



# Year 2 Curriculum

*From tiny seeds beautiful minds blossom and grow...*



## Welcome to our Year 2 Curriculum

**In this document you will find information about science and the foundation subjects that we teach in year two. English and Maths information can be found in a separate document.**

As a school, we base our learning on a broad and balanced curriculum and strive to deliver a wide and varied learning experience building upon knowledge, understanding and developing skills. We are fully committed to developing each child's unique potential within a secure and caring environment. The breadth of our curriculum comes from the wide range of topics covered within subject schemes of work whilst depth is sought by considering 'big enduring ideas' across these subjects (Meyer and Land, 2003). Our ambition is for our students to study the best of what has been thought and said by many generations of academics and scholars.

We use a range of sources to meet the needs of the curriculum and provide an exciting and enlightening learning experience for our children, using opportunities in our local area.

We believe that our children should not only reach their best academically, but also develop a thirst for knowledge, foster a love of learning and leave our school with independent learning skills.

The children of East Herrington Primary Academy are happy learners who work hard to reach the challenges set by their teachers. Excellent teaching and learning give children opportunities to be successful in a creative, safe, calm environment where classrooms and other learning spaces promote creativity and high aspirations. This fulfils our mission statement "From tiny seeds beautiful minds blossom and grow"



# Science: Materials

| Learning Objectives                                                   | Vocabulary                                                                                                                                                                                                                     | Skills                                            | Enquiry Type                                                                       |
|-----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------------------|
| L.O. To understand what things are made from                          | Material types (e.g. wood, metal, plastic, wool, cotton, paper, cork, rock, etc), solid, liquid, gas, waterproof, hard, soft, flexible, stretch, bend, twist, squash, shiny, dull, warm, cold, colour, more, less, fluid, flow | L.O. To construct simple bar charts               | <u>Comparative &amp; Fair Test</u><br>Which material is best for a superhero cape? |
| L.O: to understand that different materials have different properties |                                                                                                                                                                                                                                | L.O. To use a range of equipment correctly        |                                                                                    |
| L.O: to understand that different materials have different properties |                                                                                                                                                                                                                                | L.O. To use a range of equipment correctly        |                                                                                    |
| L.O. To learn if we can change the shape of materials                 |                                                                                                                                                                                                                                | L.O. To group by difference, similarity or change |                                                                                    |
| L.O. To learn if we can change the shape of materials                 |                                                                                                                                                                                                                                | L.O. To group by difference, similarity or change |                                                                                    |
| L.O: to learn about solids, liquids and gases.                        |                                                                                                                                                                                                                                | L.O. To follow instructions                       |                                                                                    |



# Science: Plants

| Learning Objectives                                                          | Vocabulary                                                                                                                 | Skills                                                                             | Enquiry Type                                                         |
|------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------|
| L.O: to learn how plants grow and to identify and name the parts of a plant. | Grow, seed, bulb, (tuber), leaf, root, stem, flower, fruit, germination, seedling, water, light, temperature, reproduction | L.O: to follow instructions and to add science labels to my observational drawing. | <u>Observation over time</u><br>How does a plant change as it grows? |
| L.O: to understand what conditions plants need to grow.                      |                                                                                                                            | L.O: Suggest an idea to test from observations                                     |                                                                      |
| L.O: to understand what conditions plants need to grow.                      |                                                                                                                            | L.O: to follow instructions.                                                       |                                                                      |
| L.O: to understand what conditions plants need to grow.                      |                                                                                                                            | L.O. To describe patterns in data                                                  |                                                                      |
| L.O: to understand what conditions plants need to grow.                      |                                                                                                                            | L.O. To explain what a fair test is                                                |                                                                      |
| L.O: to understand what conditions plants need to grow.                      |                                                                                                                            | L.O. To identify variables                                                         |                                                                      |

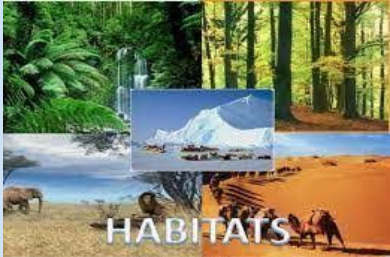


# Science: Electricity/Building Circuits

| Learning Objectives                                            | Vocabulary                                                                                                                       | Skills                                                                                                                                   | Enquiry Type                                                                 |
|----------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| L.O: to understand where we use electricity in our home.       | Circuit, appliance, main supply, battery, wire, bulb, buzzer, component, connector, closed, (series), electricity, flow/transfer | L.O: to group by difference, similarity or change. .                                                                                     | <u>Identifying, Classifying and Grouping</u><br>How can we group appliances? |
| L.O: to learn how to use electricity safely.                   |                                                                                                                                  | L.O: to understand the meanings of new scientific vocabulary.                                                                            |                                                                              |
| L.O: to learn about a circuit                                  |                                                                                                                                  | L.O: to suggest what might happen in an investigation.                                                                                   |                                                                              |
| L.O: to learn about the parts of a circuit.                    |                                                                                                                                  | L.O: to group by difference, similarity or change. .                                                                                     |                                                                              |
| L.O: to construct a simple circuit                             |                                                                                                                                  | L.O: to use a diagram to explain.                                                                                                        |                                                                              |
| L.O: to identify a complete circuit (with electrical symbols). |                                                                                                                                  | L.O. To follow spoken and written instructions.<br>L.O: to suggest an idea to investigate and to come to a conclusion from observations. |                                                                              |



# Science: Living Things and Their Habitat (1)

| Learning Objectives                                          | Vocabulary                                                                                                                                                                                                                                               | Skills                                             | Enquiry Type                                                                                                                                                             |
|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.O: To identify what living things need to survive          | Living, dead, non-living, movement, making energy (respiration), sensitivity, growth, reproduction, getting rid of waste (excretion), nutrition, habitat, microhabitat, adapted, adaptation, conditions, light, temperature, water, humidity, food chain | L.O. To remember science facts with confidence.    | <p><u>Pattern Seeking</u><br/>Do our different body parts grow as we get older?</p>  |
| L.O. To learn about an animal habitat                        |                                                                                                                                                                                                                                                          | L.O. To use and remember science words over time.  |                                                                                                                                                                          |
| L.O. To learn about microhabitats                            |                                                                                                                                                                                                                                                          | L.O. To use and remember science words over time.  |                                                                                                                                                                          |
| L.O. To find out if other animals grow in the same way as us |                                                                                                                                                                                                                                                          | L.O. To remember words and facts about science     |                                                                                                                                                                          |
| L.O: to understand what happens to our bodies as we grow     |                                                                                                                                                                                                                                                          | L.O. To use a simple table by recording in numbers |                                                                                                                                                                          |
| L.O: to understand what happens to our bodies as we grow     |                                                                                                                                                                                                                                                          | L.O. To remember science facts with confidence     |                                                                                                                                                                          |

# Science: Living things and their habitats (2)

| Learning Objectives                                                  | Vocabulary                                                                                                                                                                                                                                               | Skills                                                   | Enquiry Type                                                                          |
|----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|---------------------------------------------------------------------------------------|
| L.O. To know the seven characteristics of Living Things.             | Living, dead, non-living, movement, making energy (respiration), sensitivity, growth, reproduction, getting rid of waste (excretion), nutrition, habitat, microhabitat, adapted, adaptation, conditions, light, temperature, water, humidity, food chain | L.O: To use and remember science words over time         | <u>Research using secondary sources</u><br>Which animals live in the Kalahari desert? |
| L.O. To know what makes something 'Living'                           |                                                                                                                                                                                                                                                          | L.O: To use and remember science words over time         |                                                                                       |
| L.O. To identify if something is 'living, dead or never been alive'. |                                                                                                                                                                                                                                                          | L.O. To group using differences, similarities or changes |                                                                                       |
| L.O. To know what a habitat is.                                      |                                                                                                                                                                                                                                                          | L.O: To use and remember science words over time         |                                                                                       |
| L.O. To understand how living things are suited to their own habitat |                                                                                                                                                                                                                                                          | L.O: to use a spider key                                 |                                                                                       |
| L.O. To know what a food chain is.                                   |                                                                                                                                                                                                                                                          | L.O. To add labels and information to diagrams.          |                                                                                       |



# Science: Animals including Humans

| Learning Objectives                                       | Vocabulary                                                                                                                                                                                                                                                                                                                            | Skills                                             | Enquiry Type                                                            |
|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------------------------------|
| L.O. To know what happens to our bodies as we grow.       | Growth, reproduction, offspring, life-cycle (stages for examples, e.g. human, frog, butterfly, etc), baby, offspring, toddler, child, teenager, adult, water, food (nutrition), air (breathing, respiration), diet, balanced, obesity, starvation, exercise, fitness (heart rate/pulse), hygiene, microbes (bacteria, fungi, viruses) | L.O: To use a simple table by recording in numbers | <u>Identifying, Classifying and Grouping</u><br>How can we group foods? |
| L.O. To know what happens to our bodies as we grow.       |                                                                                                                                                                                                                                                                                                                                       | L.O: To use a simple table by recording in numbers |                                                                         |
| L.O. To know if other animals grow in the same way as us. |                                                                                                                                                                                                                                                                                                                                       | L.O: To use and remember science words over time   |                                                                         |
| L.O. To know what we need to live and be healthy.         |                                                                                                                                                                                                                                                                                                                                       | L.O: to construct block charts                     |                                                                         |
| L.O. To know why it is important to exercise.             |                                                                                                                                                                                                                                                                                                                                       | L.O: to use a simple table                         |                                                                         |
| L.O. To know why it is important to keep clean.           |                                                                                                                                                                                                                                                                                                                                       | L.O: to remember facts about science               |                                                                         |





# Geography: My City/My Capital City



| Learning Objectives                                                                                                                                 | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                      | Fieldwork Skills                                                                                                                                                                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.O. to identify human and physical features of Sunderland                                                                                          | <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including; forest, hill, mountain, soil, valley, vegetation,.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p> <p>Specific to Sunderland: River Wear, Seaburn Beach, Marina, Harbour, Roker.</p> <p>Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey</p> | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> |
| L.O. Use aerial photographs to devise a simple map of key features and landmarks in our capital city of London and construct basic symbols in a key |                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>                              |
| L.O. to identify human features of London and describe their position using compass direction, locational and directional language and map routes.  |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   |
| L.O. to demonstrate changes of London through pictures and sketches                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   |
| L.O. to present information about a physical feature in London (Epping Forest, Thames, Chislehurst Caves, Wetlands)                                 |                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                   |

# Geography: The United Kingdom



| Learning Objectives                                                                                                                       | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                             | Fieldwork Skills                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom<br>Scotland/Edinburgh                  | Use basic geographical vocabulary to refer to:<br>key physical features, including:, forest, hill, mountain, soil, valley, vegetation,.,<br>key human features, including: city, town, village, factory, farm, house, office.<br><br>Vocabulary specific to each capital cities features.<br><br>Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey<br><br>Continent (specific names), ocean (specific names) | Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.<br><br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. |
| L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom<br>Wales/Cardiff                       |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
| L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom<br>Ireland/Belfast                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
| L.O. to identify characteristics of the four countries of and capital cities of the United Kingdom<br>Comparison including London/England |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |
| L.O. to name and locate the world's seven continents and five oceans.                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                 |

# Geography: The Kalahari



| Learning Objectives                                                                                                                                                                                                | Vocabulary                                                                                                                                                                                                                                 | Fieldwork Skills                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>L.O. to use atlases, maps and globes to identify the location of the Kalahari desert in terms of country, continent.</p> <p>L.O. to understand the significance of its position in location to the Equator.</p> |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                   |
| <p>L.O. identify key geographical features of the Kalahari using satellite/aerial views</p>                                                                                                                        | <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: forest, hill, mountain, soil, valley, vegetation,.</p> <p>key human features, including: city, town, village, factory, farm, house, office.</p> | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> |
| <p>L.O. To make a comparison between the Kalahari and the UK</p>                                                                                                                                                   | <p>Sketch Maps, compass rose, route, compass, map symbol, key, ordnance survey</p>                                                                                                                                                         | <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>                              |
| <p>L.O. to use map skills to locate the countries visited by Sunny in Meerkat Mail</p>                                                                                                                             | <p>Country, continent, equator, climate</p>                                                                                                                                                                                                |                                                                                                                                                                                                                   |
| <p>L.O. to use geographical knowledge about places visited to decide on the next suitable location for Sunny</p>                                                                                                   |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                   |

# History: Grace Darling



| Learning Objectives                                                                                                                                                                                                                                                                                                                  | Vocabulary                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Who was Grace Darling?<br/>                     L.O. To infer information from pictures of the past, to recognise similarities and differences between what people wear today and what people wore a long time ago, to recognise similarities and differences between people's everyday lives today and life a long time ago.</p> | <p>Long time ago, recently, past, present</p> | <p>Identify differences between lives in the past and our own lives.<br/>                     Compare pictures/photographs of people and events in the past.</p>                                                                                                                                                                                                                                                               |
| <p>What was Grace Darling's everyday life like?<br/>                     L.O. To recognise similarities and differences between people's everyday lives today and life a long time ago, to learn about the life of a famous person from the past, to infer information from a written account of a person's life.</p>                |                                               | <p>Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.<br/>                     Sequence photographs from different periods in a person's life.</p>                                                                                                                                                                   |
| <p>What did Grace Darling do to make her famous?<br/>                     L.O. To learn about the life of a famous person from the past, to explore the feelings of historical characters in role.</p>                                                                                                                               |                                               | <p>Understand why people did things, why events happened and what happened as a result.<br/>                     Recount events from a historical period</p>                                                                                                                                                                                                                                                                   |
| <p>How did Grace Darling become famous?<br/>                     L.O. To learn about the life of a famous person from the past, to explore the feelings of historical characters in role.</p>                                                                                                                                        |                                               | <p>Discuss the reliability of photographs/ accounts/stories etc<br/>                     Observe and handle sources of information to answer questions.<br/>                     To ask and answer questions about the past.<br/>                     Answer questions by using a specific source such as a book, photograph or research.<br/>                     Research an aspect of the past using different sources.</p> |
| <p>To understand how and why Grace Darling became famous.<br/>                     L.O. To learn about the life of a famous person from the past, to identify people from the present and past who are famous, to identify how people became famous.</p>                                                                             |                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <p>To understand why the story of Grace Darling is still important<br/>                     L.O. To understand why Grace Darling is still remembered today, to learn about modern heroes who have rescued people</p>                                                                                                                 |                                               | <p>Recognise and make simple observations about who was important in an historical event/account, eg talk about important places and who was important and why.</p>                                                                                                                                                                                                                                                            |

# History: Great Fire of London (1)



| Learning Objectives                                                                                                                                                                       | Vocabulary                             | Skills                                                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.O. to understand when the great Plague and great Fire of London happened and place it on a timeline.                                                                                    | Long time ago, recently, past, present | Sequence a few events or related objects on a timeline and give reasons for their order.<br>Recount events from a historical period                                                                                                                                                                                                                                                               |
| L.O. to use historical sources of evidence to find out about the Great Plague and make comparisons with the events of more recent pandemics.                                              |                                        | Begin to recognise there are different ways of representing the past.                                                                                                                                                                                                                                                                                                                             |
| L.O. to recall and sequence the events of the Great Fire of London and place these on the timeline considering the link between the end of the Great Plague and the great Fire of London. |                                        | Sequence a few events or related objects on a timeline and give reasons for their order.<br>Recount events from a historical period                                                                                                                                                                                                                                                               |
| L.O. to understand how we know about the great fire of London (sources including Samuel Pepys Diary)                                                                                      |                                        | Compare pictures/photographs of people and events in the past.<br>Discuss the reliability of photographs/ accounts/stories etc<br>Observe and handle sources of information to answer questions.<br>To ask and answer questions about the past.<br>Answer questions by using a specific source such as a book, photograph or research.<br>Research an aspect of the past using different sources. |
| L.O. to use historical sources (including the diary of Samuel Pepys, paintings) to describe what houses were like in London in 1666.                                                      |                                        |                                                                                                                                                                                                                                                                                                                                                                                                   |

# History: Great Fire of London/Newcastle (2)



| Learning Objectives                                                                                                                      | Vocabulary                             | Skills                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| L.O. to use historical sources (including Samuel Pepys Diary), find out why the fire spread so quickly.                                  | Long time ago, recently, past, present | Understand why people did things, why events happened and what happened as a result.                                                                                                                                                                                                                                                                                                              |
| L.O. to identify significant changes between London then and London now which were influenced by the events of the Great Fire of London. |                                        | Identify differences between lives in the past and our own lives.                                                                                                                                                                                                                                                                                                                                 |
| L.O. to use historical sources (including Samuel Pepys Diary), find out why the fire spread so quickly                                   |                                        | Compare pictures/photographs of people and events in the past.<br>Discuss the reliability of photographs/ accounts/stories etc<br>Observe and handle sources of information to answer questions.<br>To ask and answer questions about the past.<br>Answer questions by using a specific source such as a book, photograph or research.<br>Research an aspect of the past using different sources. |
| L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London?<br><br>Historical Sources                |                                        | Sequence a few events or related objects on a timeline and give reasons for their order.                                                                                                                                                                                                                                                                                                          |
| L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London?<br><br>Chronology                        |                                        | Recount events from a historical period                                                                                                                                                                                                                                                                                                                                                           |
| L.O. to know about the Great Fire of Newcastle and how it compares to the Great Fire of London?<br><br>Comparison                        |                                        |                                                                                                                                                                                                                                                                                                                                                                                                   |

# Computing:

|                              | Autumn 1                                                                                            | Autumn 2                                                                                  | Spring 1                                                                                              | Spring 2                                                                                                                                             | Summer 1                                                                                                                           | Summer 2                                                                                                                                | Online safety (Project Evolve)                                                                                                                                                                                                                                                                                            |
|------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NCCE Curriculum focus area   | Computing systems and networks                                                                      | Creating media                                                                            | Programming                                                                                           | Data and information                                                                                                                                 | Programming                                                                                                                        | Creating media                                                                                                                          | <ul style="list-style-type: none"> <li>• Self image and identity</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> <li>• Managing online information</li> <li>• Health, well-being and lifestyle</li> <li>• Privacy and security</li> <li>• Copyright and ownership</li> </ul> |
| NCCE Computing Unit          | IT around us<br>Identifying IT and how its responsible use improves our world in school and beyond. | Digital photography<br>Capturing and changing digital photographs for different purposes. | Robot algorithms<br>Creating and debugging programs, and using logical reasoning to make predictions. | Pictograms<br>Collecting data in tally charts and using attributes to organise and present data on a computer.                                       | Programming quizzes<br>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz. | Making music<br>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.                      |                                                                                                                                                                                                                                                                                                                           |
| Software / hardware required | Unplugged/Google Slide sorting activity                                                             | Digital camera device;<br><a href="https://pixlr.com/x/">https://pixlr.com/x/</a>         | Beebots                                                                                               | J2E<br><a href="https://www.j2e.com/jit5#pictogram">https://www.j2e.com/jit5#pictogram</a><br>***free version available but children can't save work | Scratch Jr (on Chromebooks)                                                                                                        | Chrome Music Lab<br><a href="https://musiclab.chromeexperiments.com/Song-Maker/">https://musiclab.chromeexperiments.com/Song-Maker/</a> |                                                                                                                                                                                                                                                                                                                           |

# PHSRE:

|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                             |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Autumn<br>Term | <p><b><u>Belonging to a community/citizenship</u></b></p> <p>I know about being part of different groups and the role I play in these groups e.g. class, teams, faith groups.</p> <p>I know about the different rights and responsibilities I have in school and the wider community.</p> <p>I understand how a community can help people from different groups to feel included.</p> <p>I recognise that we are all equal and the ways in which we are the same and different to others in my community.</p> | <p><b><u>Safe Relationships</u></b></p> <p>I can recognise hurtful behaviour <b><i>(including online)</i></b></p> <p>I know what to do and who to tell if they see or experience hurtful behaviour (including online)</p> <p>I know about what bullying is and different types of bullying</p> <p>I know about the difference between happy surprises and secrets that make me feel uncomfortable or worried and how to get help.</p> <p>I know how to resist pressure to do something that feels uncomfortable or unsafe and how to ask for help if they feel unsafe or worried and what vocabulary to use</p> | <p><b><u>Respecting Ourselves and Others</u></b></p> <p>I know about the things that I have in common with my friends, classmates and other people and how friends can have similarities and differences</p> <p>I know how to play and work cooperatively in different groups and situations</p> <p>I can share ideas and listen to others, take part in discussions and give reasons for my views</p> | <p><b><u>SUMO</u></b></p> <p><b>Change Your T Shirt Fruity Thinking</b></p> |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|





# PHSRE:

Spring  
Term

## **Families and Friendships**

I know which qualities make a good friend e.g. kindness, listening, honesty

I know different ways in which people can meet and make friends

I have strategies for positive play, know what can cause arguments between friends and how to positively resolve these.

I know how to recognise and ask for help when I am feeling lonely or unhappy or to help someone else.



## **Media literacy and Digital Resilience**

*I know the different ways in which people can access the internet e.g. phones, tablets, computers*

*I can recognise the purpose and value of the internet in everyday life.*

*I recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos.*

*I understand that information online might not always be true.*



## **Money and Work**

I know about what money is and its different forms e.g. coins, notes and ways of paying for things e.g. debit cards, electronic payments

I know how money can be kept and looked after.

I know about getting, keeping and spending money.

I know that people are paid money for the job that they do.

I know how to recognise the difference between needs and wants.

I understand how people make choices about spending money including thinking about needs and wants.

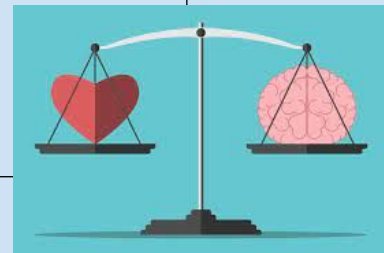


## **SUMO**

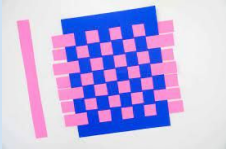
**Hippo Time is OK  
Remember the Beachball**

# PHSRE:

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                 |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <p>Summer Term</p> | <p><b><u>Physical Health and Mental Health</u></b><br/>           I understand about routines and habits for maintaining good physical and mental health.</p> <p>I know why sleep and rest are important for growing and keeping healthy.</p> <p>I understand that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies.</p> <p>I understand the importance of, and routines for, brushing teeth and visiting the dentist.</p> <p>I know about the food and drink that affect dental health.</p> <p>I can describe and share a range of feelings.</p> <p>I know about ways to feel good, clam down or change my mood e.g. playing outside, listening to music, spending time with others.</p> <p>I know how to manage big feelings including those associated with change, loss and bereavement.</p> <p>I know when and how to ask for help, and how to help others with their feelings.</p> | <p><b><u>Growing and Changing</u></b><br/> <i>I know about the human life cycle and how people grow from young to old.</i></p> <p><i>I know how our needs and bodies change as we grow up.</i></p> <p>I can identify the main parts of the body including external genitalia (e.g. vagina, penis, testicles)</p> <p>I understand about change as people grow up, including new opportunities and responsibilities.</p> <p>I can prepare myself for moving to a new class and set goals for next year.</p> | <p><b><u>Keeping Safe</u></b><br/>           I know how to respond to risk in everyday situations e.g. road, water and rail safety.</p> <p>I know how to help keep myself safe in familiar and unfamiliar environments such as in school, <b>online</b> and 'out and about'.</p> <p>I know how to identify potential unsafe situations, who is responsible for keeping me safe in these situations and the steps I can take to avoid or remove myself from danger.</p> <p>I know how to help keep myself safe at home in relation to <b>electrical appliances</b>, fire safety, medicines, household products.</p> <p>I know about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel.</p> <p><i>I know how to respond if there is an accident or someone is hurt.</i></p> <p><i>I know whose job it is to keep me safe and how to get help in an emergency, including how to dial 999 and what to say.</i></p> | <p><b><u>SUMO</u></b><br/> <b>Learn Latin</b></p> <p><b>Ditch Doris Day</b></p> |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|



# Art: Art and Design Skills

|                                        |                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                       |                                                                                      |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Clay</b>                            | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> | <p>Developing their sculpting and modelling skills, children experiment with using different objects to create interesting textures on the surface of a clay tile.</p>                                                                                                |   |
| <b>Weaving a picture</b>               | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                                                                                                                                                                                                                | <p>Children learn the craft of weaving, overlapping coloured strips of paper to create a checkerboard, then selecting a shape to overlay onto the weave and decorating.</p>                                                                                           |   |
| <b>Drawing: shading</b>                | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                                                                                                                                                                                                                | <p>Working in the style of Nancy McCroskey's mural, 'Suite in Black, White and Grey', children draw six boxes, filling each with a line that starts at one edge and finishes at another. Then experiment with tone by shading the different areas they have made.</p> |   |
| <b>Painting:</b>                       | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                                                                                                                                                                                                                | <p>Whilst designing a rollercoaster ride for Sunny, children develop their painting skills; working to ensure that they use the right amount of paint, hold the brush correctly and use single, sweeping strokes.</p>                                                 |   |
| <b>Learning about: drawing for fun</b> | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                                                                                                         | <p>Making drawing feel achievable to all abilities, through identifying the basic shapes within images and objects to be drawn (Meerkat Face)</p>                                                                                                                     |  |

# Art: Formal Elements

|                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |
|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Repeating Patterns</b>                                                 | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>                                                                                                                                                                                                                                              | <p>Having looked at the patterns around them, children dip everyday objects in paint to create repeating patterns, varying the direction of the pattern and colours of the paint and paper.</p>                                                                                                                                                                                           |    |
| <b>Taking Rubbings</b>                                                    | <p>To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>                                                                                                                                                                                                                                                                                                                                               | <p>Using media of their choosing, children go in search of textures that interest them to take rubbings of in the outdoor classroom.</p>                                                                                                                                                                                                                                                  |   |
| <b>Frottage</b>                                                           | <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Children are introduced to 'frottage', tearing their rubbings from the previous lesson to make pictures in the style of the artist who created the technique, Max Ernst.</p>                                                                                                                                                                                                           |   |
| <b>3D Pencil Drawings</b>                                                 | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using line, shape, form and space. • Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>                                                                                                                                                                                                                                     | <p>After completing a line drawing of a piece of ribbon, children add tone to make it look three dimensional using different gradients of pencil in the style of Ed Ruscha.</p>                                                                                                                                                                                                           |   |
| <b>3D Colour Drawings</b><br><br><b>Learning About... Drawing for Fun</b> | <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using line, shape, form and space. • Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>Concentrating on showing light and dark areas last lesson, children turn their attention to the water lily painting by Monet and use colourful pastels and chalks to depict the tone within the water, flowers and leaves (leaves could be frottage). Making drawing feel achievable to all abilities, through identifying the basic shapes within images and objects to be drawn.</p> |  |

# Art: Sculpture and Mixed Media (Heroes)

|                                      |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                    |                                                                                      |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| <b>Superhero Figures</b>             | To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.                                                                                                                                        | Pupils pose in a 'superhero' stance for their partner to sketch and then use wire and plasticine or foil to turn their drawings into a three dimensional form.                                                     |    |
| <b>Drawing Expressions</b>           | To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.                                                                                                                                                                                                                             | Looking at emojis, children consider emotions and learn how making slight changes to the eyes, mouth and eyebrows significantly alters an expression.                                                              |   |
| <b>Multimedia Superheroes Part 1</b> | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.   | In the first of three lessons based on the work of Roy Lichtenstein, children work in groups to create a composition with figures, splashes and action words, adding texture, definition and pattern to the piece. |   |
| <b>Multimedia Superheroes Part 2</b> | To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work    | Building on the previous lesson, in groups, children work a colour wash into their piece and using their fingers, apply a dot matrix effect, similar to that in Lichtenstein's 'Explosion'.                        |   |
| <b>Multimedia Superheroes Part 3</b> | • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | Children finish their compositions by making them 'pop', adding bright pastels in sections and applying a black shadow highlight so the figures stand out.                                                         |  |

# Design Technology

Sliders and Levers, Templates and Joining,  
Preparing Fruit and Vegetables



| Design                                                                                                                                                                                                                                                                                                                                                                 | Make                                                                                                                                                                                                                                                                                                                                                          | Evaluate                                                                                                                                                                                                                                                                                                                               | Technical Knowledge                                                                                                                                                                                                                                             | Cooking and Nutrition                                                                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Talk about what they want to make and how it will be used/who will use it</p> <p>Generate ideas from their own experience</p> <p>Use labelled drawings to communicate what they intend to make</p> <p>Select materials carefully based on their knowledge of characteristics of materials</p> <p>Create mock-ups to test ideas</p> <p>Use ICT where appropriate</p> | <p>Join two materials appropriately for different materials eg. Glue or tape</p> <p>Use scissors or a knife to cut</p> <p>Select and use appropriate tools and equipment</p> <p>Follow safety rules</p> <p>Use simple finishing techniques</p> <p>Use a simple template for cutting out</p> <p>Start to use correct vocabulary e.g. component, ingredient</p> | <p>Build Lego models following instructions provided and discuss steps followed</p> <p>Create own model or structure using the plans and ideas written down and understand how plans can be altered when making</p> <p>Explore how you can make your model stronger or more stable by looking at peers models or products provided</p> | <p>Explore commercial products and understand how they work</p> <p>Talk about their designs and recognise good and bad points in their work</p> <p>Identify how they could have improved their work</p> <p>Discuss how their final product meets the design</p> | <p>Cut, peel, grate and chop ingredients using the correct tools</p> <p>Work safely and hygienically</p> <p>Understand the need for a variety of food in a healthy diet</p> <p>Measure and weigh foods in non-statutory measures (spoons, cups)</p> <p>Understand where food comes from</p> |





# Music:

## Autumn Term



### Singing

Learn a wide range of songs by copying simple phrases, following simple directions, singing accurate pitch and maintaining a steady beat.

Practise and perform songs for Christmas beginning to understand musical phrases.

Sing songs from Mary Poppins

### Playing

Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.

Perform short copycat rhythm patterns including word chants to support rhythms..

Create, retain and perform their own rhythm patterns.

Play tuned instruments following Dot notation.

### Composing

To put sounds together and experiment with the order to improve the intended effect by using a graphic score.

Create musical sound effects and short sequences of sounds in response to stimuli, e.g. Carnivals of the Animals, Aviary, Swan and Hens.

Combine sounds to compose a piece of music using long/ short and spiky sounds.

### Listening

Build on understanding of music by Saint Saens and introduce Ballet music through Swan Lake and music from the British Isles.

To learn about the string family.

To understand what a musical is and use Mary Poppins as an example.

Listen to live/ recorded music discussing knowledge of the elements such as tempo, pitch and dynamics.

### Musical Elements

**Pitch:** recognise and respond to high, low and middle sounds.

**Dynamics:** understand loud, quiet and silence.

**Tempo:** understand fast and slow

**Timbre:** identify different percussion sounds and how they are made

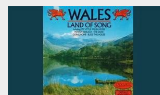
### Listening Repertoire

Carnival of the Animals - Aviary, Hens and Cockerels and the Swan  
Swan Lake - Tchaikovsky

Mary Poppins - Supercalifragilistic, Feed the birds, Trip the light fantastic and Chim Chimney

Music from the British Isles:

God save the Queen, Flower of Scotland,  
Jerusalem Hymn, I vow to thee my country,  
Soldiers song and Land of my Fathers





# Music:

Spring Term



## Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Sing slightly more complex songs and be able to hear the words clearly when singing using expression and extend the vocal range.

Be able to sing in a round holding a simple part in a group and begin to understand phrasing.

Sing cumulative songs and include singing games

## Playing

Use classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.

Play tuned and untuned instruments musically holding their own part.

Follow symbols, scores and dot notation.

## Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds.

Improvise on tuned instruments.

## Listening

Develop an understanding of Vivaldi and string instruments.

To understand songs that were written about an event.

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements.

To listen and understand rock music from a variety of famous rock bands.

## Musical Elements

**Pitch:** recognise and respond to high, low and middle sounds.

**Duration:** recognise and respond to a pulse and patterns of long and short sounds.

**Dynamics:** understand loud, quiet and silence.

**Tempo:** understand fast and slow

**Timbre:** identify different percussion sounds and how they are made

**Texture:** recognise and respond to one sound leading to many sounds.

**Structure:** understand and identify beginning, middle and end and use of repetition and introduction

## Listening Repertoire

Vivaldi - Spring

London's burning, Ring o Roses

Rock music: We will rock you, Queen, Smoke on the water - Deep Purple,

Rockin all over the World - Status Quo, Johnny B Goode - Chuck Berry,

I saw her standing there - Beatles.







# Music:

Summer Term



## Singing

Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Sing slightly more complex songs and be able to hear the words clearly when singing using expression and extend the vocal range.

Be able to sing confidently and begin to understand phrasing and develop posture and breathing.

Sing cumulative songs and include singing games

Ensure children use their thinking voice when learning new songs.

## Playing

Use body percussion, and classroom percussion playing repeated rhythm patterns (ostinati) and short, pitched patterns on untuned and tuned instruments to maintain a steady beat.

Play tuned and untuned instruments musically.

Play tuned and untuned parts as part of a class piece.

## Composing

To put sounds together and experiment with the order to improve the intended effect.

Create musical sound effects and short sequences of sounds in response to stimuli, e.g., compose own sea shanty.

Make your own title for your piece of music.

## Listening

Develop an understanding of Hans Zimmer music and Sea shanties.

To understand the development of South African Music

Respond to the pulse in recorded/live music through movement and dance.

Listen to live/ recorded music discussing knowledge of the elements and compare two contrasting pieces.

## Musical Elements

**Pitch:** recognise and respond to high, low and middle sounds.

**Duration:** recognise and respond to a pulse and patterns of long and short sounds.

**Dynamics:** understand loud, quiet and silence.

**Tempo:** understand fast and slow

**Timbre:** identify different percussion sounds and how they are made

**Texture:** recognise and respond to one sound leading to many sounds.

**Structure:** understand and identify beginning, middle and end and use of repetition and introduction

## Listening Repertoire

Hans Zimmer - Pirates of the Caribbean

Sea shanties - The Wellerman - Roll the old chariot

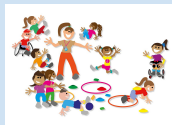
Music by Paul Simon, Soweto Gospel choir,

Hugh Masekela, Miriam Makeba and Arthur Mafokate



# PE:

| Autumn 1                                                                                                                                                                                                                                                          | Autumn 2                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer 2                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Personal Skills                                                                                                                                                                                                                                                   | Social Skills                                                                                                                                                                                                                                                         | Cognitive Skills                                                                                                                                                                                                                                                                                                                                                                                                                                            | Creative Skills                                                                                                                                                                                                                                                                                                                                                                                  | Physical Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Health and Fitness                                                                                                                                                                                                                                                                                                           |
| <p>I know where I am with my learning and I have begun to challenge myself.</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate.</p> <p>I can follow instructions, practise safely and work on simple tasks by myself.</p> | <p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas.</p> <p>I can help praise and encourage others in their learning.</p> <p>I can work sensibly with others, taking turns and sharing.</p> | <p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>I can begin to order instructions, movements and skills. With help I can recognise the similarities and differences in performance and I can explain why someone is working or performing well.</p> <p>I can understand and follow simple rules and can name some things I am good at.</p> | <p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.</p> <p>I can explore and describe different movements.</p> | <p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.</p> <p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.</p> | <p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down.</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.</p> <p>I am aware of why exercise is important for good health.</p> |
| <p><b>Coordination</b><br/>Footwork</p> <p><b>Static Balance</b><br/>One Leg</p>                                                                                                                                                                                  | <p><b>Dynamic Balance to Agility</b><br/>Jumping and Landing</p> <p><b>Static Balance</b><br/>Seated</p>                                                                                                                                                              | <p><b>Dynamic Balance</b><br/>On a Line</p> <p><b>Static Balance</b><br/>Stance</p>                                                                                                                                                                                                                                                                                                                                                                         | <p><b>Coordination</b><br/>Ball Skills</p> <p><b>Counter Balance</b><br/>With a Partner</p>                                                                                                                                                                                                                                                                                                      | <p><b>Coordination</b><br/>Sending and Receiving</p> <p><b>Agility</b><br/>Reaction/Response</p>                                                                                                                                                                                                                                                                                                                                                                                  | <p><b>Agility</b><br/>Ball Chasing</p> <p><b>Static Balance</b><br/>Floor Work</p>                                                                                                                                                                                                                                           |



# RE:

*Old Agreed Syllabus taught Autumn Term 2021*

| Autumn                                                                                                       | Christmas Unit<br>What is the meaning of Christmas?                                                                                                    |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How do Buddhists show their beliefs?</b><br>Worship, ceremonies and how commitment and belonging is shown | <b>How and why is light important at Christmas?</b><br>Celebration: Christmas symbols<br>Jesus as special to God as illustrated in the Christmas story |
|                             |                                                                       |

# RE: New Syllabus (to be taught Autumn 2022)

## Autumn 1

### Who is a Muslim and how do they live?

#### Make sense of belief:

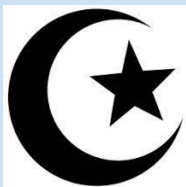
- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

#### Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

#### Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too



## Autumn 2

### Why does Christmas matter to Christians?

#### Make sense of belief:

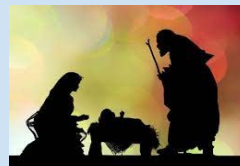
- Recognise that stories of Jesus' life come from the Gospels
- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians

#### Understand the impact:

- Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas

#### Make connections:

- Think, talk and ask questions about Christmas for people who are Christians and for people who are not
- Decide what they personally have to be thankful for, giving a reason for their ideas.



# RE: current agreed syllabus

## Spring 1

### Who is a Muslim and how do they live? (Part 2)

#### Make sense of belief:

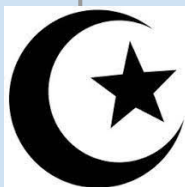
- Recognise the words of the Shahadah and that it is very important for Muslims
- Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean
- Give examples of how stories about the Prophet show what Muslims believe about Muhammad

#### Understand the impact:

- Give examples of how Muslims use the Shahadah to show what matters to them
- Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)
- Give examples of how Muslims put their beliefs about prayer into action

#### Make connections:

- Think, talk about and ask questions about Muslim beliefs and ways of living
- Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas
- Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too



## Spring 2

### Why does Easter matter to Christians?

#### Make sense of belief:

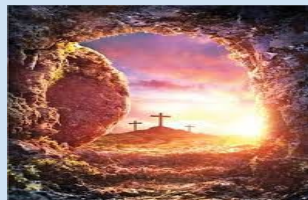
- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)

#### Understand the impact:

- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter

#### Make connections:

- Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.



# RE: current agreed syllabus

## Summer 1

### What is the Good News Christians believe Jesus brings?

#### Make sense of belief:

- Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'
- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians
- Recognise that Jesus gives instructions to people about how to behave

#### Understand the impact:

- Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)

#### Make connections:

- Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.



## Summer 2

### What makes some places sacred to believers?

#### Make sense of belief:

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean
- Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship

#### Understand the impact:

- Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe
- Give simple examples of how people worship at a church, mosque or synagogue
- Talk about why some people like to belong to a sacred building or a community

#### Make connections:

- Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas
- Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.