, height exercise, hygiene fitness, lamb food, life cycle frog, live young froglet, measure fruit, offspring germs, oils</p>	<p>Bulb comparative test conclusion condition diagram energy flower germinate growth leaf life cycle measure nutrient observe plant shoot seed seedling seed coat stem wilt</p>	<p>alive bubble wrap eco-friendly dead excretion fabric flexible germinate growth human-made life process material movement natural nutrition paper plastic property recycle reduce reproduction reuse seed sensitivity soil strong suitable</p>

History: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	<p>How was school different in the past?</p> <ul style="list-style-type: none"> To know a decade is ten years. To know that beyond living memory is more than 100 years ago. To know that changes may come about because of improvements in technology To know that daily life has changed over time but that there are some similarities to life today. To know that there are explanations for similarities and differences between children's lives now and in the past. To know that historians use evidence from sources to find out more about the past. 		<p>How did we learn to fly?</p> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago To know that changes may come about because of improvements in technology. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To begin to identify achievements and inventions that still influence their own lives today. To know the legacy and contribution of the inventions. 		<p>What is a monarch?</p> <ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago To know that events in history may last different amounts of time. To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways. To know that a monarch is a king or queen. To begin to understand that power is exercised in different ways in different culture, times and 	

			<ul style="list-style-type: none"> To be aware of the achievements of significant individuals. 		<p>groups e.g. monarchy.</p> <ul style="list-style-type: none"> To know that in the past monarchs had absolute power. To be aware of the achievements of significant individuals 	
Key Skills	<ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events Making simple observations about a source or artefact Comparing pictures or photographs of people or events in the past. Understanding how we use books and sources to find out about the past. Using a source to answer questions about the past. Evaluating the usefulness of sources to a historical enquiry. Selecting information from a source to answer a question. Identifying a primary source. Making simple conclusions about a question using evidence to support. 		<ul style="list-style-type: none"> Sequencing six photographs, focusing on the intervals between events. Placing events on a timeline Knowing where people/events studied fit into a chronological framework. Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. Discussing who was important in a historical event. Using artefacts, photographs and 		<ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events. Knowing where people/events studied fit into a chronological framework. Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes. Asking questions about why people did things, why events happened and what happened as a result. Recognising why people did things, why events happened and what happened as a result. Knowing some things which have changed/stayed the same as the past. Finding out about people, events and beliefs in society. 	

			<p>visits to museums to ask and answer questions about the past.</p> <ul style="list-style-type: none"> • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Evaluating how reliable a source is. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of sources to a historical enquiry. • Selecting information from a 		<ul style="list-style-type: none"> • Discussing who was important in a historical event. • Using artefacts, photographs and visits to museums to ask and answer questions about the past. • Making simple observations about a source or artefact. • Using sources to show an understanding of historical concepts (see above). • Recognising different ways in which the past is represented (including eye-witness accounts). • Comparing pictures or photographs of people or events in the past. • Asking a range of questions about stories, events and people. • Understanding the importance of historically-valid questions. • Understanding how we use books and sources to find out about the past. • Using a source to answer questions about the past. • Evaluating the usefulness of 	
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			<p>source to answer a question.</p> <ul style="list-style-type: none"> • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing. • Identifying a primary source 		<p>sources to a historical enquiry.</p> <ul style="list-style-type: none"> • Selecting information from a source to answer a question. • Making links and connections across a unit of study. • Making simple conclusions about a question using evidence to support. • Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount) • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. 	
Key Vocabulary	<p>past timeline date different decade present important similar modern living memory evidence source decade beyond living memory preferred</p>		<p>beyond living memory decade evidence eyewitness flight historic historically significant inventor living memory past present primary source source</p>		<p>absolute monarchy Anglo-Saxon, anointing Archbishop of Canterbury armed forces, attack bailey, battle, battlements Bayeux Tapestry, ceremony concentric castle constitutional monarchy conquer, coronation crowning, defend, earl Edward the Confessor fortified manor house gatehouse, government Harold Godwinson, Earl of Wessex, Harald Hardrada</p>	<p>Term 5 vocab cont.: motte-and-bailey, nobility Normandy, Normans Oath, orb, parliament Portcullis, power Procession, rule, sceptre stone keep, tower, walls William of Normandy Witan</p>

					Head of State, invade Investing, keep, moat Monarch, motte	
Geography: Kapow						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge		<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non-European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often 		<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> To be able to name the seven continents of the world. To be able to name the five oceans of the world. name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located. To know some key physical features of the UK. To know some key human features of the UK. To begin to recognise world maps as a flattened globe. To know that maps need a title and purpose. To know that maps need a key to 		<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know some key human features of the UK. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

		caused by the location of the place.		<p>explain what the symbols and colours represent.</p> <ul style="list-style-type: none"> To know that a tally chart is a way of collecting data quickly. 		
Key Skills		<ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to 		<ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Confidently locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Describing the key physical features in a local river area using basic geographical vocabulary. Recognising why maps need a title. Using an atlas to locate the four 		<ul style="list-style-type: none"> Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas of the UK on a map of this area. Confidently locating the capital cities of the four countries of the UK on a map of this area. Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coast and how it changes over time using subject-specific vocabulary. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map.

the Equator and the North and South poles.

- Using a world map, globe and atlas to locate all the world's seven continents on a world map.

capital cities of the UK.

- Using a world map, globe and atlas to locate all the world's seven continents on a world map.
- Using a world map, globe and atlas to locate the world's five oceans.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Using locational language and the compass points (N, S, E, W) to describe the route on a map.
- Recognising landmarks of a city studied on aerial photographs and plan perspectives.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Drawing a map and using class agreed symbols to make a simple key.
- Drawing a simple sketch map of the playground or school grounds using symbols to represent human

- Using a map to follow a prepared route.
- Recognising human features on aerial photographs and plan perspectives.
- Recognising physical features on aerial photographs and plan perspectives.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- Collecting quantitative data through a small survey of the local area/school to answer an enquiry question
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering simple questions about data.

and physical features.

- Finding a given OS symbol on a map with support.
- to draw objects to scale (e.g. show the school playground is smaller than the school or school field).
- Using an aerial photograph to draw a simple sketch map using basic symbols for a key.
- Discussing the features they see in the area surrounding their school when on a walk.
- Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
- Classifying the features they notice into human and physical with teacher support.
- Presenting data in simple tally charts or pictograms and commenting on what the data shows.
- Asking and answering simple questions about data

Key Vocabulary		arid, climate, compass, continent, country, desert equator, globe, grasslands human feature, ice sheet, land, locate, map, mild, ocean, pack ice physical feature, polar, ra gauge, rainforest, rural savannah, sea, temperate temperature, thermometer tropical, urban vegetation, weather		aerial photograph, capital city, continent country, data collection fieldwork, human feature key, lake, land, landmark locate, location, map north, physical feature ocean, OS map river, sample, sea scale, symbol, tally chart vegetation		Arch, aquarium, bay capital city, city, cliff coast, coastline, country data collection, fieldwork island, harbour human feature, location locate, mudflat, ocean physical feature pictogram, pier sand dunes, sea, stack tally chart, tourist, town village
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Computing: Teach Computing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	Computing systems and networks: Information Technology around us. <ul style="list-style-type: none"> To know some examples of computers. To know and name some uses of computers To know that a computer is a part of IT To know that some IT can be used in more than one way To know different uses of IT To know how rules can keep them safe when using IT 	Creating Media-Digital photography <ul style="list-style-type: none"> To know which devices can be used to take a photograph To know how to take a photograph To know how to take a photo in both landscape and portrait format To know how to improve a photograph by retaking it To know why a picture may be unclear To know how to use tools to change an image To know then a photo has been changed and when they are real 	Programming A- Robot Algorithms <ul style="list-style-type: none"> To know that instructional language needs to be clear and precise To know that an algorithm is a set of instructions used by a computer To know that instructions within an algorithms need to be sequenced in a particular order to achieve a desired outcome To know how to program a Beebot to move around a mat to a desired location To know how to debug an algorithm to correct inaccuracies 	Data and information-Pictograms <ul style="list-style-type: none"> To know what a pictogram is To know how to enter data on a computer To know how to create a program to arrange objects by an attribute To know how to use a computer program to present information in different ways To know how to share information on a computer To know when and why information should not be shared 	Creating media-Digital music <ul style="list-style-type: none"> To know how to use a computer to create music To know how to use a computer to experiment with pitch To know that music is a sequence of notes To know how music makes you feel To know how to review and refine work carried out on the computer (editing) 	Programming B- Programming quizzes <ul style="list-style-type: none"> To know how to identify the start of a sequence To know that a program needs to be started To know that a sprite is a two dimensional graphical object used in computer graphics, particularly games To know how to run a program To know how to create a program To know how to debug a program I have created To know how to improve a programming project by adding features.

Key Skills

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|---|--|--|--|---|--|
| <ul style="list-style-type: none"> To be able to sort school IT by what it is used for To be able to sort IT by where it is found To be able to talk about uses of information technology To be able to demonstrate how IT devices work together To be able to explain why we use IT To be able to show how to use information technology safely. | <ul style="list-style-type: none"> To be able to talk about how to take a photograph To be able to explain the process of taking a good photograph To be able to take photos in both landscape and portrait formats To be able to identify what is wrong with a photograph To be able to experiment with different light sources To be able to use tools to change a photograph To be able to apply a range of photographic skills to capture a photo | <ul style="list-style-type: none"> To be able to follow instructions given by someone else To be able to give clear instructions To be able to use an algorithm to program a floor robot To be able to show the difference in outcomes between two sequences that consist of the same instructions To be able to predict the outcome of a sequence To be able to explain what an algorithm they have designed should achieve To create an algorithm to meet a goal To be able to debug each part of an algorithm | <ul style="list-style-type: none"> To be able to enter data onto a computer To be able to use a computer to view data in a different format To be able to use pictograms to answer simple questions about objects To be able to tally objects using a common attribute To be able to create a pictogram to arrange objects by an attribute To be able to answer 'more than'/'less than' and 'most/least' questions about an attribute To be able to use a computer program to present information in different ways To be able to share what I have found out using a computer To be able to give simple examples of why information should not be shared | <ul style="list-style-type: none"> To be able to identify simple differences in pieces of music To be able to describe music using adjectives To be able to say what I do and don't like about a piece of music To be able to connect images with sounds To be able to use a computer to experiment with pitch To be able to relate an idea to a piece of music To be able to refine a musical sequence on a computer To be able to create a rhythm which represents an animal I've chosen To be able to create my animal's rhythm on a computer To be able to add a sequence of notes to my rhythm | <ul style="list-style-type: none"> To be able to predict the outcome of a sequence of commands To be able to match two sequences with the same outcome To be able to change the outcome of a sequence of commands To be able to work out the actions of a sprite in an algorithm To be able to decide which blocks to use to meet the design To be able to build the sequences of blocks I need To be able to choose backgrounds for the design To be able to choose characters for the design To be able to create a program based on the new design To be able to compare my project to my design To be able to improve my project by adding features To be able to debug my program |
|---|--|--|--|---|--|

Key Vocabulary	Information technology, computer, laptop, keyboard, mouse, tower, screen, tablet, Printer, visualiser, camera, internet safety, Alexa, barcode, scanner/scan, photocopier	Device, camera, photograph, image, capture, detail, landscape, portrait, framing, subject, compose, light sources, flash, focus, background, editing, filter, format, lighting	Instruction, sequence, clear, unambiguous, algorithm, program, order, prediction, artwork, design, route, mat, debugging, decomposition	More than, less than, most, least, organise, data, object, tally chart, votes, total, pictogram, enter, data, compare, count, explain, more, less, most, least, more common, least common, attribute, same, different, most popular, least popular, conclusion, block diagram, sharing, data	Music, planets, Mars, Venus, war, peace, quiet, loud, feelings, emotions, pattern, rhythm, pulse, Neptune, pitch, tempo, rhythm, notes, pattern, notes, instrument, tempo, create, pulse/beat, open. edit	Sequence, command, program, run, start, outcome, predict, program, blocks, sprite, algorithm, blocks, design, modify, change, actions, compare, design, debug, features, evaluate, match edit
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Music: Charanga

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hands, feet, heart. South African style music The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokolozo by Arthur Mafokate	Ho Ho Ho Christmas, Big Band, Motown, Elvis, Freedom Songs Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	I wanna Play in a Band Rock style music We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	Zootime Reggae style music Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff	Friendship Song Pop, Soul, Film, Musicals Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman	Reflect, rewind and replay. Western Classical Music and children's choice from Year 2. Peer Gynt Suite: Anitras Dance by Edvard Grieg - Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach - Baroque From The Diary Of A Fly by Béla Bartók - 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams - 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky - Romantic The Robots (Die Roboter) by Kraftwerk - Contemporary
Key Knowledge	The following Key knowledge will be taught throughout the year in each of the topics through a variety of music styles.					
Listen and appraise	Games	Singing	Playing	Improvisation	Composition	Performance

<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To know that rhythms are different from the steady pulse. To know we add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> To confidently know and sing five new songs from memory. To know that unison is everyone singing at the same time. To know songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> To learn the names of the notes in their instrumental part from memory or when written down. To know the names of un-tuned and tuned percussion instruments played in class(glockenspiel) 	<ul style="list-style-type: none"> To know that improvisation is making up your own tunes on the spot. To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> To know that composing is like writing a story with music. To know that everyone can compose. 	<ul style="list-style-type: none"> To know that a performance is sharing music with an audience. To know that a performance can be a special occasion and involve a class, a year group or a whole school. To know an audience can include your parents and friends.
Key Skills	<ul style="list-style-type: none"> To be able to find the pulse in a piece of music To be able to march in time with the pulse To be able to clap rhythms (long + short sounds whilst marching to the pulse) To be able to recognise that songs sometimes have a question and answer section and a chorus To be able to play the glockenspiel accurately and in time To be able to play the notes G,A and C on a glockenspiel 	<ul style="list-style-type: none"> To be able to find the pulse (a steady heartbeat) To be able to march and find the pulse To be able to be a rapper and find the pulse To be able to freestyle finding the pulse To be able to clap rhythms (long + short sounds whilst marching to the pulse) To be able to copy and clap back rhythms To be able to clap the rhythm of your name To be able to clap the rhythm of your favourite colour To be able to create their own rhythms for the class to copy back. 	<ul style="list-style-type: none"> To be able to Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers To be able to march and find the pulse To be able to be a rockstar finding the pulse To be able to sing and dance together, in time(unison) and using actions To be able to compose a simple melody using simple rhythms, and use as part of a performance. To be able to create their own rhythms for the class to copy back. To be able to play the glockenspiel 	<ul style="list-style-type: none"> To be able to find the pulse and recognise that this Unit is about Reggae music. To be able to recognise and name most of the instruments they hear: Keyboard, drums, bass, electric guitar, singers To be able to sing and dance together, in time and using actions To be able to play the glockenspiel accurately and in time using the notes C, D and E To be able to improvise and compose using the notes C, D and E 	<ul style="list-style-type: none"> To be able to recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel To be able to decide on how they will find and demonstrate the pulse in a piece of music To be able to clap rhythms (long + short sounds) To be able to clap the rhythm of their name To be able to clap the rhythm of their favourite colour To be able to play the glockenspiel accurately and in time using the notes E and G To be able to compose a simple melody using simple 	<ul style="list-style-type: none"> To begin to be able to read simple musical notation linking symbols to notes on the glockenspiel To be able to talk about what they like and don't like about a piece of music To clap out a simple rhythm To be able to play a musical instrument (glockenspiel) in front of an audience To understand how musical notation shows the duration for which a note should be played To recognise that music comes in many forms and that enjoyment of different styles of music is a subjective experience

		<ul style="list-style-type: none"> To be able to play the glockenspiel accurately and in time To be able to play the notes G, A and B on a glockenspiel 	<p>accurately and in time</p> <ul style="list-style-type: none"> To be able to play the notes D, F and C on a glockenspiel 		rhythms, and use as part of the performance	
Key Vocabulary	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo	Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo	Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo	Review, rewind, appraise, classical, notation, treble clef, crotchet, minim, stave, quavers, duration, note

PE: Real PE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	<ul style="list-style-type: none"> To know I need to try several times if at first I don't succeed and then ask for help To know how to side step in both directions To know how to gallop, leading with either foot To know how to hop on either foot To know how to skip around the room To know how to combine side steps with 180° front pivots off either foot To know how to combine side steps with 180° reverse pivots off either foot 	<ul style="list-style-type: none"> To know how to help, praise and encourage others in their learning To know how to take turns, share space and equipment To know how to jump from 2 feet to 2 feet forwards and backwards and side to side To know how to jump from 2 feet to 2 feet with a quarter turn in both directions To know how to stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot) To know how to balance with 1 hand and 1 foot touching 	<ul style="list-style-type: none"> To know how to explain why someone is working or performing well To know how to walk forwards with fluidity and minimum wobble whilst maintaining balance on a line To know how to walk backwards with fluidity and minimum wobble whilst maintaining balance on a line To know how to walk fluidly on a line lifting knees up to 90° To know how to walk fluidly, lifting heels up to bottom To know how to recognise similarities 	<ul style="list-style-type: none"> To know how to compare my movements and skills with those of others To know how to stand and roll a ball down to my toes and back up, then around my upper body using 2 hands To know how to stand and roll a ball up and down my legs and round my upper body using 1 hand To know how to select and link movements together to fit a theme To know how to sit holding hands with a partner with toes touching and rock forwards, backwards and side-to-side, 	<ul style="list-style-type: none"> To know how to perform a range of skills with some control and consistency To know how to roll a large ball to a partner or against a wall (3-5 metre distance) and catch the return roll/ rebound with 2 hands To know how to throw a tennis ball and catch it with the same hand after 1 bounce To know how to throw a tennis ball and catch it with the same hand without a bounce To know how to throw a tennis ball and catch it with the 	<ul style="list-style-type: none"> To know how my body feels before, during and after exercise To know to roll a ball, chase and collect it in a balanced position facing the opposite direction To know how to chase a ball rolled by a partner and collect it in a balanced position facing opposite direction To know how to start in a seated position, throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction To know how to start in a seated position and chase a bouncing ball fed by a partner

	<ul style="list-style-type: none"> To know how to skip with knee and opposite elbow both at 90° angle To know how to hopscotch forwards and backwards, hopping on the same leg (right and left) To know how to stand still and maintain balance for 10 seconds on either leg To know how to stand still and maintain balance on either leg for 30 seconds To know how to complete 5 mini-squats maintaining balance on either leg. 	<p>the floor in a seated position</p> <ul style="list-style-type: none"> To know how to pick up a cone from one side, swap hands and place it on the other side whilst in a seated position with no hands or feet touching the floor To know how to return the cone to the opposite side after swapping it over (see above) 	<p>and differences in performance</p> <ul style="list-style-type: none"> To know how to maintain balance whilst standing on a line with a good stance for 10 seconds To know how to maintain balance whilst standing on a low beam with a good stance for 10 seconds 	<p>maintaining balance throughout</p> <ul style="list-style-type: none"> To know how to hold on to a partner with one hand and, with a long base, lean back, hold our balance and move back together again. 	<p>other hand without a bounce</p> <ul style="list-style-type: none"> To know how to strike a large soft ball along the ground to a partner with my hand 5 times in a rally. To know how to perform a sequence of movements with some changes in level, direction or speed To know how to react and catch a large ball dropped from shoulder height by a partner after 1 bounce (from a distance of 1,2 and 3 metres) To know how to react quickly and catch a tennis ball dropped from shoulder height after 1 bounce (from a distance of 1,2 and 3 metres) 	<p>and collect it in a balanced position facing the opposite direction</p> <ul style="list-style-type: none"> To know how to use small equipment appropriately and move and land safely To know how to reach round and point to the ceiling with either hand in a mini-front support, maintaining balance throughout To know how to place a cone on my back and take it off with the other hand in a mini-front support To know how to place a cone on my tummy and take it off with the other hand in a mini-back support.
Key Skills	<p>Personal Skills:</p> <ul style="list-style-type: none"> To be able to listen carefully to instructions To be able to keep your head up and stay within marked areas To be able to keep going when things are hard To be able to think about who you can ask for help To be able to only move on when you can do things consistently 	<p>Fundamental movement skills:</p> <p>Dynamic balance to agility: Jumping and landing</p> <ul style="list-style-type: none"> To be able to keep feet shoulder width apart To be able to bend knees on take-off and on landing To be able to keep your head up To be able to swing your arms to help gain height and use 	<p>Cognitive Skills</p> <ul style="list-style-type: none"> To be able to listen carefully and following the rules for each activity To be able to look at different parts of the body to help recognise similarities and differences To be able to be specific about what others are doing well To be able to think about what they have done well in a lesson in terms of physical 	<p>Creative skills</p> <ul style="list-style-type: none"> To be able to make up my own rules and versions of activities To be able to respond differently to a variety of tasks or music To be able to select and linking movements together to fit a theme To be able to compare movements and skills with those of others 	<p>Physical skills</p> <ul style="list-style-type: none"> To be able to select and apply a range of skills with good control and consistency To be able to perform a sequence of movements with some changes in level, speed and direction To be able to perform a range of skills and link two movements together <p>Fundamental movement skills</p>	<p>Health and Fitness skills</p> <ul style="list-style-type: none"> To be able to describe how and why my body changes during and after exercise To be able to use equipment appropriately and move and land safely To be able to be aware of why exercise is important for good health

<ul style="list-style-type: none"> To be able to view things you can't do as an opportunity to learn and improve To be able to find a safe place to work in <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> To be able to keep your head up To be able to bend your knees to help balance To be able to work off the balls of your feet To be able to keep your head up and back straight To be able to bend your knees to push off and land To be able to keep your head up and still To be able to keep your tummy (core muscles) tight and your back straight To be able to use your arms to help you balance 	<p>them to balance on landing</p> <ul style="list-style-type: none"> To be able to land softly so there is no noise <p>Static balance: seated</p> <ul style="list-style-type: none"> To be able to keep tummy tight and back straight To be able to keep your weight going through your bottom To be able to keep your head up and breathing throughout 	<p>and non-physical skills</p> <ul style="list-style-type: none"> To be able to use their own and others' feedback to help identify areas for improvement. <p>Static balance</p> <ul style="list-style-type: none"> To be able to keep your head up and still To be able to keep your back straight To be able to swing your arms to help move and balance To be able to keep your head still and looking forward To be able to use your opposite arm and leg to help move and balance as you walk To be able to work off the balls of your feet To be able to keep your feet, a shoulder width apart and knees bent 	<ul style="list-style-type: none"> To be able to explore and describe different movements <p>Fundamental movement skills</p> <p>Coordination: Ball skills</p> <ul style="list-style-type: none"> To be able to keep your tummy tight and your weight through your bottom To be able to use your fingers to move the ball To be able to focus on moving the ball smoothly rather than with speed To be able to move the ball with your fingertips To be able to perform movements smoothly and gradually increasing speed <p>Counter balance: With a partner</p> <ul style="list-style-type: none"> To be able to keep tummy (core muscles) tight and body straight To be able to hold on to your partner's forearms To be able to hold with straight arms when leaning back 	<p>Coordination: sending a receiving</p> <ul style="list-style-type: none"> To be able to use backswing and follow through with a ball To be able to keep eyes focused on the ball To be able to adopt a good 'ready position' (weight on balls of feet, wide base) To be able to move feet to get in line with the ball when receiving To be able to have 'soft hands' when catching <p>Agility: reaction and response</p> <ul style="list-style-type: none"> To be able to push off hard with your feet To be able to keep your head steady and watch the ball To be able to move your feet to get to the ball (rather than stretching) To be able to take up a ready position with your knees bent and your feet apart (front to back) To be able to start quickly and accelerate by pushing off hard with your feet To be able to bend your knees to slow down 	<p>Fundamental movement skills</p> <p>Agility: Ball chasing</p> <ul style="list-style-type: none"> To be able to take up a good ready position and push off hard To be able to keep head steady and watch the ball To be able to try rolling the ball at different speeds to get the right challenge To be able to start quickly and accelerate by pushing off hard with your feet To be able to drive your arms from 'hips to lips' to help you accelerate To be able to keep watching the ball and concentrate on your timing so you arrive at the correct time <p>Static Balance: Floor work</p> <ul style="list-style-type: none"> To be able to keep your hands in line with your shoulders and knees in line with your hips (mid-front support) To be able to keep your hands in line with your shoulders and feet in line with your knees
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						(mini-back support) <ul style="list-style-type: none"> To be able to point your fingers towards your feet in the mini-back support
Key Vocabulary	Succeed, gallop, side step, skip, front pivot, reverse pivot, hopscotch, balance, Core muscles, challenge, mini-squat	Praise, encourage, share, jump, forwards, backwards, take-off, land, swing, height, balance, softly, challenge, focus	Perform, fluid, fluidity, walk, lift, wobble, balance, opposite arm, shoulder width, heels, stance, knees bent, back straight	Movement, stand, roll, ball, control, speed, accuracy, core muscles, forearms, partner, smooth, increasing speed, fingertips, focus, link, theme, respond, select, compare	Partner, roll, rebound, return, catch, strike, target, rally, throw, sequence, direction, accelerate, push, bend, stretch, soft hands, steady, ready position,	Exercise, feel, body, heart rate, sweaty, out of breath, seated position, bounce, chase, feed, reach, mini-front support, mini-back support, cone, balance, concentrate, watch, health, steady, accelerate

PSHE/RSE: PSHE Matters

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	Being Me <ul style="list-style-type: none"> To know what makes them special To know about ways in which we are all unique To know what they are good at and what they like and dislike To know about the importance of having compassion towards others; how to show care and concern for others To know about how information on the internet is ranked, selected and targeted at specific individuals and groups To know the ways in which we are the 	Being Safe <ul style="list-style-type: none"> To know that sometimes people may behave differently online, including by pretending to be someone they are not To know how to respond safely to adults they don't know. To know examples of rules and age restrictions that keep us safe To know about risks in simple everyday situations and what action to take to minimise harm To know how to keep safe at home 	Drug Education <ul style="list-style-type: none"> To know how to make informed decisions about health To know about what good physical health means; how to recognise early signs of physical illness To know about what constitutes a healthy diet; risks associated with not eating a healthy diet To know how to maintain good hygiene To know about their own strengths and how these contribute to self-worth To know some reasons why we need 	Changes <ul style="list-style-type: none"> To know ways of sharing feelings; a range of words to describe feelings To know about different things they can do to change their mood when they don't feel good To know when they need help with feelings; that it is important to ask for help with feelings and how to ask for help To know about change and loss; about feelings associated and can recognise what helps people to feel better 	Money Matters <ul style="list-style-type: none"> To know what money is; forms that money comes in and that money comes from different sources To know that people make different choices about how to save and spend money To know about the difference between needs and wants; that sometimes people may not always be able to have the things they want To know how money needs to be looked after; different ways of doing this 	Growing Up <ul style="list-style-type: none"> To know about simple hygiene routines that can stop germs from spreading To know about change and loss; about feelings associated and can recognise what helps people to feel better To know what makes them special To know about ways in which we are all unique To know how to name the main parts of the body including external genitalia (vulva, vagina, penis, testicles.) To know about growing and changing

	same and different to others	<ul style="list-style-type: none">To know about ways to keep safe in familiar and unfamiliar environments and how to cross the road safelyTo know about the people whose job it is to help keep us safeTo know about basic rules to keep safe onlineTo know what to do if there is an accident and someone is hurtTo know how to get help in an emergency, (how to dial 999 and what to say.)	to comply with rules and restrictions	<ul style="list-style-type: none">To know how to manage when finding things difficultTo know about growing and changing from young to old and how people's needs changeTo know how to prepare to move to a new class/year group	<ul style="list-style-type: none">To know that everyone has different strengths.To know that jobs help people to earn money to pay for thingsTo know about different jobs that people they know or people who work in the community doTo know about some of the strengths and interests someone might need to do different jobs	<p>from young to old and how people's needs change</p> <ul style="list-style-type: none">To know about the importance of seeking support if feeling lonely or excludedTo know how friendships can change over time, about making new friends and the benefits of having different types of friendsTo know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safelyTo know how to recognise if a friendship (online or offline) is making you feel unsafe or uncomfortable; how to manage this and ask for support if necessary.
Key Skills	<ul style="list-style-type: none">To be able to recognise the different groups they belong to.To be able to identify that everyone has different strengthsTo be able to recognise the ways in which they are the	<ul style="list-style-type: none">To be able to talk about rules and age restrictions that keep us safeTo be able to recognise risk and what action to take to minimise harm to be able to describing how to keep safe at home	<ul style="list-style-type: none">To be able to identify different ways to keep healthyTo be able to demonstrate simple hygiene routines that can stop germs from spreadingTo be able to understand how medicines can help	<ul style="list-style-type: none">To be able to recognising that feelings can affect the way we think, feel and behaveTo be able to recognise ways of sharing feelingsTo be able to identify ways to manage big feelings	<ul style="list-style-type: none">To be able to understand what money isTo be able to recognise that people make different choices about how to save/spend moneyTo be able to recognise the difference between needs and wants	<ul style="list-style-type: none">To be able to identify simple hygiene routines that can stop germs from spreadingTo be able to identify feelings associated with change/loss.To be able to recognise what makes them specialTo be able to talk about the ways in

	<p>same and different to others.</p> <ul style="list-style-type: none"> To be able to recognise what makes them special To be able to identify the ways in which we are all unique To be able to identify what they are good at, what they like and dislike 	<ul style="list-style-type: none"> To be able to describe ways to keep safe in familiar/unfamiliar environments To be able to talk about the people whose job it is to help keep us safe To be able to explain basic rules to keep safe online To be able to understand what to do if there is an accident and someone is hurt To be able to demonstrate how to get help in an emergency To be able to talk about the role of the internet in everyday life To be able to identify that not all information online is true To be able to respond safely to people online/offline 	<p>people to stay healthy</p> <ul style="list-style-type: none"> To be able to name different feelings To be able to talk about rules and age restrictions that keep us safe To be able to understand that household products (including medicines) can be harmful if not used correctly To be able to talk about the people whose job it is to help keep us safe To be able to understand that things that people put into their body or on their skin can affect how people feel. 	<ul style="list-style-type: none"> To be able to recognise when we need help and understand how to ask for help To be able to identify feelings associated with change/loss To be able to explore how to manage when we find things difficult To be able to explain how people's needs change as they grow from young to old To be able to explain positive ways of preparing to move to a new class/year group. 	<ul style="list-style-type: none"> To be able to understand how money can be looked after To be able to identify that everyone has different strengths To be able to understand that jobs help people to earn money to pay for things. To be able to identify different jobs that people do To be able to identify the strengths/interests someone might need to do different jobs. 	<p>which we are all unique</p> <ul style="list-style-type: none"> To be able to name the main parts of the body including external genitalia To be able to explain how people's needs change as they grow from young to old To be able to recognise and understand the importance of respecting privacy To be able to identify how to respond if physical contact makes them feel uncomfortable/unsafe To be able to understand that there are situations when they should ask for permission To be able to recognise the importance of not keeping adults' secrets To identify what to do if they feel unsafe/worried for themselves or others To be able to recognise the ways in which they are the same/different to others.
Key Vocabulary	Unique Special Groups	Rules Safety Online safety	Money Earning Spending	Loss Change Feelings	Physical Mental Emotional health	Young, old Growing Changing

	Community Belonging Families Respect Similarities Differences Likes Dislikes Interests	Road safety Fire safety Age Restrictions Situations Risks/Hazards Household Products Responsibility Privacy Passwords Adult Supervision Medicines Secrets Accident Emergency services	Saving Safe Influences Coins Notes bank Donate/share Profit Charity Cheque Jobs Strengths talents	Managing Old Young Emotions Positive/negative attitudes Age Bodies Transition	Informed choices Medicines Alternatives Sleep Exercise Harmful Household products Rules Safety Responsibility Bodies Vaccinations Prevent Illnesses Dangerous	Independent Body parts external genitalia Vagina Penis Male female Safety Secrets surprise Privacy Respect Similarities Differences Physical contact Unique, special Bodies, clean
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Art and Design /Design Technology combined scheme: Kapow

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	Art: Craft and Design Map it Out Formal elements: <ul style="list-style-type: none"> Form: To know that 'composition' means how things are arranged on the page. Shape: To know that shapes can be organic (natural) and irregular. Making skills: <ul style="list-style-type: none"> To know how to draw a map to illustrate a journey. To know how to separate wool fibres ready to make felt. To know how to lay wool fibres in opposite directions to make felt. 	DT: Structures: Baby bear's chair <ul style="list-style-type: none"> To know that structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something that has been formed or made from parts. To know that a stable structure is one 	Art: Painting and mixed media: Life in colour Formal elements: <ul style="list-style-type: none"> Colour: To know different amounts of paint and water can be used to mix hues of secondary colours. Colour: To know colours can be mixed to 'match' real life objects or to create things from your imagination. Form: To know that 'composition' means how things are arranged on the page. Shape: To know collage materials can be shaped to 	DT: Mechanisms: Fairground wheel <ul style="list-style-type: none"> To know that different materials have different properties and are therefore suitable for different uses. To know the features of a Ferris wheel include the wheel, frame, pods, a base, an axle and an axle holder. To know that it is important to test my design as I go along so that I can solve 	Art: Sculpture and 3D: Clay houses Formal elements: <ul style="list-style-type: none"> Form: To know pieces of clay can be joined using the 'scratch and slip' technique. Form: To know a clay surface can be decorated by pressing into it or by joining pieces on. Shape: To know patterns can be made using shapes. Making skills: <ul style="list-style-type: none"> To know how to smooth and flatten clay. 	DT: Mechanisms: Making a moving monster <ul style="list-style-type: none"> To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. To know there is always input and output in a mechanism. To know that input is the energy used to start something working. To know that output is the movement that happens as a result of the input.

<ul style="list-style-type: none"> To know how to roll and squeeze the felt to make the fibres stick together. To know how to add details to felt by twisting small amounts of wool. To know how to choose which parts of their drawn map to represent in their 'stained glass'. To know how to overlap cellophane/ tissue to create new colours. To know how to draw a design onto a printing polystyrene tile without pushing the pencil right through the surface. To know how to apply paint or ink using a printing roller. To know how to smooth a printing tile evenly to transfer an image. To know how to try out a variety of ideas for adapting prints into 2D or 3D artworks. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> To know that art can be figurative or abstract. To know that artists can use the same material (felt) to make 2D or 3D artworks. To know to know that artists and designers 	<p>which is firmly fixed and is unlikely to change or move.</p> <ul style="list-style-type: none"> To know that a strong structure is one which does not break easily. To know that a stiff structure or material is one which does not bend easily. 	<p>represent shapes in an image.</p> <ul style="list-style-type: none"> Pattern: To know patterns can be used to add detail to an artwork Texture: To know collage materials can be chosen to represent real-life textures. Texture: To know collage materials can be overlapped and overlaid to add texture. Texture: To know drawing techniques such as hatching, scribbling, stippling, and blending can create surface texture. Texture: To know painting tools can create varied textures in paint. Tone: To know different amounts of paint and water can be used to mix hues of secondary colours. Making skills: To know how to mix a variety of shades of a secondary colour. To know how to make choices about amounts of paint to use when mixing a particular colour. To know how to match colours seen around them. To know how to create texture using 	<p>any problems that may occur.</p>	<ul style="list-style-type: none"> To know how to roll clay into a cylinder or ball. To know how to make different surface marks in clay. To know how to make a clay pinch pot. To know how to mix clay slip using clay and water. To know how to join two clay pieces using slip. To know how to make a relief clay sculpture. To know how to use hands in different ways as a tool to manipulate clay. To know how to use clay tools to score clay. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> To know art can be figurative or abstract. To know artists can use the same material (felt) to make 2D or 3D artworks. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> To know people use art to tell stories. To know people make art about things that are important to them. To know people make art to share their feelings. To know people make art to explore an idea in different ways. 	<ul style="list-style-type: none"> To know that a lever is something that turns into a pivot. To know that a linkage mechanism is made up of a series of levers. To know that natural structures are those found in nature. To know that man-made structures are those made by people.
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can create work to match a set of requirements; a 'brief' or 'commission'.

Evaluating and analysing:

- To know that people use art to tell stories.
- To know that people make art about things that are important to them.
- To know that people make art to share their feelings.
- To know that people make art to explore an idea in different ways.
- To know that people make art for fun.
- To know that people make art to decorate a space.
- To know that people make art to help others understand something.

different painting tools.

- To know how to make textured paper to use in a collage.
- To know how to choose and shape collage materials e.g. cutting, tearing.
- To know how to compose a collage, arranging and overlapping pieces for contrast and effect.
- To know how to add painted detail to a collage to enhance/improve it.

Knowledge of artists:

- To know some artists create art to make people aware of good and bad things happening in the world around them.
- To know art can be figurative or abstract.
- To know artists try out different combinations of collage materials to create the effect they want.

Evaluating and analysing:

- To know people use art to tell stories.
- To know people make art about things that are important to them.
- To know people make art to share their feelings.

			<ul style="list-style-type: none"> To know people make art to help others understand something. 			
Key Skills	<p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create work from a brief, understanding that artists are sometimes commissioned to create art. Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p>	<ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of their own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of their own structure. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Make choices about which materials and techniques to use to create an effect. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. Develop observational skills to look closely and aim to reflect some of the formal elements of art (colour, pattern, texture, line, shape, form and space) in their work. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Apply their own understanding of art materials learnt from artist work to begin 	<ul style="list-style-type: none"> Selecting a suitable linkage system to produce the desired motions. Designing a wheel. Selecting appropriate materials based on their properties. Selecting materials according to their characteristics. Following a design brief. Evaluating different designs. Testing and adapting a design. 	<p>Generating ideas:</p> <ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. <p>Making skills:</p> <ul style="list-style-type: none"> Further demonstrate increased control with a greater range of media. Use hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> Talk about art they have seen using some appropriate subject vocabulary. Create and critique both figurative and abstract art, recognising some of the techniques used. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' 	<ul style="list-style-type: none"> Creating a design criterion for a moving monster as a class. Designing a moving monster for a specific audience in accordance with a design criteria. Making linkages using card for levers and split pins for pivots. Experimenting with linkages adjusting the widths, lengths and thicknesses of card used. Cutting and assembling components neatly. Evaluating own designs against design criteria. Using peer feedback to modify a final design.

	<ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. 		<p>purposefully choosing materials for a specific effect.</p> <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> Explain their ideas and opinions about their own and others' artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it. Begin to talk about how they could improve their own work. Talk about how art is made. 		<p>artwork, beginning to recognise the stories and messages within in and showing an understanding of why they may have made it.</p> <ul style="list-style-type: none"> Begin to talk about how they could improve their own work. Talk about how art is made. 	
Key Vocabulary	Imaginary, Inspired, Landmarks, Shape, Texture, Pattern, Felt, Fibre, Viewfinder, Abstract, Composition, Mosaic, Stained glass, Overlap, Gallery, Curator, Design, Design brief, Evaluate	design criteria man-made natural properties structure stable shape model test	collage detail mixing overlap primary colour secondary colour surface texture	design design criteria wheel Ferris wheel pods axle axle holder frame mechanism	Casting, ceramic, cut Detail, flatten, glaze Impressing, in relief Join, negative space pinch pot, plaster roll, score, sculptor sculpture, shape slip, smooth, surface three dimensional thumb pot	axle design criteria input linkage mechanical output pivot wheel

RE: Derbyshire All Our Worlds

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Knowledge	1.3 Who is Jewish and what do they believe? <ul style="list-style-type: none"> To know that Jewish people believe in God To know that Jewish people remember God in different 	1.6 How and why do we celebrate special and sacred times? <ul style="list-style-type: none"> To know that Christians celebrate Christmas as the day that Jesus was born. To know the main events in the Christmas Story and be 	1.4 What can we learn from sacred books? <ul style="list-style-type: none"> To know that a parable is a story with a deeper meaning. To know that the Bible is the sacred text for Christians. To know that sacred means that people believe it is from God. 		1.8 How should we care for others and the world? <ul style="list-style-type: none"> To know that stories from the Bible and Tenakh help teach people about good and bad, and right and wrong. To know that both Christian and Jewish people believe that serving others and supporting the poor are important parts of their faith. 	

	<p>ways including the mezuzah and on Shabbat.</p> <ul style="list-style-type: none"> • To know what a mezuzah is and how it is used. • To know that Shabbat is the Jewish day of rest. • To know four things that Jewish people do on Shabbat eg. light candles, bless the children, drink wine, eat Challah bread, have a family meal and rest. • To know that the festival of Sukkot is an agricultural festival of thanksgiving and a commemoration of the 40 year period during which the children of Israel wandered in the desert after leaving slavery in Egypt. • To know that the festival of Hanukkah is to commemorate the rededication of the second temple after it was reclaimed from the Syrian-Greek Army. • To know that the Menorah candle is lit during Hanukkah. • To know that Pesach means Passover and celebrates the Israelites being freed from slavery. 	<p>able to say these in the correct order.</p> <ul style="list-style-type: none"> • To know that Christians celebrate Easter as when Jesus died in the Cross and then rose from the dead. • To know the main events in the Easter Story and be able to say these in the correct order. • To know that Christians celebrate Harvest to give thanks for crops that have been gathered, to which gifts are brought for the poor. • To know that Christians celebrate Pentecost when the Holy Spirit came down to earth to bring strength to the disciples and other followers of Jesus. • To know that Jewish people celebrate Shabbat and why. • To know that Jewish people celebrate Hanukkah and why. 	<ul style="list-style-type: none"> • To know that the Bible is split into two parts: the Old Testament and the New Testament. • To know that the Old Testament was written before Jesus was born and the Old Testament was written after the birth of Jesus. • To know that the Bible has been translated into lots of different languages to make it accessible to all. • To know the story of 'The Lost Coin' and that this tells us that God thinks that everyone is important. • To know the story of 'The Good Samaritan' and that this tells us that we should love our neighbour (everyone). • To know that the Tenakh is the sacred text for Jewish people. • To know that the Torah is part of the Tenakh The Five Books of Moses (Jewish written law). • To know that the Torah is often read from scrolls in the synagogue and is written in Hebrew. • To know that the Torah is so sacred that it cannot be touched by human hand. • To know and understand 'The Story of Moses'. • To know the story of 'Jonah and the Whale' and understand that it tells us about God's salvation. He rescues people who turn to him. • To know the story of 'Noah and the Ark' and understand that this tells us that God keeps his promises. 	<ul style="list-style-type: none"> • To know that Alms Giving is the act of giving charity to another and is one of the main ways Christians express their faith. • To know that Jewish people believe in tzedakah (charity). • To know that Mother Teresa and Doctor Barnardo were inspired to care for people because of their religious beliefs. • To know that the 'Golden Rule' concept is prominent in both Christianity and Judaism. • To know that the 'Golden Rule' is the principle belief of treating others as you expect to be treated yourself. • To know 'The Creation Story' and understand that it tells us that God created the world in six days and rested on the seventh. • To know that 'The Creation Story' is important to both the Christian and Jewish Faith. • To know that Christian and Jewish people believe that humans are God's representatives on earth and so should look after it and everything in it (including other humans and animals). • To know that tikkun olam is the Jewish idea of repairing and improving the world.
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	<ul style="list-style-type: none"> To know that these festivals are significant to the Jewish way of life. 			
Key Skills	<ul style="list-style-type: none"> To talk about the fact that Jewish people believe in God. To be able to recognise that some Jewish people remember God in different ways. To talk about how the mezuzah in the home reminds Jewish people about God. To talk about how Shabbat is the special day of the week for Jewish people and give examples of what they do to celebrate Shabbat. To be able to retell a story that shows what Jewish people at the festivals of Sukkot, Hanukkah or Pesach might think about God, suggesting what it means. To ask questions about believing in God and offer some ideas of their own. To be able to make links between some Jewish teachings and how Jewish people live. To be able to express own ideas 	<ul style="list-style-type: none"> To be able to identify a special time they celebrate and explain simply what celebration means. To talk about ways in which Jesus was a special person who Christians believe is the Son of God. To be able to identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. To be able to re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. To ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. To collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. To be able to suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Hanukkah. To be able to identify some similarities and differences between the celebrations studied. 	<ul style="list-style-type: none"> To talk about some of the stories that are used in religion and why people still read them. To be able to recognise some ways in which Christians and Jewish people treat their sacred books. To be able to recognise that sacred texts contain stories which are special to many people and should be treated with respect. To be able to re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories. To ask and suggest answers to questions arising from stories Jesus told and from another religion. To be able to talk about issues of good and bad, right and wrong arising from the stories. To be able to suggest their own ideas about stories from sacred texts and give reasons for their significance. To be able to make links between the messages within sacred texts and the way people live. 	<ul style="list-style-type: none"> To be able to talk about how religions teach that people are valuable, giving some examples. To be able to recognise that some people believe God created the world and so we should look after it. To be able to re-tell Bible stories and stories from another faith about caring for others and the world. To be able to identify ways that some people make a response to God by caring for others and the world. To talk about issues of good and bad, right and wrong arising from stories. To be able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. To be able to use creative ways to express their own ideas about the creation story and what it says about what God is like. To be able to give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. To be able to answer the title question thoughtfully, in the light of their learning in this unit.

	<i>about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways.</i>			
Key Vocabulary	God, Jewish, Tenakh, Torah Scroll, Hebrew, Shema, Mezuzah, Shabbat, Sukkot, Hanukkah, Pesach, Menorah Candle.	Christianity, festivals, Christmas, Epiphany, Easter, Harvest, Pentecost, Shabbat, Hanukkah, Sukkot, Pesach, Menorah Candle,	Parable, sacred, holy Bible, Tenakh, Torah Scroll, synagogue, Hebrew, Moses, Jonah and the Whale, Noah and the Ark, Jerusalem, cross, crucifixion, resurrection, Palm Sunday, Good Friday, Easter Sunday.	Unique, friendship, care, alms giving, tzedakah, charity, Mother Teresa, Dr Barnardo, Golden Rule, creation, tikkun olam, Tu B'shevat.

Italic in RE = Greater Depth/exceeding