	Autumn		Spring		Summer	
	1.1	1.2	2.1	2.2	3.1	3.2
PSHE Theme	**Respect** Local		**Pride** National		**Empowerment** International	
Main Theme	**Wonderful Winsford** Identify how houses and homes have changed over time and to recognise changes in their own living memory. Children to find key features on aerial photographs/ maps of the school.		**The UK from Above** To name, locate, identify/compare characteristics of the UK & capital cities, using compass directions. To use a simple timeline to map key events chronologically, based on the VIP Tim Peake.		**Home and Away** Comparison of a UK seaside resort to a non-European. A study of how holidays have changed over time and the impact of the Wright Brothers on this.	
English	**Lost and Found** Fiction: To write a character description. **There are no such thing as Monsters** Poetry: Poem with simple language patterns	**Nibbles** Recount: Diary	**Toys in Space** Non- fiction: Factual page about space.	**Curious Case of the Missing Mammoth** Fiction: Story based on the structure of the text **At the Zoo** Poetry: Poem about visiting museum	**The Lion Inside** Fiction: Story based on the structure of the text.	**A Midsummer Night's Dream** Fiction: Focus on character description **Poetry Fruit Salad** Poetry: Poem with simple language Patterns
Maths	**Geometry - Position and Direction** -Describe position, direction and movement, including whole, half, quarter and three-quarter turns. -Describe position and direction. **Geometry - Shape** -Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. **Measurement – Length and Height**	**Measurement – Capacity** -Compare, describe and solve practical problems for: •capacity and volume [for example, full/empty, more than, less than, half, half full, quarter **Measurement – Mass and Weight, Capacity and Volume** -Compare, describe and solve practical problems for: •mass/weight [for example, heavy/light, heavier than, lighter than] -Measure and begin to record the following: • mass/weight •capacity and volume	**Addition and Subtraction within 10** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs , -Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9. **Place Value within 20** -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Given a number, identify one more and one less	**Addition and Subtraction within 20 (continued)** -Add and subtract one-digit and two-digit numbers to 20, including zero **Place Value to 40** -Count to and across 40, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 40 in numerals; count in multiples of twos, fives and tens -Given a number, identify one more and one less -Identify and represent numbers using objects and pictorial representations including the number line,	**Addition and Subtraction word problems. (continued)** - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9. **Multiplication and Division** -Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	**Fractions** -Recognise, find and name a half as one of two equal parts of an object and shape -Recognise, find and name a quarter as one of four equal parts of an object and shape. -Recognise, find and name a half as one of two equal parts of a quantity. **Place Value to 100** -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

	-Compare, describe and solve practical problems for: •lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] -Measure and begin to record the following: •lengths and heights **Money** -Recognise and know the value of different denominations of coins and notes	**Place Value within 10** -Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number -Given a number, identify one more and one less -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least **Number Bonds to / within 10** -Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs -Represent and use number bonds and related subtraction facts within 20	-Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least -Read and write numbers from 1 to 20 in numerals and words. **Addition and Subtraction within 20** -Add and subtract one-digit and two-digit numbers to 20, including zero	and use the language of: equal to, more than, less than (fewer), most, least **Addition and Subtraction word problems.** - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9.		-Given a number, identify one more and one less -Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least **Measurement – Time** -Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] -Recognise and use language relating to dates, including days of the week, weeks, months and years -Measure and begin to record the following: •time (hours, minutes, seconds) - Compare, describe and solve practical problems for: •time [for example, quicker, slower, earlier, later] -Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
Science	**Everyday Materials** **Key concept/Skill:** Everyday Materials **Know how to:** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	**Seasonal Changes Part 1 – Autumn/Winter** **Key concept/Skill:** Seasonal Changes **Know how to:** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length	**Animals Including humans** **Key concept/Skill:** Animals Including Humans **Know how to:** Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Seasonal Changes Part 2 – Spring** **Key concept/Skill:** Seasonal Changes **Know how to:** Observe changes across the four seasons. Observe and describe weather associated with	**Plants** **Key concept/Skill:** Plants **Know how to:** Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.	**Seasonal Changes Part 3 – Summer** **Key concept/Skill:** Seasonal Changes **Know how to:** Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **Key questions:**

	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. **Key questions:** What are the properties of glass? How can you test if a material is waterproof? What properties should the roof of a house possess? **Key vocabulary:** Waterproof, rough, hard, soft, smooth	varies. **Key questions:** What seasonal changes occur in Autumn? How does the length of a day change from Autumn to Winter? What clothing would be suitable for Autumn and Winter and why? **Key vocabulary:** Season, spring, summer, autumn, winter. Weather, rain, snow, wind, sun, hot, cold **Links to Prior Learning:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	**Key questions:** What are the needs of a pet? What are the differences between pets and wild animals? What are the 5 senses humans use? **Key vocabulary:** Pets, wild, animal, tame, food, water, hear, touch, smell, sight, taste, arm, leg, hand, head, neck, foot. **Cross curricular links:** Computing (Drawing images of pets using paint) **PE:** Using our bodies to move safely within space and to throw and catch a ball. **Links to Prior Learning:** ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.	the seasons and how day length varies. **Key questions:** What seasonal changes occur in Spring? How does the length of a day change from Winter to Spring? What clothing would be suitable for Spring and why? **Key vocabulary:** Season, spring, summer, autumn, winter. Weather, rain, snow, wind, sun, hot, cold **Links to Prior Learning:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	**Key questions:** What are the basic parts of a plant? What are the basic parts of a tree? What parts do plants and trees have in common? **Key vocabulary:** Plant, tree, seed, flower, stem, trunk, leaves, petal. **Links to Prior Learning:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	In what order do we experience the four seasons and what are they named? How does the weather within each season compare? How does the length of a day change across the seasons? **Key vocabulary:** Season, spring, summer, autumn, winter. Weather, rain, snow, wind, sun, hot, cold **Links to Prior Learning:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.

History	**<u>Toys of the past:</u>** **Key concept:** Change / Local **Know how to:** To recognise changes in their own living memory. To identify some cause and effect. Develop awareness of the past, using common words and phrases relating to the passing of time E.g. nowadays, in the past, previously **Key questions:** How have toys changed over the past 100 years? Why are my toys different to my grandparents toys? What will toys look like in 100 years? **Cross Curricular links:** Links to materials in science, links to role play (toy shop/homes)	**Space Travel – Tim Peake** **Key concept:** VIP of the Past / National / Change **Know how to:** Use a simple timeline to map key events chronologically **Key vocabulary:** astronaut, international space station, significant, past, present, **Enquiry questions:** What is an astronaut's job? Why are Tim Peake and Helen Sharman important? What are some significant space travel events and how can we use them to create a timeline? **Cross curricular links:** English – texts based on space travel. **Links to Prior Learning:** Knowledge from Autumn Term that things change over time.	**Holidays & The Wright Brothers** **Key concept:** International / VIPs of the Past / Change / Settlement **Know how to:** Use photographs as sources of information to find out about the past. **Key vocabulary:** travel, transport, flight, aeroplane, past, present, nowadays, previously, Victorians, seaside, entertainment, source, significant **Enquiry questions:** Who were the Wright brothers and what did they invent? How has the invention of planes changed holidays nowadays? **Cross curricular links: Geography – holidays and destinations around the world.** **Links to Prior Learning:** Learning about Victorian houses and lifestyles in Spring 1 (Y1) Children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (EYFS).
Geography	**Our School** **Key concept:** Interpreting sources of geographical information, Geographical Fieldwork Skills, Human and physical geography **Key location**: Winsford/ Winsford High Street **Know how to**: Use aerial photographs and maps to recognise local landmarks and basic human and physical features.	**The UK from Above** **Key concept:** Identifying and Comparing, Geographical fieldwork skills, Human and physical geography, Locational knowledge **Key location**: United Kingdom **Know how to:**	**Let's go on holiday!** **Key concept:** Comparing and contrasting, Locational knowledge, Interpreting sources of geographical information **Key location:** The United Kingdom and a Non-European Country **Know how to**:

	Use simple fieldwork and observational skills to study the geography of Winsford High Street, its grounds and the surrounding environment. Begin to use simple compass directions (north, south, east and west) Devise a simple map and construct basic symbols in a key. **Key questions:** What does Winsford High Street look like from above? Why do we use maps? **Key vocabulary**: symbols, fields, aerial map, key. **Cross curricular links:** English- texts based around homes/ **Links to Prior Learning:** (EYFS) exploring areas in the school and classroom.		Name and identify characteristics of the 4 countries of the United Kingdom Begin to use simple compass directions (north, south, east and west) Identify seasonal and daily weather patterns in the United Kingdom. **Key questions:** Which countries are in the United Kingdom? How are the countries of the UK similar and different? What does the UK look like from above? **Key vocabulary:** England, Wales, Scotland, Northern Ireland, country, north, south, west, east, landmarks **Links to Prior Learning:** map skills from Autumn Term.		Understand geographical similarities and difference through studying the human and physical geography of a contrasting non- European country. Use aerial photographs to recognise landmarks and basic human and physical features. **Key questions:** Why do people go to Kenya on holiday? Is everywhere in the world the same? How are holidays in the UK different to holidays in Kenya? **Key vocabulary:** Weather, seasons, beach, sea, town, port, harbour **Cross curricular links:** Art- seaside collages and Seascape weaving **Links to Prior Learning:** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some similarities and differences between life in this country and life in other countries, recognise some environments that are different to the one in which they live. (EYFS)	
Art	**<u>Painting (Major Unit)</u>** **Key concept/Skill:** Mixing primary colours together to create secondary colours and developing brush control. **Artist:** Piet Mondrian **Know how to**: Mix primary colours to create secondary colours to create a	**<u>Printing (Minor Unit)</u>** **Key concept/skill:** Creating a scene using a variety of 3D objects to block print with. **Artist:** N/A **Know how to:** Create printed shapes and patterns to contribute to a larger finer piece	**<u>Sculpture (Minor Unit)</u>** **Key concept/Skill:** Making structures by joining simple objects together. **Artist:** N/A **Know how to:** Choose, use and sculpt a variety of materials to create an alien 3D sculpture.	**<u>Drawing (Major Unit)</u>** **Key concept/Skill:** Mark making and drawing using a variety of dry media tools to represent objects. **Artist:** Vincent Van Gogh **Know how to:**	**<u>Collage (Major Unit)</u>** **Key concept/Skill:** Creating a layered collage using a variety of collage papers by sorting, layering and gluing. **Artist:** N/A **Know how to:**	**<u>Textiles (Minor Unit)</u>** **Key concept/Skill:** Developing the skill of weaving with paper and fabric, and adding detail to embellish. **Artist:** N/A **Know how to:**

	primary/secondary colour picture. Experiment with the thickness and shape of different lines when using a paintbrush. **Key questions:** What are the secondary colours? How do I mix primary colours to create secondary colours? How can I experiment with different brushes to explore thickness? How can I use Mondrian's work to inspire me? **Key vocabulary:** primary and secondary colours, colour mixing, brush control **Links to Prior Learning:** Colour mixing in EYFS	**Key questions**: How can I use a variety of objects to print with? How can I create shapes and patterns using different objects? How can I use other artists artwork to inspire my final piece? **Key vocabulary:** colour, shape, print, pattern **Cross Curricular links:** Science – Seasonal tree artwork inspiration. Can we use seasonal changes to inspire the choices we make in artwork? **Links to Prior learning:** EYFS printing. Exploring 2D shapes in Maths.	**Key questions:** How can I use a variety of natural, recycled and manufactured materials to create 3D shapes? How can I join simple objects together? **Key Vocabulary:** 3D, sculpture, joining **Cross curricular links:** Space topic work. Space dance -PE. Space tests in English **Links to Prior Learning:** Animal observing and drawing in EYFS	Use different drawing materials to create marks and patterns. **Key questions:** How can I draw lines of varying thickness? How can I use a variety of drawing tools carefully? How can I use dots and lines to show pattern and texture? **Key vocabulary:** line, pattern, landscape, city scape **Cross curricular links:** Observing the sky/stars through space topic – e.g. Look up! (English), Neil Armstrong (Topic). **Links to Prior Learning:** Mark making opportunities in EYFS.	Cut, trim and tear paper to create an underwater collage. **Key questions:** How can I sort and arrange materials to make a scene? How can I layer materials carefully? How can I tear, cut and fold paper carefully? **Key vocabulary:** collage, gaps, cut, tear, place, arrange **Cross curricular links:** Topic – Home and away. Beach trip. **Links to Prior Learning:** Landscapes in Spring 1 unit	Develop weaving skills using different materials to create a seascape. **Key questions:** How can I show a pattern by weaving? How can I decorate paper and fabric to add colour and detail? **Key vocabulary:** weaving, joining, fabric, decoration, pattern **Cross curricular links:** Topic- home and away/beach trip. **Links to Prior Learning:** Beach trip in Summer 1 for Topic observing the sea.
D&T	**Key concept/Skill:** Textiles: Templates and joining **Know how to:** Specific Objective: To create an outfit for Fred, using a template and simple stitch, for his tea party with the characters from Lost in Space (English text) **Key questions:** What different fastening techniques can you use? How does a template work? **Key vocabulary:** design, investigate, make, evaluate, Needle, Stitch, Running Stitch, Sew, Pin, Thread, Needle, Knot, Loop, Fabric, Material, Template, Secure, Edge, Embellishments **Cross curricular links:** English – Lost in Space. **Links to Prior Learning:** EYFS – physical development and use of equipment.		**Key concept/Skill:** Mechanisms: Sliders and Levers **Know how to:** Specific Objective: To create a moving picture to demonstrate the moon landing to EYFS. **Key questions:** How can you make pictures move? What is a mechanism? How can you attach a slider or lever? **Key vocabulary:** design, investigate, make, evaluate Move, Up, Down, Sideways, Turn, Join, Split pin **Cross curricular links:** History – Moon Landing and Tim Peake **Links to Prior Learning:** EYFS – physical development, expressive arts and use of equipment.		**Key concept/Skill:** Food and Nutrition: Preparing fruit and vegetables **Know how to:** Specific Objective: To create a fruit salad, containing at least 3 different fruits for Nibbles. **Key questions:** What fruits can you name and where do they come from? What is a fruit salad? What ways can you chop fruit safely? **Key vocabulary:** design, investigate, make, evaluate, chop, Fruit and vegetable names, Names of equipment, Healthy, Varied Diet, Preparation, Bridge grip, Claw grip, Texture, Taste, Smell **Cross curricular links:** English – Nibbles the Book Monster (Goldilocks) **Links to Prior Learning:** EYFS – physical development and use of equipment.	

Computing	**Key concept/Skill:** Programming A – Moving a robot **Know how to:** Explain what a given command will do Act out a given word Combine 'forwards' and 'backwards' commands to make a sequence Combine four direction commands to make sequences Plan a simple program Find more than one solution to a problem **Key questions:** How can simple commands to be used to control a robot? How can you use two different programs to get to the same place How do we identify and solve bugs in a simple program? **Key vocabulary:** Code, algorithm, debug, program **Links to Prior Learning:** Maths and geography – giving and following directions	**Key concept/Skill:** Computing systems and networks – Technology around us **Know how to:** Identify technology Identify a computer and its main parts Use a mouse in different ways Use a keyboard to type on a computer Use the keyboard to edit text Create rules for using technology responsibly **Key questions:** What is technology? What are the main parts of a computer? How do we use technology safely? **Key vocabulary:** Social media, communication, post, online, mouse, keyboard **Cross curricula links:** Use of the school tablets in lessons. **Links to prior learning:** E-safety discussions in EYFS. Use of technology at home.	**Key concept/Skill:** Data and Information: Grouping Data **Know how to:** Label objects Identify that objects can be counted Describe objects in different ways Count objects with the same properties Compare groups of objects Answer questions about groups of objects **Key questions:** Why does data require labels? How can objects be described? How can different objects be classified? **Key vocabulary:** Labels, data, objects, **Cross Curricular Links: Topic-**technology used for Space travel. Use of the school tablets in lessons. **Links to prior learning:** Use of technology at home and in EYFS.	**Key concept/Skill:** Creating media – Digital painting **Know how to:** Describe what different freehand tools do Use the shape tool and the line tools Make careful choices when painting a digital picture Explain why I chose the tools I used Use a computer on my own to paint a picture compare painting a picture on a computer and on paper **Key questions:** How can digital media be used to create a piece of artwork? Which digital tools can be used to draw electronically? How do we save work digitally to access it later? **Key vocabulary:** Paint, drawing tool, save, gallery **Cross curricular links:** Art (drawing), science (animals including humans) **Links to Prior Learning:** Use of IWB technology for drawing and designing.	**Key concept/Skill:** Creating media – Digital writing **Know how to:** Use a computer to write add and remove text on a computer Identify that the look of text can be changed on a computer Make careful choices when changing text Explain why I used the tools that I chose Compare typing on a computer to writing on paper **Key questions:** How can digital media be used to create text? How do you edit text on a digital device? How do we save work digitally to access it later? **Key vocabulary:** Text, font, edit	**Key concept/Skill:** Programming B – Programming Animations **Know how to:** **Choose a command for a given purpose** Show that a series of commands can be joined together Identify the effect of changing a value Explain that each sprite has its own instructions Design the parts of a project Use my algorithm to create a program Key questions: How can coding blocks be used to design and create a simple animation? What is the effect of changing a value? How do we identify and solve bugs in a simple program? **Key vocabulary:** Code, algorithm, debug, program **Links to Prior Learning:** Exploratino of the app 'Scratch Jr'
Music	**Hey You!** **Key Concept/Skills:** Old School Hip Hop. Explore how pulse, rhythm and pitch work together. **Listening and Appraising:** To be able to ask and answer questions about the music. To recognise different styles of music.	**Rhythm in the Way we Walk and the Banana Rap.** **Key Concept/ Skills: R**eggae. Exploring pulse, rhythm and pitch, rapping, dancing and singing. **Listening and Appraising:** To be able to ask and answer questions about the music.	**In the Groove** **Key concept/Skill:** Old school hip hop **Listening and Appraising:** To be able to ask and answer questions about the music. To recognise different styles of music. **Know how to:-**	**Round and round** **Key concept/Skill:** Round and Round – Groove **Listening and Appraising:** To be able to ask and answer questions about the music.	**Your imagination** **Key concept/Skill:** Your imagination – pop **Listening and Appraising:** To be able to ask and answer questions about the music. To recognise different styles of music.	**Reflect, Rewind and Replay.** **Key Concepts/Skills:** Classical. Explore and learn about the history of music. Look back and consolidate learning. Learning some of the language of music. **Listening and Appraising:** To be able to ask and answer questions about the music. To recognise different styles of music.

	Know how to:- To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patters. Clap rhythm patters of names. Create own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share- a class performance of Hey you with rapping, singing and playing. **Key Questions.** How can I find the pulse in music? Do you know what the pulse/steady beat is? How can you use your voice in different ways? **Key vocabulary:** Pulse, rhythm, pitch, rap, improvise, melody, compose, bass guitar, drums. **Cross curricular links:** English: Speaking and listening.	To recognise different styles of music. **Know how to:-** Find the pulse/steady beat to the music you are listening to. To recognise different styles of music. Recognise and identify instruments and voices you can hear. Listen to and repeat rhythm patterns. Clap rhythm patters of names. Create own rhythm patterns. To recognise high and low sounds in pitch. To rap and sing songs in unison. Perform and share- a class performance of Hey you with rapping, singing and playing. **Key Questions.** What is pitch? Can you hear and identify changes in pitch? How can you show changes in pitch in your music making? **Key Vocabulary:** Pulse, rhythm, pitch, rap, melody, unison, saxophone, trumpet, singers, keyboard. **Cross curricular links:** P/E Dance.	To recognise different styles of music. Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share: A class performance of singing 'In the groove'. **Key questions:** What different styles of music have you listened to? How do the different styles of music sound different? What instruments can you hear and name being played in the music? **Key vocabulary:** Blues, Baroque, Latin, Folk, Funk, pulse, rhythm, pitch, melody, compose, improvise, perform. **Cross curricular links:** English: Speaking and listening.	To recognise different styles of music. **Know how to:-** Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned instruments with the music. Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Identify high and low notes/ changes in pitch. Improvise to a piece of music using own rhythms, simple melodies. Perform as a class the song 'Round and Round'. To add simple dance movements to the performance. **Key questions:** What is a rhythm pattern? How do the rhythm patterns differ from the steady beat/pulse? How can we write down our own musical rhythm patterns? **Key vocabulary:**	To imagine simple pictures in your mind as you listen to the music. **Know how to:-** Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Clap rhythm patterns of names and foods. Create/compose own rhythm patterns. Play tuned percussion instruments with the music. Learn to sing the words and melodies of the songs. Improvise Improvise – making up own rhythms by clapping, playing notes etc. Compose a simple melody using simple rhythm patterns and notes C,D or C,D,E. Perform and share the playing of children's musical ideas and compositions. **Key questions:** How can you compose your own music? How can you make your musical ideas sound more interesting? How do you record your musical ideas using musical notes and signs? **Key vocabulary:** Pulse, rhythm, pitch, improvise, compose, perform. **Cross curricular links:** English: Speaking and listening/ creativity – using our imaginations	**Know how to:-** Listen and Appraise Classical music Sing some of the lyrics and melodies. Play instruments within the song Recognise and identify instruments and voices you can hear. Find the pulse/steady beat to the music you are listening to. Listen to and repeat rhythm patterns. Improvisation using voices and instruments Compose simple rhythm patterns and melodies using the music as a stimuli. Share and perform the learning that has taken place Explain my thoughts and musical ideas using musical language. **Key Questions.** What musical language do you use to explain your ideas? What is pitch? **Key vocabulary:** Pulse, rhythm, pitch, improvise, compose, perform, classical, baroque, composers. **Cross curricular links:** English: Speaking and listening.

				Pitch, Pulse, rhythm, Improvise, compose, singing, keyboard, bass, percussion, trumpet, **Cross curricular links:** English: Speaking and listening.		
RE	**Key Concept/ Skill:** Christianity- What does it mean to belong? **Know how to:** To understand that Christians show they belong to Christianity by being baptized/ Christened. **Key questions:** 1. Why do Christians believe people are special? How I am special? 2. What does it mean to belong? 3. Why are there different religions in the world? Which symbols are associated with Christianity? 4. What symbols are in a baby's baptism? 5. How was Jesus was baptised? 6. Why do some adults choose to be baptised? What is special about belonging?	**Key Concept/ Skill:** Christianity - Why do Christians celebrate Christmas? **Know how to:** To explain why Christmas is celebrated by Christians. **Key Questions:** 1. What does 'precious' mean? 2. What happened before and after the birth of Jesus? 3. What was special about the gifts that were given to Jesus? 4. Which parts of the Christmas story are still good news for Christians today? 5. Why do Christians believe that Jesus was a gift from God? 6. How is the school nativity different or like my	**Key concept/Skill:** Christianity - How was the World made and how should we look after it? **Know how to:** Think about how the world was made and how to look after it. **Key questions:** 1. What beauty can I see in the world around me? 2. What does 'beauty' mean? 3. What does the Bible say about how the world was created? 4. Are there other views about how the world began? 5. How did St. Francis care for creation? 6. How can we be stewards of creation?	**Key concept/Skill:** Islam - Why are Allah and Muhammad (PBUH) important to Muslims? **Know how to:** To understand the importance of Allah and Muhammad for a Muslim. **Key questions:** 1. What is a Muslim? 2. Who was Muhammad? 3. What happens in the story of Muhammad and the Night of Power? 4. Who is Allah? 5. How do Muslims describe Allah? 6. What are some of the 99 names of Allah? **Key vocabulary:**	**Key concept/Skill:** Islam- How do Muslims express new beginnings? **Know how to:** Discuss how Muslims express new beginnings- are they like any celebrations that I have seen/ been to? **Key questions:** 1. What is the holy book of Islam? 2. What do Muslims believe about creation? How do Muslim beliefs compare to the Christian story of creation? 3. What is the Shahadah? 4. How is a baby is welcomed into a Muslim family? 5. What happens at a Muslim wedding?	**Key concept/Skill:** Free Choice Unit - What is respect? Religious Tolerance, Community, Respect, Empathy. **Know how to:** I can work together with others, even if we have differences. **Key questions:** 1. How we can get along together when we are all different? 2. What is 'respect' and how can I show respect to others? 3. What is a religious artefact, and how should it be handled with respect? 4. What is meant by 'culture'? 5. Why do people have different worldviews? How do I understand someone else's point of view?

	Key Vocabulary: Christian, Christianity, Religion, faith, symbols, Bible, Jesus, John the Baptist, Total immersion, Unique, Candle, Cross, Holy Spirit, Dove **Links to Prior Learning:** Celebrations: Nativity/ Christmas, Easter, Diwali, CHinese New Year		understanding of the Christmas story? **Key Vocabulary:** Gifts/ giving, Precious, Christmas, Good news, Angels, Nativity, Gold, Frankincense, Myrrh **Links to Prior Learning:** EYFS learning about the Nativity Story		**Key vocabulary:** Creation, sacred, beauty, St. Francis, stewards. **Cross-curricular links:** PSHE- caring for others **Links to Prior Learning:** World Ocean's Day, Geog- learning about Winsford, Respect, PSHE, School Rules- Be safe, Be Respectful, Be Ready,		Muhammad (PBUH), Qu 'ran, Islam, Muslim, Allah, Night of Power.		6. What are some of the words used by Muslims to express their faith? **Key vocabulary:** Islam, Muslim, Muhammad (PBUH), Qu'ran , Wudu , Arabic , Mosque, Allah, Shahadah, Nikah, Hijab. **Links to Prior Learning:** Y1- Why are Allah and Muhammad (PBUH) important to Muslims?		6. How does Tu B'Shevat show thanks for creation and respect for the environment? **Key Vocabulary:** Respect, Empathy, Culture, Worldview, Festival. **Cross-Curricular Links:** PSHE & No Outsiders' Lessons **Links to Prior Learning:** This unit of work links to previous RE, PSHE, and No Outsiders lessons.	
PE	**Team games** **Key concept/Skill:** to participate in team games working together and listening to others. To control a ball through throwing and catching. **Know how to:** work as a team player in games. To communicate	**Team games** **Key concept/Skill:** to participate in team games working together and listening to others. To control a ball through throwing and catching. **Know how to:** work as a team player in games. To communicate	B**at and ball skills** **Key concept/Skill:** To control a ball through throwing and catching. To control a bat and racquet to hit a ball. Balance a ball on a racquet whilst moving. **Know how to:** Control	**Bouncing** **Key concept/Skill:** Bounce, catch and control a ball. **Know how to:** To drop and catch a ball with two hands. Pat or push a ball in a downwards motion.	**Gymnastics** **Key concept/Skill:** Travelling Balance **Know how to:** Travel in a variety of ways **Key questions: Can I hold a position for 5 seconds? Can I travel in a variety of ways** Can I learn a variety of ways to travel?	**Outdoor Athletics (running)** **Key concept/Skill:** Develop skills to apply in different situations for running and skipping. **Know how to:** Run in different pathways, including straight and curved lines. To run at different	**Dance** 'The Seasons' dance **Key concept/Skill:** Using levels and speeds in dance. **Know how to:** Moving at different levels. Respond to sounds with different movements **Key questions:**	**Outdoor Athletics (jumping)** **Key concept/Skill:** Develop skills such as balance and coordination to jump in different ways.	**Multi skills** **Key concept/Skill:** Running Jumping Throwing **Know how to:** Run in a straight line Complete a variety of jumps Throw a variety of things in the most	**Team games (Football and hockey)** **Key concept/Skill:** Use feet to control a ball. Move along different pathways whilst dribbling a ball. **Know how to:** Control and pass a ball between team mates. Work as a team to achieve a goal.	**Gymnastics** **Key concept/Skill:** To perform different shapes with their body. To balance and travel in different ways along different surfaces/ heights.	**Athletics** **Key concept/Skill:** Develop skills to apply in different situations for running, skipping, jumping and throwing. **Know how to:** Run in a straight

	and listen to peers. **Key questions:** Can I participate in team games? Can I work with others? Can I communicate with my peers? **Key vocabulary:** attack, defend, forwards, block, tackle, catch, grip, pivot, pass **Cross curricular links:** PSHE – working together.	and listen to peers. **Key questions:** Can I participate in team games? Can I work with others? Can I communicate with my peers? **Key vocabulary:** attack, defend, forwards, block, tackle, catch, grip, pivot, pass **Cross curricular links:** PSHE – working together.	a ball. To be able to hit a ball using a bat/racquet. To perform an underarm throw. **Key questions: Can I…?** Can I throw a ball under arm? Can I catch a ball with 2 hands? Can I use a bat/racquet to hit a ball? **Key vocabulary:** bat, ball, racquet, catch, throw, underarm.	**Key questions: Can I…?** Can I bounce a ball? Can I pat or push a ball downwards? **Key vocabulary:** Bat, ball, catch, push, bounce.	**Key vocabulary:** Points Balance Still Travel	speeds. To move safely into space. **Key questions**: Can I run in a straight line? Can I skip whilst moving forwards? **Key vocabulary:** running, direction, speed	Can I use movements to create a dance? Can I use my body to make shapes? Can I perform a dance? **Key vocabulary:** Levels, Rhythm, balance **Cross curricular links:** Linked to science learning around the 4 seasons Links to Prior Learning: Responding to rhythm development in EYFS	**Know how to:** To begin to use the correct technique for jumping. To explore different types of jumps. To land safely. Make a simple sequence of jumps. **Key questions**: Can I balance without aids? Can I jump over objects? **Key vocabulary:** jump, land safely.	appropriate way. **Key questions:** Can I run in a straight line? Can I choose the most appropriate way to throw an item? Can I jump in different ways? **Key vocabulary** forwards, move, high knees, jump,	**Key questions:** Can I work in a team? Can I use my feet to control a ball? Can I use a hockey stick to control a ball? Key Vocab: **Cross curricular links: PHSE – relationships - respect Links to Prior Learning: Gross motor development in EYFS.**	To explore rolls, climbing and jumps from different heights. **Know how to:** To create different shapes with their bodies. Perform rolls safely. To travel in different ways (heights/ apparatus) To travel, balance and jump on apparatus safely. **Key questions**: Can I create different shapes with my body? Can I travel in different ways around a space? Can I travel safely along different apparatus? Can I copy a	line. To perform skipping whilst travelling forwards. To perform balances without aid. **Key questions**: Can I run in a straight line? Can I skip whilst moving forwards? Can I balance without aids? Can I jump over objects? **Key vocabulary:** forwards, move, high knees, jump,

											sequence? **Key vocabulary**: tuck, roll, stretch, bend, low, high, balance,	
PSHE	**<u>Living in the wider world – Pride</u>** **Key concept/Skill:** Belonging to a community; Media literacy; Digital resilience **Key discussions:** - What rules are; caring for others' needs; looking after the environment. -Using the internet and digital services; communicating online -Strengths and interests; jobs in the community **Key questions:** What are rules and why are they important? How can I care for others and the environment? What are my strengths and interests? **Key vocabulary:** rules, needs, strengths, jobs, responsibility. **Cross curricular links:** Science (living things), computing (staying safe online). **Links to Prior Learning:** EYFS Personal social development - 'managing self', 'building relationships' and 'self regulation'.				**<u>Relationships - Respect</u>** **Key concept/Skill:** Families and friendships; Safe relationships; Respecting ourselves and others. **Key discussions:** - Roles of different people; families; feeling cared for. -Recognising privacy; staying safe; seeking permission -How behaviour affects others; being polite and respectful **Key questions:** What are the roles of different people in my life? How should my family care for me? How can I ask for permission? **Key vocabulary:** caring, privacy, permission, polite, respect **Cross curricular links:** **Links to Prior Learning:** EYFS Personal social development - 'building relationships' and 'self regulation'.				**<u>Empowerment – Health and Wellbeing</u>** **Key concept/Skill:** Physical health and mental wellbeing; Growing and changing; Keeping safe **Key discussions:** - Keeping healthy; food and exercise; hygiene routines; sun safety - Recognising what makes me special and unique; feelings; managing when things go wrong - How rules and age restrictions help us; keeping safe online **Key questions:** How can I stay healthy? What makes me special and unique? **Key vocabulary:** healthy, hygiene, keeping safe, feelings, emotions. **Cross curricular links:** Science (animals including humans) **Links to Prior Learning:** EYFS Personal social development - managing self'	
Raising Aspirations	Discussion about different types of jobs and requirements for each job. (PSHE)				Children to learn about local amenities and job opportunities in Winsford. (Geography)				Children to compare job opportunities in a different local area, e.g. seaside. (Geography/History)			

	Discussion of well-known people and how they use maths for their profession. (maths)	Discussion about the local amenities in Winsford and what job roles these provide – link to role play areas in each room (police station, train station, doctors surgery)	- Trip to Southport beach – discuss the different jobs that we know in Southport. How do these compare to Winsford? Consider how Jobs have changed from the past now that holidays have changed?
Wow Outcome	Making Christmas stockings as gifts	Residential - Conwy	WOW of Evening