

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

Phonics and Spelling	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		
Maths Computing fluently Solving problems Reasoning logically Justifying and explaining Flexible thinking	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		
	For full progression of skills see Padlet - https://millviewprimary.padlet.org/laurarobinson5/g7y3mon81njjy6no		
	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

Science Asking questions Making predictions Observing closely over time Taking measurements Seeking patterns Recording data Interpreting and communicating Evaluating	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.				
	Everyday Materials	Animals' needs for survival & Humans	Plants – Light and Dark	Plants – Bulbs and Seeds	Growing Up
	- 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	- notice that animals, including humans, have offspring which grow into adults - identify the life cycles of humans and other mammals/amphibians
	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 depend on each other - identify and name a variety of plants and animals in their habitats, including microhabitats		I can identify ways wildlife helps us

			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?		interdependence Where does the food on my plate come from? Who grows it and how does it get here?	space Can I use aerial photographs to recognise landmarks and features of London?	

	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?	Are there better ways we could eat to help save our planet?	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	Significant People – David Attenborough/John Cadbury	History of Chocolate	Great Fire of London – Life of Rich and Poor
Making interpretations and raising questions	⊕ 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.		
Explaining significance			
Finding similarities and differences	⊕ Place events and artefacts in order on a time line. ⊕ Describe historical people and be able to explain why they are considered 'significant'.	⊕ 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.	⊕ 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.
Seeing change and continuity			
Identifying causes and consequences			
Develop a sense of chronology			
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? Name significant events in each person's life	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? How do we know about what happened? Would all people say the same about what happened?

Computing Code Connect Communicate Collect	Online Safety – 1 session per half term ⊕ Understanding that personal information should not be shared on the internet. ⊕ Learning how to be respectful to others when sharing content online					
	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	Data Handling: International Space Station
	⊕ 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 computers are used in the wider world?	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?

DT	Structures – Baby Bear’s Chair	Food – A Balanced Diet	Textiles - Pouches	Mechanisms – Fairground Wheel	Mechanisms – Making a Moving Monster
Knowledge of tools Responsible designers and makers Show innovation Work safely Knowledge of brief	- 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				
	- 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 - 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	- Designing a healthy wrap based on a food combination which work well together - 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 information on packaging	- Designing a pouch - Selecting and cutting fabrics for sewing - Evaluating the quality of the stitching on others’ work - 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	- 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 help wheels to move a vehicle	- 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

		⊕ Knowing the five food groups			
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/Stability:	⊕ Copy, explore and remember actions and movements to create their own sequence.	⊕ Copy, remember and repeat actions.	Running:	⊕ To hold a cricket bat correctly to hit a ball with a good level of control and accuracy.
balance	⊕ Develop some basic balance and co-ordination skills.	⊕ Link actions to make a sequence.	⊕ Create a short motif inspired by a stimulus.	⊕ Run at different paces, describing the different paces.	⊕ To hit a ball that has been thrown overarm.
co-ordination	Locomotor:	⊕ Travel in a variety of ways, including rolling.	⊕ Use different transitions within a dance motif.	⊕ Use a variety of different stride lengths.	⊕ To catch with accuracy and control.
health and fitness	⊕ Move at different speeds.	⊕ Hold a still shape whilst balancing on different points of the body.	⊕ Move in time to music.	⊕ Begin to select the most suitable pace and speed for distance.	⊕ To use a variety of cricket skills (throwing, catching and hitting) to complete a competitive team game.
co-operative and competitive	⊕ Move along different pathways.	⊕ Jump in a variety of ways and land with increasing control and balance.	⊕ Improve the timing of their actions.	⊕ Run with basic techniques following a curved line.	⊕ To throw overarm with control and accuracy.
	⊕ Jump for height.	⊕ Climb onto and jump off the equipment safely.		Jumping:	⊕ To practice increasingly complex striking, sending and receiving skills
	⊕ Jump for distance.	⊕ Move with increasing control and care		⊕ 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 foot.	
	⊕ 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.				

				⊕ 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		Humanism	Free Choice
Religious tolerance	What do Jewish people believe about God?	How do Jewish people live their faith through practices and celebrations?	Why is the Bible a special book for Christians?	Who was Jesus, why did he teach through stories and why is he important to Christians today?	What do Humanists think a good life is about?	What is respect?
Reflection	⊕ I can identify that the Torah is a holy book for Jews and how there are	⊕ I can describe how Shabbat is important to a Jew and how Jews may go to	⊕ I can understand the Bible is a holy book (special) and explain why it might be	⊕ I can recall key teachings Christians believe about God found in the ‘lost’	⊕ I can explain how a Humanist understands human beings, where they	⊕ I can explain how we are all special and unique recognising our

Self-Understanding Wonder Sense of Community Open-mindedness	rules to help guide a Jew in their lives. ✦ I can describe how Shabbat (day of rest) is important to a Jew and how Jews may go to Synagogue during this period. ✦ I can identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue.	Synagogue during this period. ✦ I can identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue ✦ I can describe how Jewish families celebrate festivals with reference to the story of Esther and Purim.	important to Christians.	parables, the parable of the good Samaritan & other parables studied. ✦ I can describe key important things Christians believe about Jesus. Refer to the Easter story, life & teachings of Jesus.	came from, that they have good and bad features and how they can help make the world a better place. ✦ I can see how Humanists understand the world by asking questions, looking for evidence and believe the world to be a natural place. ✦ I can recognise the Happy Human as a symbol for Humanism and that there are different ways to be happy. ✦ I can explain how Humanists try to approach life by being kind to people, animals and the planet. How people feel and how they should be treated	similarities and differences. ✦ I can explain what the term "Respect" means with examples from day to day life and religious and non-religious worldviews. ✦ I can describe how someone may have a different world view to themselves. ✦ I can explain the meaning of empathy.
	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?
	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

Music	Infant Nativity		Key Stage 1 Production	
Listen and appraise Sing and play Composing Improvise Performance	Listen and Appraise ⊕ To learn songs by heart ⊕ 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 sing some songs by heart? Can I recognise the sound and name of some instruments? 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				
	My Healthy Self Connecting with Others		The Online World Citizenship	
	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).		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.	
			Growing Up Staying Safe	
			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.	

recognise beauty in difference express emotions and opinions respectfully manage risk know rights and responsibilities of my citizenship	• I can identify healthy choices. • I can plan a simple healthy daily routine. <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 can respond if something online makes me feel uncomfortable. <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	• 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 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	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		

Textures, pattern, colour, line and tone Taking inspiration from the greats.	⊕ 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 ⊕ 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			
Key Assessment Questions	⊕ To explore the work of a range of artists, craft makers and designers explain how a piece of art makes them feel			
	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?