

TEAM Owls

Links to Wider Curriculum

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| <ul style="list-style-type: none"> ➤ PCSO Bonfire and Halloween Safety Night ➤ Anti-Bullying Week ➤ Safer Internet Day ➤ PCSO Road Safety Visit ➤ Internet Safety Assembly ➤ PCSO Visit Anti-bullying and Hate Crime ➤ Music For Life Tuition | <ul style="list-style-type: none"> ➤ Weekly Picture News assembly ➤ Black History Month ➤ School Council Charity Events ➤ World Autism Acceptance Week – Neurodiversity Celebration ➤ World Book Day ➤ Before and After School Clubs ➤ RE Celebration Event across classes |
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British Values

Democracy <i>Consider how citizens can influence decision making through democratic process, encourage respect for and participation in democratic processes</i>	Rule of Law <i>Distinguish right from wrong. Develop a respect and an understanding that it protects what is essential for wellbeing a safety. The role of the police and courts in maintaining the rule of law</i>	Individual Liberty <i>The freedom to choose and hold other faiths and beliefs is protected in law</i>	Mutual Respect <i>The importance of identifying and combatting discrimination</i>	Tolerance of those with Different Faiths and Beliefs <i>Other people having different faiths and beliefs to us (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour</i>
RHSE Relationships <i>To understand how views and opinions can be shared</i> RHSE Living in the Wider World <i>How can we look after our community?</i>	RHSE Relationships <i>I can recognise different behaviours I know how bodies and feelings can be hurt</i> RHSE Living in the Wider World <i>I know who can help me</i> RHSE Drugs and Alcohol <i>To know when something is too risky</i> <i>To know some rules about keeping safe at home and in school</i> RHSE Health and Well-Being <i>To know how to stay safe online</i> <i>To know how to stay safe outside</i>	RHSE Relationships <i>To understand the difference between appropriate and inappropriate touch</i> RHSE Sex and Relationships <i>To understand that some people have fixed ideas of what boys and girls can do</i> RHSE Health and Well-being <i>To recognise my feelings and describe them</i> <i>To recognise what I am good at and set myself goals</i>	RHSE Relationships <i>To think about what makes a good friend</i> <i>I understand that bullying and teasing can be hurtful</i> RHSE Living in the Wider World <i>How do I make others welcome?</i>	RHSE Relationships <i>To understand what diversity is</i> <i>To understand the importance of showing respect for the differences and similarities between people</i> RHSE Living in the Wider World <i>I know what groups and communities I belong to</i> <i>The importance of respecting others, even when they are different from them</i>

Visits

Geography: Blue Planet	Powerful Learning Project: Pizza Express	History/Science: Weaver Museum (Great Fire of London workshop)
Powerful Learning		
STEAM: Building Structures	Community Café with FairTrade	Summer Production

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	We're all in the Same Boat		My World Kitchen		'Bright Sparks' (Great Fire of London)	
Reading	Geography – Rivers, Seas and Ocean Pollution	Reading Breadth: Fairy Stories and Poetry Classics	Science - Habitats and Living Things/Plants (including humans)	Reading Breadth: Traditional Tales and Contemporary Poems	History – Events Beyond Living Memory: Great Fire of London	Reading Breadth: Stories, Plays and Contemporary Poems.
Vocabulary	<i>Word Reading – Throughout Year 2</i> ⊕ Read most words containing all common suffixes ⊕ Read all common exception words with automaticity ⊕ Read sufficiently fluently to allow a focus on understanding					
Discussion						
Connect knowledge						
Reference the text	<i>Comprehension - Throughout Year 2</i> ⊕ Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently ⊕ Discuss their favourite words and phrases using some of them in their writing ⊕ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear ⊕ Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read					
Skimming						
Scanning						
Comprehension	<i>Skills and Strategies - Apply the following reading strategies with increasing independence:</i> ⊕ Building on phonics subject skills and knowledge ⊕ Connect prior knowledge with context ⊕ Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families ⊕ Locate and discuss words and pre-taught vocabulary to find out what the text is about ⊕ Connect prior knowledge to context					
Writing	A River	Grandad's Island	The Bog Baby	The Night Gardener	The King Who Banned the Dark	Rosie Revere Engineer
Immerse	Revision of alternative graphemes and pronunciations following Floppy's Phonics Programme of Study	Year 2 Spelling Patterns: /j/ spelled -dge /j/ spelled -ge /s/ spelled c before e, l, y /n/ spelled -gn & kn /r/ spelled -wr /l/ or /ul/ spelled -le /l/ or /ul/ spelled -el /l/ or /ul/ spelled -al Words ending in il Common Exception	Year 2 Spelling Patterns: /i/ spelled -y at the end of a word Adding -es (y ending) Adding -ed (y to i) Adding -er (y to i) Adding -ing Adding -er Adding -ing (double last letter) Adding -ed (double last	Year 2 Spelling Patterns: /or/ spelled 'a' Short vowel 'o' /ee/ spelled -ey /a/ after a 'w' and 'qu' /er/and /or/ spelled -or, ar /z/ spelled -s Suffix -ment & ness Suffix -ful & less Homophones/near	Year 2 Spelling Patterns: Apostrophes – contraction Apostrophes – possessive Common Expectations Revision	Year 2 Spelling Patterns: Revision of Year 2 Spelling Patterns taken from assessments.
Purpose						
Audience						
Language Features						
Plan						

Draft, revise and edit Phonics and Spelling		Words	letter) Common Exception Words	homophones		
	<i>Writing at the Expected Standard in Year 2</i> For Working Towards and Greater Depth expectations please see the Padlet - https://millviewprimary.padlet.org/jessthomson2/rwubeztch2f1079v					
	Composition					
	- Plan and say out loud what they will write about - Write poetry and write for different purposes - Write ideas and key words including vocabulary - Encapsulate what they want to say sentence by sentence to aid coherence - Write simple, coherent narratives about personal experiences and those of others (real or fictional) - Write about real events, recording these simply and clearly - Read aloud what they have written with appropriate intonation to make the meaning clear					
	Grammar & Punctuation					
	- Demarcate most sentences in their writing with capital letters and full stops, and use question and exclamation marks correctly when required (with increasing accuracy) - Use sentences with different forms: statement, question, exclamation, command - Use some expanded noun phrases to describe and specify - Use the singular apostrophe for possession - Use commas in a list - Use apostrophes for possession and contractions Use present and past tense mostly correctly and consistently Use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses - Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. he is drumming, she is shouting) - Understand and use specific Year 2 terminology (noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, past tense, present tense, apostrophe, comma).					
	Handwriting					
	- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters - Use spacing between words that reflects the size of the letters					
	Evaluate & Edit					
	- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with a teacher and other pupils - Re-read to check their writing makes sense and that verbs to indicate time are used to correctly and consistently					
Maths Computing fluently Solving problems Reasoning logically	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7v3mon81njjy6no					
	Numbers to 100 Addition and Subtraction (1) Addition and subtraction (2) Money Multiplication and Division (1)	Multiplication and Division (2) Statistics Length and Height Properties of Shapes Fractions			Position and direction Problem Solving and Efficient Methods Time Weight, Volume and Temperature	

Justifying and explaining				
Flexible thinking				
Science	Working Scientifically ⊕ Asking simple questions and recognising that they can be answered in different ways ⊕ Observing closely, using simple equipment ⊕ Performing simple tests ⊕ Identifying and classifying ⊕ Using their observations and ideas to suggest answers to questions ⊕ Gathering and recording data to help in answering questions.			
Asking questions				
Making predictions				
Observing closely over time	Everyday Materials	Animals' needs for survival & Humans	Plants – Light and Dark	Plants – Bulbs and Seeds
Taking measurements	- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	- find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ⊕ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	observe and describe how seeds and bulbs grow into mature plants
Seeking patterns				
Recording data				
Interpreting and communicating				
Evaluating				
	Plastic		Living Things and their Habitats	Wildlife (Outdoor Learning)
	Identify ways we can reduce our use of plastic in school		- explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they	I can identify ways wildlife helps us

			depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food		
Key Questions	Can I perform simple tests with equipment to make comparisons between materials and their suitability for different uses? Can I test and record how different solids can be changed?	Can I identify the basic needs of human and animals and explain why they are important?	Can I carry out a simple test to find out what plants need to grow and stay healthy? Can I record my findings to question one in two different ways?	Can I observe how plants mature over time and explain what happens?	Can I explain the life cycle of some animals and humans?
	Can I identify ways we can reduce our use of plastics in school?		Can I identify and classify things that are living, dead or never lived? Can I explain why habitats meet the needs of different animals and plants? Can I describe a simple food chain?		Can I explain some ways that wildlife helps us?
Geography	We're All in the Same Boat		My World Kitchen	Green Cities	
	⊕ use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain etc. and human features: city, town, village, factory, shops, port, harbour etc. Locate these on maps of local area and begin to find on maps of other areas.				
Observing patterns	⊕ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;		⊕ Suggest ways we are connected to other people in our community and round the world;	⊕ use aerial photographs to recognise landmarks and basic human/physical features;	
Making connections	⊕ Ask simple questions about an area or theme e.g. oceans/seas		⊕ Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the countries, continents and oceans;	⊕ devise a simple map, use and contrast symbols in a key;	
Developing a sense of place, space and scale	⊕ Name and locate the world's seven continents and five oceans - use world maps, atlases and globes to identify the countries, continents and oceans;		⊕ Use simple compass directions (N, S, E, W) and locational and directional language (e.g. near, far, left, right) to describe the location of features and routes on a world map.	⊕ name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas;	
Conducting fieldwork	⊕ Present their ideas clearly to persuade other people of their view. ⊕ Suggest reasons that areas are polluted and ways this can be helps ⊕ Use fieldwork of the local area including thinking about how an area is used and suggest ways this can be improved;			⊕ Use fieldwork of the local area including thinking about how an area is used and suggest ways this can be improved;	

Big Ideas and Key Assessment Questions	pollution Where are the big oceans and seas in the world? What would it be like to be on top of and under the ocean? What is pollution and how are humans harming the seas and oceans? What actions can we take to stop this?	interdependence Where does the food on my plate come from? Who grows it and how does it get here? Are there better ways we could eat to help save our planet?	space Can I use aerial photographs to recognise landmarks and features of London? Can I devise a simple map of my 'green city'? Can I use fieldwork of our local area to suggest ways we could make it more 'green'? Can I name and identify characteristics of the capital cities of the UK?
History Making interpretations and raising questions Explaining significance Finding similarities and differences Seeing change and continuity Identifying causes and consequences Develop a sense of chronology	Significant People – David Attenborough/John Cadbury - Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time - use dates where appropriate. - use artefacts, pictures, stories, online sources and databases to find out about the past - Understand some ways in which we find out about the past - Begin to explain how a source is useful in telling us about the past - Observe or handle evidence to ask questions and find answers to questions about the past. Place events and artefacts in order on a time line. Describe historical people and be able to explain why they are considered 'significant'.	History of Chocolate - I can identify some ways cooking has changed over the years; - I can put key events from the history of chocolate on a timeline; - I know some ways chocolate has changed over time; - I know some facts about the life of John Cadbury; - I know some of the ways he has impacted the world today. - Label time lines with words or phrases such as: past, present, older and newer - show an understanding of concepts such as 'change' and 'continuity'	Great Fire of London – Life of Rich and Poor - I know some ways that London was different in the past to today; - I know some features of life in Stuart London; - I can place the events of the Great Fire in order; - I know some reasons why the fire spread so quickly; - I know some key facts about Thomas Farinor and Samuel Pepys; - I know some ways life changed in London after the Great Fire. - Ask questions such as: What was it like for people? What happened? How long ago? - show an understanding of concepts such as 'nation,' 'change' and 'continuity' - Recognise that there are reasons why people in the past acted as they did; - Describe historical events and be able to explain why they are considered 'significant' - Be able to explain why some people might think things are more or less significant than others.
Big Ideas and Key Assessment Questions	What is significant? What kind of person they are and explain how you know this? why these people are significant?	What is significant? How has chocolate changed over time? How did cocoa get to the UK? Why did chocolate become a popular food?	What is significant? What would it be like to live in London at this time? How was London the same and different to what it is now?

	Name significant events in each person's life				How do we know about what happened? Would all people say the same about what happened?
Computing	<i>Online Safety – 1 session per half term</i> ⊕ Understanding that personal information should not be shared on the internet. ⊕ Learning how to be respectful to others when sharing content online				
Code					
Connect	Computing Systems and Networks – What is a Computer?	Computing Systems and Network – Word Processing	Programming 1: Algorithms and debugging	Programming 2: Scratch Jr	Creating Media: Stop Motion
Communicate					
Collect	⊕ Understanding what a computer is and that it's made up of different components ⊕ Understanding that personal information should not be shared on the internet ⊕ Learning how computers are used in the wider world	⊕ Developing confidence with the keyboard and the basics of touch typing ⊕ Developing word processing skills, including altering text, copying and pasting and using keyboard shortcuts ⊕ Using word processing software to type and reformat text	⊕ Recognising that buttons cause effects and that technology follows instructions ⊕ Learning how we know that technology is doing what we want it to do via its output ⊕ Articulating what decomposition is ⊕ Decomposing a game to predict the algorithms used to create it ⊕ Learning what abstraction is ⊕ Learning that there are different levels of abstraction ⊕ Explaining what an algorithm is ⊕ Following an algorithm ⊕ Creating a clear and precise algorithm ⊕ Learning that computers use algorithms to make predictions ⊕ Learning that programs execute by following precise instructions ⊕ Incorporating loops within algorithms ⊕ Using logical thinking to explore software, predicting, testing and explaining what it does ⊕ Using an algorithm to write a basic computer program ⊕ Learning what loops are ⊕ Incorporating loops to make code more efficient	⊕ Using greater control when taking photos with tablets or computers ⊕ Using decomposition to explore the code behind an animation ⊕ Using software to create story animations ⊕ Creating and labelling images ⊕ Using decomposition to decompose a story into smaller parts	⊕ Collecting and inputting data into a spreadsheet ⊕ Interpreting data
Key Assessment Questions	Can I say what a computer is made up from? Can I say what personal information should and should not be shared on the internet? I can say how	Can I show the basic skills of touch typing? Can I copy and paste text, and using shortcuts?	Can I explain that buttons cause effects? Can I explain what decomposition is? Can I explain what abstraction is? Can I create a clear algorithm? Can I use loops to make my code more efficient?	Can I take photos with good control? Can I use software to create animations? Can I create and label images?	Can I collect and input data? Can I interpret my data?

	computers and used in the wider world?				
DT	Structures – Baby Bear’s Chair	Food – A Balanced Diet	Textiles - Pouches	Mechanisms – Fairground Wheel	Mechanisms – Making a Moving Monster
Knowledge of tools	- Following a design brief - Evaluating own designs against design criteria - Using peer feedback to modify a final design - Evaluating different designs - Testing and adapting a design - Troubleshooting scenarios posed by teacher - Identifying aspects of their peers’ work that they particularly like and why				
Responsible designers and makers					
Show innovation	- Generating and communicating ideas using sketching and modelling - Learning about different types of structures, found in the natural world and in everyday objects	Designing a healthy wrap based on a food combination which work well together	- Designing a pouch - Selecting and cutting fabrics for sewing - Evaluating the quality of the stitching on others’ work	- Selecting a suitable linkage system to produce the desired motions - Designing a wheel - Selecting appropriate materials based on their properties - 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 - Selecting materials according to their characteristics - Following a design brief - Exploring wheel mechanisms - Learning how axels	- Creating a class design criteria for a moving monster - Designing a moving monster for a specific audience in accordance with a design criteria - Learning that mechanisms are a collection of moving parts that work together in a machine - Learning that there is an input and output in a mechanism - Identifying mechanisms in everyday objects - Learning that a lever is something that turns on a pivot - Learning that a linkage is a system of levers that are connected by pivot
Work safely	- Making a structure according to design criteria - Creating joints and structures from paper/card and tape - Exploring the features of structures - Comparing the stability of different shapes - Testing the strength of own structures - Identifying the weakest part of a structure - Evaluating the strength, stiffness and stability of own structure - Identifying natural and man-made structures - Identifying when a structure is more or less stable than another - Knowing that shapes and structures with wide, flat bases or legs are the most stable - Understanding that the shape of a structure affects its strength - Using the vocabulary: strength, stiffness and stability - Knowing that materials can be manipulated to improve strength and stiffness - Building a strong and stiff structure by folding paper	- Slicing food safely using the bridge or claw grip - Constructing a wrap that meets a design brief - Describing the taste, texture and smell of fruit and vegetables - Taste testing food combinations and final products - Describing the information that should be included on a label - Evaluating which grip was most effective - Understanding what makes a balanced diet - Knowing where to find the nutritional	- Decorating a pouch using fabric glue or running stitch - Troubleshooting scenarios posed by teacher - Discussing as a class, the success of their stitching against the success criteria - Identifying aspects of their peers’ work that they particularly like and why - Discussing as a class, the success of their stitching against the success criteria		
Knowledge of brief					

		information on packaging ⊕ Knowing the five food groups		help wheels to move a vehicle	
Key Assessment Questions	Can I generate and communicate my ideas? Do I know about different structures in the natural world and everyday objects? Can I evaluate the strength, stiffness and stability of my structure?	Can I design a healthy wrap based on food combinations? Can I use equipment safely? Can I meet a design brief? Can I explain what makes a balanced diet?	Can I select and cut fabric for sewing? Can I evaluate the quality of stitching on other's work? I can explain what I like and why in my peer's work?	Can I select and apply linkages? Can I cut and assemble components? Can I identify and explore wheel mechanisms? Can I test and adapt a design?	Can I design a moving monster for a specific audience? Can I identify mechanisms in everyday objects? Can I explain that a level moves on a pivot and how this helps movement?
PE	FMS	Gymnastics	Dance	Athletics	Cricket
Skill	Evaluate ⊕ Watch and describe performances, and use what they see to improve their own performance. ⊕ Talk about the differences between their work and that of others.				
	agility balance co-ordination health and fitness co-operative and competitive	Balance/Stability: ⊕ Develop some basic balance and co-ordination skills. Locomotor: ⊕ Move at different speeds. ⊕ Move along different pathways. ⊕ Jump for height. ⊕ Jump for distance. ⊕ Jump in different ways. ⊕ Perform a jumping sequence. ⊕ Change direction. ⊕ Move at different speeds. Object/ball skills: ⊕ Track and receive a ball. ⊕ Bounce a ball with control. ⊕ Throw and catch a ball with a partner. ⊕ Throw overarm with some control.	⊕ Copy, explore and remember actions and movements to create their own sequence. ⊕ Link actions to make a sequence. ⊕ Travel in a variety of ways, including rolling. ⊕ Hold a still shape whilst balancing on different points of the body. ⊕ Jump in a variety of ways and land with increasing control and balance. ⊕ Climb onto and jump off the equipment safely. ⊕ Move with	⊕ Copy, remember and repeat actions. ⊕ Create a short motif inspired by a stimulus. ⊕ Use different transitions within a dance motif. ⊕ Move in time to music. ⊕ Improve the timing of their actions.	Running: ⊕ Run at different paces, describing the different paces. ⊕ Use a variety of different stride lengths. ⊕ Begin to select the most suitable pace and speed for distance. ⊕ Run with basic techniques following a curved line. Jumping: ⊕ Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite

		increasing control and care		⊕ foot. ⊕ Combine different jumps together with some fluency and control. ⊕ Jump for distance from a standing position with accuracy and control. Throwing: ⊕ Throw different types of equipment in different ways, for accuracy and distance. Investigate ways to alter their throwing technique to achieve greater distance.		
Key Assessment Questions	Can you demonstrate balance and co-ordination skills? Can you change the direction of movements with control? Can you use and combine different types of jumps and skills to complete an activity? Can you perform movements with control and accuracy? Can you bounce, throw, roll and catch a ball with control?	Can you apply skills and techniques learnt to a sequence? Can you travel in different ways? Can you hold a simple balance? Can you use equipment safely?	Can you demonstrate imagination and creativity in movements? Can you compose individual, partner and group dances? Can you move in time to the music?	Can you show me how to run, jump and throw using a variety of techniques?	Can you throw overarm and catch with control and accuracy? Can you use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game? Can you understand more complex rules within cricket?	
RE	Judaism		Christianity		Free Choice	
Religious tolerance	What do Jews believe about God?	How do Jews show faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus and why is he important today?	Why did Jesus teach people through stories?	What is a humanist?
Reflection	⊕ I can retell and suggest meanings to some religious	⊕ I can ask and respond to questions about what	⊕ I can retell a religious story using prompts and know	⊕ I have started to share my opinions and say what is	⊕ I can retell a religious story using prompts and know	⊕ I can say ideas which are important to me and can say what I

Self-Understanding Wonder Sense of Community Open-mindedness	and moral stories. ⊕ I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come. ⊕ I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities ⊕ I can find out about questions of right and wrong and begin to express my own ideas and opinions	communities do, and why. ⊕ I can identify what difference belonging to a community might make. ⊕ I notice and respond sensitively to some similarities between different religions and worldviews.	that it is from a sacred text and is special to some people. ⊕ I can recognise some religious symbols and words. ⊕ I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.	important to myself and to others. ⊕ I can say ideas which are important to me and can say what I think to be right and wrong.	that it is from a sacred text and is special to some people. ⊕ I can see how I can work together with others even if we have differences.	think to be right and wrong. ⊕ I can ask 'who', 'what' and 'when' questions when exploring a worldview.
	Key Assessment Questions Can I suggest the meaning of religious stories? Can I discuss sacred writings and recognise communities they come from? Can I recognise different religious symbols?	Can I ask and answer questions about religious communities? Can I notice and respond to differences in religious ideas?	Can I retell a religious story using prompts? Can I ask questions about belongs, truth and meaning? Can I express my own views and opinions with respect?	Can I share my opinions and say what is important to me? Can I explain what is right and wrong? Do I follow ideas on right and wrong in my everyday life?	Can I retell a religious story using prompts? Can I work with a variety of people, ages and faiths?	Can I share my opinions and say what is important to me? Can I explain what is right and wrong?
	Music Hands, Feet, Heart	Ho Ho Ho Infant Nativity	I Wanna Play in a Band	Zootime	Friendship Song Key Stage 1 Production	Reflect, Rewind and Replay Key Stage 1 Production
	Listen and Listen and Appraise ⊕ To learn songs by heart				Can I sing some songs by heart? Can I recognise the sound and name of some instruments?	

appraise Sing and play Composing Improvise Performance	✦ To know some songs have a chorus or response ✦ To know that songs have a musical style ✦ To move to music in different ways ✦ To learn how songs can tell a story/describe ideas Sing and Play ✦ To sing songs confidently ✦ To know that unison is everyone singing together ✦ To use voice in different ways eg rapping ✦ To know why we need to warm up our voices ✦ To learn the names of notes in their instrumental part ✦ To learn the names of instruments they play ✦ To treat instruments with respect. ✦ To play a tuned instrumental part ✦ To play a part in time ✦ To follow musical instructions from a leader ✦ To sing at different pitches ✦ To find a comfortable singing position ✦ To stop and start when following a leader Compose and Improvise ✦ To clap and Improvise ✦ To sing, play and improvise ✦ To take it in turns to improvise using one or two notes. ✦ To create a simple melody using 1, 3 or 5 notes together ✦ To learn how the notes of a composition can be written down and changed Perform ✦ To perform a song ✦ To express how they felt about a performance			Can I keep a beat and move to music in an increasing range of ways? Can I tell the story of a song? Can I sing confidently at different pitches? Can I make different sounds with my voice? Can I name the notes of my instrument part? Can I treat instruments with respect? Can I play a tuned instrument part? Can I clap and improvise? Can I create a simple melody with 1,3,5 notes? Can I make simple written recordings of my compositions? Can I perform and express my feelings about a performance?		
	RSHE					
manage relationships how and who to ask for help unique individuals recognise beauty in difference express	My Healthy Self Connecting with Others	The Online World Citizenship	Growing Up Staying Safe			
	How can we look after our bodies? • I know how movement, sleep, food and drink affect how I feel. • I know what counts as a healthy choice (fruit and vegetables, water, rest, caring for my teeth). • I can identify healthy choices. • I can plan a simple healthy daily routine.	How are things shared online? • I know that not everything I see online is suitable for me. • I know that information shared online cannot always be trusted. • I can recognise online content. • I can respond if something online makes me feel uncomfortable.	Growing up: How can we look after and respect our bodies as we grow? • I know that physical changes are a normal part of growing up. • I know the correct scientific names for private body parts. • I can explain privacy and personal boundaries. • I can respect others' personal space. • I can identify who to talk to if I feel worried or			

emotions and opinions respectfully manage risk know rights and responsibilities of my citizenship	<i>How can I build safe, kind and caring relationships with others?</i> • I know that families are unique and that people and communities have similarities and differences. • I know what personal space, privacy and boundaries mean. • I can treat people with kindness and respect. • I can recognise unfair or unkind behaviour, including bullying. • I can identify trusted adults I can talk to if I feel worried or unsafe.	<i>How do people belong to a community and earn money?</i> • I know the different groups and communities I am part of. • I know what money is, where it comes from and how people earn it. • I can reflect on similarities and differences between myself and others in my community. • I can explain how decisions can be made fairly, including through simple voting	unsafe. <i>Staying safe: How can I make safe choices in different places?</i> • I know that unsafe situations can happen in different places. • I know that people can make me feel unsafe through words, actions or touch. • I can identify common hazards in the home and in public spaces. • I can say if I do not like something.
Key Assessment Questions	• How does your body feel after a good night's sleep? • What foods help your body stay strong and healthy? • Why does moving your body every day matter? • What does it mean to have personal boundaries? • What would you do if someone was being unkind to you? • Who are the trusted adults in your life?	• Can you always believe what you see online? Why or why not? • What would you do if someone sent you something upsetting online? • Why is it important to be careful about what you share online? • What communities do you belong to? • How do people earn money through different jobs? • How can a group of people make a decision fairly?	• What are the correct scientific names for private body parts? • What does it mean to have personal boundaries? • Who would you talk to if you felt worried about your body? • What hazards can you spot at home or in a public place? • What would you do if someone made you feel unsafe? • How could you tell a trusted adult if something was wrong?
Art Developing Ideas Master techniques – Drawing Painting Print making 3D Textures,	Developing ideas ⊕ Use a sketchbook to plan and develop simple ideas ⊕ Colour mixing, colour wheel ⊕ Textures and patterns to inform other work Mastering technique - Drawing ⊕ Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. ⊕ Draw lines/marks from observations. ⊕ Demonstrate control over the types of marks made with a range of media ⊕ Understand tone through the use of different grades of pencils (HB, 2B, 4B) Mastering techniques - Painting ⊕ Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture ⊕ Understand how to make tints using white and tones by adding black to make darker and lighter shades		

pattern, colour, line and tone Taking inspiration from the greats.	⊕ Build confidence in mixing colour shades and tones ⊕ Understand the colour wheel and colour spectrums ⊕ Be able to mix all the secondary colours using primary colours confidently ⊕ Continue to control the types of marks made with the range of media ⊕ Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks			
	Mastering techniques - Print making			
	⊕ Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge ⊕ Demonstrate experience at impressed printing: drawing into ink, printing from objects ⊕ Use equipment and media correctly and be able to produce a clean printed image ⊕ Make simple marks on rollers and printing palettes ⊕ Take simple prints i.e. mono -printing ⊕ Experiment with overprinting motifs and colour			
	Texture, pattern, colour, line and tone			
	⊕ Demonstrate experience in surface patterns/ textures and use them when appropriate. ⊕ Use line and tone in different media to consider shape, shade, pattern and texture. ⊕ Use natural materials to consider pattern and texture ⊕ Express links between colour and emotion			
	Taking inspiration from the greats			
	⊕ To explore the work of a range of artists, craft makers and designers explain how a piece of art makes them feel			
Key Assessment Questions	Developing ideas	Mastering technique – drawing, painting, print making	Texture, pattern, colour, line and tone	Taking inspiration from the greats
	Does your sketchbook have information you have found out? Can you do Colour mixing and use a colour wheel?	Can you control the types of marks made with the range of media? Can you use a range of painting techniques? Can you use equipment to create a printed image?	Can you show me a range of patterns and texture? How do colours link to our emotion?	Can you tell me about work by.....? How does it make you feel?