

Year 2 – Autumn 1 – Our Local Area

Text-led approach	Writing	Reading	Maths	Geography	DT	ICT	P.E
Tidy by Emily Gravatt The Lighthouse Keeper's Lunch	<p>Planning, Writing, Editing To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence. Audience and Purpose To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. Sentence Construction and Tense To use the present tense and the past tense mostly correctly and consistently. To use some features of written Standard English To use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC. To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). Punctuation To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, Appropriate use of language and grammatical terminology To recognise and use the terms noun, noun phrase, suffix, adjective, verb, present tense, past tense. Letter and Number Formation To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters To reread to check that their writing makes sense and that the correct tense is used throughout. Spelling Learn the vowels and consonants. The sound /igh/ spelt with '-y' at the end of words The /ee/ sound spelt ey or i The sounds /n/ spelt 'kn' and less often 'gn' at the beginning of words The sound /j/ often spelt with g before e, i and y. The sound /j/ spelt with 'dge' and '-ge' at the end of words Homophones</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes To re-read these books to build up their fluency and confidence in word reading To discuss the sequence of events in books and how items of information are related To answer and ask questions about familiar texts To predict what might happen on the basis of what has been read so far To discuss and clarify the meanings of words, linking new meanings to known vocabulary To make inferences on the basis of what is being said and done To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Place Value To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward To recognise the place value of each digit in a two-digit number (tens, ones) To identify, represent and estimate numbers using different representations, including the number line To compare and order numbers from 0 up to 100; use <, > and = signs To read and write numbers to at least 100 in numerals and in words To use place value and number facts to solve problems. Add and Subtract To solve one-step problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract numbers using concrete objects, pictorial representations, To add and subtract mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p>	<p>Geographical skills and fieldwork To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To 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 To 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 To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Human and physical geography To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Working with tools, equipment, materials and components to make quality products.(Make) (Technical Knowledge) To begin to select tools and materials; to use appropriate vocabulary to name and describe them. To measure, cut and score with some accuracy. To use hand tools safely and appropriately. To assemble, join and combine materials in order to make a product.</p>	<p>Word Processing To use spacebar, back space, delete, arrow keys, return, shift to add capital letters. To start to use two hands when typing. To find letter keys quickly. To type short texts to present. To change text size and font. To use word art for effect To practise 'Home Row' touch typing E-Safety E-safety should be incorporated in all sessions/subjects when using information technology. To develop sensitivity to others online, treating them with respect and showing respect for their privacy. To know how to report a worry and talk to teachers or parents about any concerns they have. To identify devices that can be used to search the internet To identify obviously fake information in a variety of contexts. To identify personal information that should be kept private To understand rules around e-safety To identify when inappropriate content is accessed To recognise that a variety of devices can be used to connect to a number of people To consider other people's feelings on the internet</p>	<p>Games To confidently send the ball to others in a range of ways. (Underarm/overarm) To beginning to apply and combine a variety of skills (to a game situation) To develop strong spatial/positional awareness.</p>
			<p>Science Animals including humans To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Living Things To explore and compare the differences between things that are living, dead, and things that have never been alive To identify and name a variety of plants and animals in their habitats, including microhabitats To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *Local environment To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Working Scientifically WS - To ask simple questions and recognising that they can be answered in different ways WS - To observe closely, using simple equipment WS - To perform simple tests WS - To use observations and ideas to suggest answers to questions WS - To gather and recording data to help in answering questions.</p>	<p>PSHE Respecting ourselves and others To learn what kind and unkind behaviour mean in and out school To learn how kind and unkind behaviour can make people feel To learn about what respect means To learn about class rules, being polite to others, sharing and taking turns Belonging to a community To learn about examples of rules in different situations, e.g. class rules, rules at home, rules outside To understand that different people have different needs To know how we care for people, animals and other living things in different ways To know how they can look after the environment, e.g. recycling</p>	<p>History Interpretations of history To compare pictures or photographs of people or events in the past. To be able to identify different ways to represent the past. To use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums, galleries and historical sites and the internet to find out about the past. Chronology To understand and use the words past and present when talking others.</p>	<p>French To broaden greeting vocabulary</p>	<p>National Weeks</p>
				<p>Music Perform: To use own voice in different ways - humming, whispers, loud or soft voice. Perform in ensembles starting and stopping together. Sing songs in an ensemble following the tune (melody) well. Listening and Appraising To identify the pulse in music. To compare 2 pieces of contrasting music for dimensions such as dynamics, tempo, pitch To start to recognise different instruments. To describe basic elements of a piece of music (eg pace, volume, emotion) To explain what they like about a piece of music and why</p>	<p>Art Drawing Use different grades of pencils to create a range of tones and shapes. Through close observation, create drawings which show tone and shape.</p>	<p>RE Who is a Muslim and what do they believe?</p>	

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E					
<p>Mr Wolf's Birthday Party</p> <p>Celebrations Light the Lights (comparing Christmas and Hannukah)</p> <p>Jesus' Christmas Party</p> <p>This is my Faith: Judaism - Yoni's Story</p>	<p>Planning, Writing, Editing To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To encapsulate what they want to say, sentence by sentence.</p> <p>Audience and Purpose To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Sentence Construction and Tense To use the present tense and the past tense mostly correctly and consistently. To use some features of written Standard English To form sentences with different forms: statement, question, exclamation, command. To use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC. To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Appropriate use of language and grammatical terminology To recognise and use the terms noun, noun phrase, suffix, adjective, verb, adverb present tense, past tense., statement, command</p> <p>Punctuation CL . ! ? ' , To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, Letter and Number Formation To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters To reread to check that their writing makes sense and that the correct tense is used throughout. To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Spelling Prefixes and suffixes Adding es to nouns and verbs ending in y - flies, tries, babies Adding ed, ing, er and est to a root word ending in -y with a consonant before it - copied, copier, happier, happiest but copying, crying, replying Adding the endings ing, ed, er, est and y to words ending in e with a consonant before it - hiking, hiked, hiker, nice, nicer, shiny Teach strategies to learn common exception words focusing on four or five words per week.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Re-read these books to build up their fluency and confidence in word reading Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Answer and ask questions about familiar texts Predict what might happen on the basis of what has been read so far Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correcting inaccurate reading Make inferences on the basis of what is being said and done Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Measurement - Money Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value Find different combinations of coins that equal the same amounts of money Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Multiplication and Division Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p>	<p>Locational Knowledge To name and locate the world's seven continents and five oceans Human and physical geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Collect, Analyse and communicate geographical data Use age-appropriate geographical vocabulary in discussion and written work</p>	<p>Chronology To understand and use the words past and present when telling others about an event. Sequence 3 to 4 artefacts closer together in time To use a timeline to place important events in order. To describe memories of key events in their lives. Historical enquiry To compare pictures or photographs of people or events in the past. To use a wide range of information to ask why, what, who, how, where, and find out answers. To sequence a collection of artefacts. To use time lines.</p>	<p>Digital Literacy Technology use • Identify uses of technology in school • Use a range of digital interfaces (computers, laptops, iPads, BeeBots) • Recognise where technology is used outside of school • Recognise how technology has developed (TVs, computers, phones) Computer navigation • Understand the difference between saving and opening a document • Access their personal folders on Shared drive</p> <p>Information Technology: Presentation (PowerPoint or iMovie on iPads) • Create a title slide and choose a style • Add text • Present to the class/a group</p>	<p>Gymnastics: Balance, coordination and agility. To explores and creates different pathways and patterns. To uses equipment in a variety of ways to create a sequence To link movements together to create a sequence</p>					
								PSHE	Music	D.T.	Art	RE
								Science				
								Plants To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. WS - To ask simple questions and recognising that they can be answered in different ways WS - To use observations and ideas to suggest answers to questions Materials To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. WS - To perform simple tests WS - To use observations and ideas to suggest answers to questions WS - To gather and recording data to help in answering questions.	Keeping safe To understand how rules can help to keep us safe To know why some things have age restrictions, e.g. TV and film, games, toys or play areas To understand basic rules for keeping safe online To know whom to tell if they see something online that makes them feel unhappy, worried, or scared Safe relationships To know about situations when someone's body or feelings might be hurt and whom to go to for help To understand what it means to keep something private, including parts of the body that are private To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) To understand how to respond if being touched makes them feel uncomfortable or unsafe To know when it is important to ask for permission to touch others To know how to ask for and give/not give permission	Working with tools, equipment, materials and components to make quality products. (Make) (Technical Knowledge) To learn how mechanisms can be used in different ways, eg. wheels, axles, fixed or moving joints. (Levers, sliders, wheels and axles.)	French Numbers to 12 To understand, respond and recognise numbers 1-12	Drawing Use soft drawing tools eg. pastels, to create a range of effects Artists, Designers and Architects Describe the effect an artist has created in their work eg. movement, emotions Create art work which replicates the effect created by an artist. Use of Sketch books Record art work, ideas and skill development in sketch books
					Events / Visits /Visitors Nativity Performance							

Text-led approach	Writing	Reading	Maths	Geography	DT (structures - world landmarks)	ICT	P.E
<p>Footprints in the Snow</p> <p>Rainbow Bird</p> <p>Self-awareness and reflection</p> <p>Commitment to social justice and equity</p>	<p>Planning, Writing, Editing To write narratives about personal experiences and those of others To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation Audience and Purpose To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it and from their wider experiences. Sentence Construction and Tense To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. Use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC. To use co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). Punctuation To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - commas to support coordinating conjunctions - apostrophes to mark singular possession and contractions. Appropriate use of language and grammatical terminology To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. Letter and Number Formation To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To read words containing common suffixes To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation To be introduced to non-fiction books that are structured in different ways To recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To draw on what they already know or on background information and vocabulary provided by the teacher to develop understanding To answer and ask questions about familiar texts To predict what might happen on the basis of what has been read so far To discuss and clarify the meanings of words, linking new meanings to known vocabulary To check that the text makes sense to them as they read and correcting inaccurate reading To make inferences on the basis of what is being said and done To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Multiplication and Division To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs To show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. Statistics To interpret and construct simple pictograms, tally charts, block diagrams and simple tables To ask and answer simple questions by counting the number of objects in To each category and sorting the categories by quantity To ask and answer questions about totalling and compare categorical data. Shape To identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces To identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid compare and sort common 2-D and 3-D shapes and everyday objects.</p>	<p>Location Knowledge To name and locate the world's seven continents and five oceans.</p> <p>Human and physical geography Seasonal weather changes Hot and cold regions of the world</p> <p>Collect, Analyse and communicate geographical data Use age-appropriate geographical vocabulary in discussion and written work</p> <p>Our World: comparing the lives of different children around the world. Empathy Social justice and equality Identity and diversity Globalisations and interdependence Respect for people and human rights Value diversity VR Link -</p>	<p>Developing, planning and communicating ideas. (Design) To generate ideas by drawing on their own and other people's experiences. To develop their design ideas through discussion, observation, drawing and modelling. To identify a purpose for what they intend to design and make. To identify simple design criteria. Working with tools, equipment, materials and components to make quality products. (Make) (Technical Knowledge) To build structures, exploring how they can be made stronger, stiffer and more stable. To measure, cut and score with some accuracy. To use hand tools safely and appropriately. Evaluating processes and products. To disassemble and evaluate familiar products. To evaluate against their design criteria. To talk about their ideas, saying what they like and dislike about them.</p>	<p>ESafety To Identify devices that can be used to search the internet Programing and Algorithms To use logical reasoning to predict the behaviour of simple programs To follow and predict the outcome of an program To write/input and test a simple program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited) To identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome) To debug a program (fix it by changing algorithm) Pro-Bots To give commands including straight forwards/backwards/turn with increasing accuracy To give more complex series of commands To tailor commands to achieve a specific outcome To debug a code to achieve an outcome Turtle software To follow algorithms to create shapes. To form an algorithm to create a shape. To predict, with support, which shape an algorithm will make.</p>	<p>Games To send the ball to others in a range of ways. (Underarm/overarm) To apply and combine a variety of skills (to a game situation) To develop strong spatial/positional awareness. To develop own games with peers. To understand the importance of rules in games. To develop simple tactics and use them appropriately. To develop an understanding of attacking/ defending Athletics To change speed and direction whilst running. To jump from a standing position with accuracy. To performs a variety of throws with control and co-ordination. (preparation for shot put and javelin) To use equipment safely</p>
						<p>RE</p> <p>Who is Muslim and what do they believe?</p>	
						<p>History</p>	
							<p>National weeks</p> <p>Drugs / Red Ribbon Day (Jan) Internet Safety (Feb) Dentist Day</p>
							<p>Drugs Education: Self-awareness and reflection</p>
							<p>Events / Visits /Visitors</p>
		<p>Science</p> <p>Living Things To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *Wider world To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. *Wider world VR Link Concern for the environment and commitment to sustainable development</p>	<p>PHSE</p> <p>Media literacy and Digital resilience To learn the ways in which people can access the internet e.g. phones, tablets, computers To learn to recognise the purpose and value of the internet in everyday life To learn to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos To learn that information online might not always be true Informed and reflective action</p>	<p>Music</p> <p>Improvise and Compose Compose and perform melodies using 2 or 3 notes. Use sound to create abstracts effects (including using ICT) Create / improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, order combine and control sounds (texture /structure). Listen and appraise Describe basic elements of a piece of music (eg pace, volume, emotion) Listen to music for dimensions such as dynamics, tempo, pitch Explain what they like about a piece of music and why.</p>	<p>French</p> <p>To become more familiar with colours and recognise new colours: gold silver.</p>	<p>Art</p> <p>Drawing Use different grades of pencils to create a range of tones and shapes. Use soft drawing tools eg. pastels, chalks, charcoals to create a range of effects (Feathers) Use of Sketch books Record art work, ideas and skill development in sketch books including digital art work and photos of clay work.</p>	

Text-led approach	Writing	Reading	Maths	Geography	History	ICT	P.E	
<p>The Baker's Boy and the Great fire of London</p> <p>Empathy</p> <p>Social justice and equality</p>	<p>Planning, Writing, Editing</p> <p>To write narratives about personal experiences and those of others</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation</p> <p>Audience and Purpose</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it and from their wider experiences.</p> <p>Sentence Construction and Tense</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>Use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Punctuation</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - commas to support coordinating conjunctions - apostrophes to mark singular possession and contractions. <p>Appropriate use of language and grammatical terminology</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>Letter and Number Formation</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> • Pizza instruction • Diary • Letter to King Charles 	<p>To read words containing common suffixes</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To be introduced to non-fiction books that are structured in different ways</p> <p>To recognise simple recurring literary language in stories and poetry</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>To draw on what they already know or on background information and vocabulary provided by the teacher to develop understanding</p> <p>To answer and ask questions about familiar texts</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>To make inferences on the basis of what is being said and done</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Number: Fractions</p> <p>To recognise, find, name and write</p> <p>$\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>To write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>Measurement : length & height</p> <ul style="list-style-type: none"> • To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • To compare and order lengths, mass, volume/capacity and record the results using >, < and = <p>Consolidation</p>	<p>Locational knowledge</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Geographical skills and fieldwork</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents, oceans studied at this key stage.</p> <p>To 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>To 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>Human and physical geography</p> <p>To use basic geographical vocabulary to refer to: key human and physical features, Collect, Analyse and communicate geographical data</p> <p>Beyond the school grounds / immediate locality observe and collect data to answer a specific question.</p> <p>Analyse data and draw simple conclusions.</p> <p>Communicate findings through labelled diagrams, maps, annotated photographs, tally charts, pictograms, bar charts and written work.</p> <p>Use age-appropriate geographical vocabulary in discussion and written work</p> <p>Globalisations and interdependence</p> <p>Concern for the environment and commitment to sustainable development</p>	<p>Chronology</p> <p>To understand and use the words past and present when telling others about an event.</p> <p>To use a timeline to place important events in order.</p> <p>Range and depth of historical knowledge</p> <p>To recall some facts about people/events before living memory.</p> <p>To describe similarities and differences in artefacts.</p> <p>To use drama techniques to understand why people did things in the past.</p> <p>And to develop empathy and understanding (hot seating, speaking and listening)</p> <p>Interpretations of history</p> <p>To be able to identify different ways to represent the past.</p> <p>To use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums, galleries and historical sites and the internet to find out about the past.</p> <p>Historical enquiry</p> <p>To Identify different ways in which the past is represented.</p> <p>To Use a wide range of information to ask why, what, who, how, where, and find out answers.</p> <p>To use time lines.</p> <p>Organisation and communication</p> <p>To use timelines to order events or objects or place significant people.</p> <p>To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p>	<p>Cont...</p> <p>Programming: Algorithms</p> <p>Beebots and Probots</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs • Follow and predict the outcome of an program • Write/input and test a simple program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited) • Identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome) • Debug a program (fix it by changing algorithm) <p>Turtle software</p> <ul style="list-style-type: none"> • Follow algorithms to create shapes. • Form an algorithm to create a shape. • Predict, with support, which shape an algorithm will make. <p>Scratch tutorials to follow:</p> <p>Getting started</p> <p>Add a Sprite</p> <p>Add a Background</p> <p>Change Size</p> <p>Animate a Name</p>	<p>Dance - Fire dance</p> <p>To copy and explores basic movements with clear control.</p> <p>To vary levels and speed in sequence</p> <p>To vary the size of their body shapes</p> <p>To add change of direction to a sequence</p> <p>To use space well and negotiates space clearly.</p> <p>To describe a short dance using appropriate vocabulary.</p> <p>To responds imaginatively to stimuli.</p> <p>Games - Matball</p> <p>Confident to send the ball to others in a range of ways. (Underarm/overarm)</p> <p>Beginning to apply and combine a variety of skills (to a game situation)</p> <p>Develop strong spatial/positional awareness.</p> <p>Beginning to develop own games with peers.</p> <p>Understand the importance of rules in games.</p> <p>Develop simple tactics and use them appropriately.</p> <p>Beginning to develop an understanding of attacking/ defending</p> <p>Self-awareness and reflection</p> <p>Co-operation and conflict resolution</p>	
								<p>Science</p> <p>Materials</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>WS - To perform simple tests</p> <p>WS - To use observations and ideas to suggest answers to questions</p> <p>WS - To gather and recording data to help in answering questions.</p>
				<p>Music</p> <p>Singing and Playing</p> <p><i>Sing songs in an ensemble following the tune (melody) well.</i></p> <p><i>Understand the importance of warming up first.</i></p> <p><i>Use own voice in different ways - humming, whispers, loud or soft voice.</i></p> <p><i>Perform in ensembles starting and stopping together.</i></p> <p><i>Make and control long and short sounds using voices and instruments, playing by ear and including simple improvisation</i></p> <p>.</p> <p>Improvise and Compose</p> <p>Compose and perform rhythms / melodies using 2 or 3 notes.</p> <p>Create / improvise repeated patterns (ostinato) with a range of instruments.</p> <p>Listen and appraise</p> <p>Identify tempo and dynamics through singing songs and clapping rhythms.</p> <p>Describe tempo and dynamics when listening to 'The Hall of the Mountain King'</p> <p>Explain what they like about a piece of music and why.</p>	<p>RE</p> <p>Who is Muslim and what do they believe?</p> <p>Value diversity</p>	<p>DT</p>	<p>National weeks</p>	<p>Events / Visits /Visitors</p> <p>Fire of London performance and sell daffodil pots</p> <p>Theatre Company for Great Fire of London</p> <p>Edlington Fire Station trip</p> <p>Taste testing and designing Pizza</p> <p>Designing, baking and tasting Pizza</p> <p>Planting potatoes & maintaining year2 garden</p>

Text-led approach	Writing	Reading	Maths	Geography	History	Art	P.E
<p>The Giraffe The Pelly and Me</p> <p>Self-awareness and reflection</p> <p>Commitment to social justice and equity</p>	<p>Planning, Writing, Editing To write narratives about personal experiences and those of others (real and fictional). To write about real events. To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils. To reread to check that their writing makes sense and that the correct tense is used throughout. To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly) Audience and Purpose To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures. To use new vocabulary from their reading, their discussions about it (one-to-one and as a whole class) and from their wider experiences. Sentence Construction and Tense To use the present tense and the past tense mostly correctly and consistently. To form sentences with different forms: statement, question, exclamation, command. Use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC. To using co-ordination (or/and/but). To use some subordination (when/if/that/because). To use expanded noun phrases to describe and specify (e.g. the blue butterfly). Punctuation To use the full range of punctuation taught at key stage 1 mostly correctly including: - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - commas to support coordinating conjunctions - apostrophes to mark singular possession and contractions. Appropriate use of language and grammatical terminology To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma. Letter and Number Formation To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To read words containing common suffixes To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation To be introduced to non-fiction books that are structured in different ways To recognise simple recurring literary language in stories and poetry To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear To draw on what they already know or on background information and vocabulary provided by the teacher to develop understanding To answer and ask questions about familiar texts To predict what might happen on the basis of what has been read so far To discuss and clarify the meanings of words, linking new meanings to known vocabulary To check that the text makes sense to them as they read and correcting inaccurate reading To make inferences on the basis of what is being said and done To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>ICT</p> <p>Programming: Algorithms To use logical reasoning to predict the behaviour of simple programs To follow and predict the outcome of an program To write/input and test a simple program/ code to achieve a desired outcome (ensuring it is precise, simple, clear and limited) To identify a bug in my programme/code (where the algorithm has gone wrong/not achieved the desired outcome) To debug a program (fix it by changing algorithm) <u>Turtle software</u> To follow algorithms to create shapes. To form an algorithm to create a shape. To predict, with support, which shape an algorithm will make. Information Technology <u>Branching Databases</u> To edit content in a range of programmes/apps e.g. format text, insert images, add transitions in presentation software, edit photographs, use different tools in paint packages, send and open emails etc. To make changes to digital content for an audience and purpose taking into account principles of good design</p>	<p>Measurement : length & height To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>To compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p><u>Geometry: Position and direction</u> To order and arrange combinations of mathematical objects in patterns and sequences</p> <p>To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p><u>Consolidation</u></p> <p>PHSE</p> <p>Health and wellbeing Physical health and Mental wellbeing Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</p> <p>To know about routines and habits for maintaining good physical and mental health (sleep, exercise, hygiene, vaccinations and immunisations) To know that there are a range of (happiness, sadness, excitement, nervousness, change, loss and bereavement) To know when and how to ask for help, and how to help others, with their feelings</p> <p>Empathy Respect for people and human rights Value diversity</p>	<p>Location knowledge To name and locate the world's seven continents and five oceans. Humans and Physical Geography To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><i>Revisit if time...</i> Geographical skills and fieldwork To 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 To 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>Music Peter and the Wolf</p> <p>Listen and appraise Describe basic elements of a piece of music (eg pace, volume, emotion) Listen to music for dimensions such as dynamics, tempo, pitch Explain what they like about a piece of music and why. Improvise and Compose Create / improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, order combine and control sounds (texture /structure). Create rhythms using word phrases eg Wolf is sneaky, Peter is wise, brown duck gliding, nasty, brown cat. Perform rhythms (using same word phrases) for others to copy on untuned percussion (eg claves) Read and respond to chanted rhythm patterns (see below) Record own rhythms representing syllables with stick notation including crotchets, quavers, and crotchet rests.</p> <p>French</p> <p>Numbers to 12 To understand, respond and recognise numbers 1-12</p>	<p>Chronology – linked to PHSE 'Growing and Changing' To recount changes in their own life over time. To match objects to people of different ages. To describe memories of key events in their lives.</p> <p>Science</p> <p>Animals including humans To notice that animals, including humans, have offspring which grow into adults To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Living Things To explore and compare the differences between things that are living, dead, and things that have never been alive To identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *Local environment To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Living Things To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other *Wider world To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. *Wider world Working Scientifically WS - To ask simple questions and recognising that they can be answered in different ways WS - To observe closely, using simple equipment WS - To perform simple tests WS - To use observations and ideas to suggest answers to questions WS - To gather and recording data to help in answering questions. +</p>	<p>Painting Develop skills and techniques in using powder paint to create different effects eg. use wet/dry brushes, sponges, different thickness of paint, splashing, dotting, scraping etc Artists, Designers and Architects Describe the effect an artist has created in their work eg. movement, emotions Create art work which replicates the effect created by an artist. Use of Sketch books Record art work, ideas and skill development in sketch books</p> <p>RE</p> <p>1.4 What can we learn from sacred texts? Social justice and equality Identity and diversity Globalisations and interdependence</p> <p>DT</p> <p>Developing, planning and communicating ideas. (Design) To generate ideas by drawing on their own and other people's experiences. To develop their design ideas through discussion, observation, drawing and modelling. To identify a purpose for what they intend to design and make. To identify simple design criteria. To make simple drawings and label parts. Use ICT where appropriate.</p>	<p>Athletics To change speed and direction whilst running. To jump from a standing position with accuracy. To perform a variety of throws with control and co-ordination. (preparation for shot put and javelin) To use equipment safely Multi-skills – Striking and fielding Confident to send the ball to others in a range of ways. (Underarm/overarm) Develop strong spatial/positional awareness. Beginning to develop an understanding of attacking/ defending Co-operation and conflict resolution Self-awareness and reflection</p> <p>National weeks</p> <p>Events / Visits /Visitors Stance Wedd Art Award Woodlouse investigation Sports Day</p>

Text-led approach	Writing	Reading	Maths	Geography -Caribbean Jamaica	History Life of Mary Seacole and Florence Nightingale	DT - Pomander	P.E
<p>The Story of Mary Seacole</p> <p>Self-awareness and reflection</p> <p>Commitment to social justice and equity</p>	<p>Planning, Writing, Editing</p> <p>To write narratives about personal experiences and those of others</p> <p>To write about real events.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation</p> <p>Audience and Purpose</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To use new vocabulary from their reading, their discussions about it and from their wider experiences.</p> <p>Sentence Construction and Tense</p> <p>To use the present tense and the past tense mostly correctly and consistently.</p> <p>To form sentences with different forms: statement, question, exclamation, command.</p> <p>Use of phrases and clauses MC, cc MC. MC cc MC. MC sc MC.</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/that/because).</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Punctuation</p> <p>To use the full range of punctuation taught at key stage 1 mostly correctly including:</p> <ul style="list-style-type: none"> - capital letters, full stops, question marks and exclamation marks; - commas to separate lists; - commas to support coordinating conjunctions - apostrophes to mark singular possession and contractions. <p>Appropriate use of language and grammatical terminology</p> <p>To recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>Letter and Number Formation</p> <p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>To read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart</p> <p>To explain clearly their understanding of what is read to them.</p> <p>To make inferences on the basis of what is being said and done</p> <p>To predict what might happen on the basis of what has been read so far</p> <p>To check that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Science</p> <p>Animals including humans</p> <p>To notice that animals, including humans, have offspring which grow into adults</p> <p>*PHSE</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically - Bread Mould Investigation</p> <p>To ask simple questions and recognising that they can be answered in different ways</p> <p>To observe closely, using simple equipment</p> <p>To perform simple tests</p> <p>To use observations and ideas to suggest answers to questions</p> <p>To gather and recording data to help in answering questions.</p> <p>ICT</p> <p>Computer navigation</p> <ul style="list-style-type: none"> · Understand the difference between saving and opening a document · Access their personal folders on Shared drive <p>Information Technology:</p> <p>To organise work in folders To make changes to digital content Presentation (PowerPoint or iMovie on iPads) Florence Nightingale/ Mary Seacole Report - keyboard skills</p> <p>Communications</p>	<p><u>Geometry: Position and direction</u></p> <p>To order and arrange combinations of mathematical objects in patterns and sequences</p> <p>To use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise).</p> <p><u>Measurement</u></p> <p>Mass, length, capacity</p> <p>To choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels compare and order lengths, mass, volume/capacity and record the results using >, < and =</p> <p>Investigations</p> <p>PHSE</p> <p>Making friends: feeling lonely and getting help</p> <ul style="list-style-type: none"> · To know how to be a good friend (kindness, listening, honesty) · To know about different ways that people meet and make friends · To know what causes arguments between friends and how to positively resolve arguments between friends · To know to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else <p>Growing about the human life cycle and how people grow from young to old</p> <ul style="list-style-type: none"> · To know the names for the parts of our bodies which are private (e.g. vagina, penis, testicles, breasts) · To know how our needs and bodies change as we grow up · To know that when we grow up we will have to overcome changes (new class, responsibility, independence, setting goals for next year) <p>Informed and reflective action</p> <p>Belief that people can bring about change</p> <p>Empathy</p>	<p>Place Knowledge</p> <p>To identify and understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country using images/videos of different places.</p> <p>Carry out studies into these places and express own views and give detailed reasons to support likes/dislikes and own preferences on the places studied.</p> <p>Human and physical geography</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. To use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Collect, Analyse and communicate geographical data</p> <p>Communicate information through labelled diagrams, maps, annotated photographs, talley charts, pictograms, bar charts and written work. Use age-appropriate geographical vocabulary in discussion and written work</p> <p>Music Peter and the Wolf</p> <p>Listen and appraise</p> <p>Describe basic elements of a piece of music (eg pace, volume, emotion)</p> <p>Listen to music for dimensions such as dynamics, tempo, pitch</p> <p>Explain what they like about a piece of music and why.</p> <p>Improvise and Compose</p> <p>Create / improvise repeated patterns (ostinato) with a range of instruments. Effectively choose, order combine and control sounds (texture /structure).</p> <p>Create rhythms using word phrases eg Wolf is sneaky, Peter is wise, brown duck gliding, nasty, brown cat.</p> <p>Perform rhythms (using same word phrases) for others to copy on untuned percussion (eg claves)</p> <p>Read and respond to chanted rhythm patterns (see below)</p> <p>Record own rhythms representing syllables with stick notation including crotchets, quavers, and crotchet rests.</p> <p>Commitment to participation and inclusion</p> <p>French</p> <p>Numbers to 12</p> <p>To understand, respond and recognise numbers 1-12</p>	<p>Chronology</p> <p>To understand and use the words past and present when telling others about an event.</p> <p>To use a timeline to place important events in order.</p> <p>To sequence 3 to 4 artefacts closer together in time Range and depth of historical knowledge</p> <p>To begin to describe similarities and differences in artefacts.</p> <p>To recall some facts about people/events before living memory.</p> <p>To use drama techniques to understand why people did things in the past.</p> <p>To use drama techniques to develop empathy and understanding (hot seating, speaking and listening) Interpretations of history</p> <p>To compare pictures or photographs of people or events in the past.</p> <p>To be able to identify different ways to represent the past.</p> <p>To use books and pictures, stories, eye witness accounts, photographs, artefacts, historical buildings, museums, galleries and historical sites and the internet to find out about the past.</p> <p>Historical enquiry</p> <p>To identify different ways in which the past is represented.</p> <p>To use a wide range of information to ask why, what, who, how, where, and find out answers.</p> <p>To sequence a collection of artefacts.</p> <p>To use time lines. Organisation and communication</p> <p>To describe objects, people or events in history. <i>Timeline of important events Sequence medical artefacts Compare hospitals now and then Factfile about Florence - or information poster Compare facts about Mary Seacole and Florence</i></p> <p>To use timelines to order events or objects or place significant people. To communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.</p> <p>ICT</p> <p>To use of television, recorders, ICT programs, camera, tablets, VR headsets to explore historical themes.</p> <p>To use of interactive whiteboard for teacher to model finding out information and display pictures.</p> <p>To present their work and appreciate the value of ICT to enhance and refine its quality.</p> <p>Peace and conflict</p> <p>Human rights</p> <p>Power and governance</p> <p>Belief that people can bring about change</p> <p>Empathy</p>	<p>Developing, planning and communicating ideas. (Design)</p> <p>To generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they intend to design and make.</p> <p>To identify simple design criteria.</p> <p>To make simple drawings and label parts. Use ICT where appropriate.</p> <p>Working with tools, equipment, materials and components to make quality products. (Make) (Technical Knowledge)</p> <p>To make their design using appropriate techniques.</p> <p>To use hand tools safely and appropriately. To assemble, join and combine materials in order to make a product. To cut, shape and join fabric to make a simple garment. Use basic sewing techniques. To choose and use appropriate finishing techniques.</p> <p>Evaluating processes and products.</p> <p>To disassemble and evaluate familiar products.</p> <p>To evaluate against their design criteria.</p> <p>To evaluate their products as they developed, identifying strengths and possible changes they might make.</p> <p>To talk about their ideas, saying what they like and dislike about them.</p> <p>RE</p> <p>1.8 How should we care for others and the world and why does it matter?</p> <p>Belief that people can bring about change</p> <p>Empathy</p> <p>Art - Turkish Tiles</p> <p>Sculpt Cut, roll and coil materials such as clay, dough or Plasticine and make an object eg. thumb pot</p> <p>Develop skills and techniques in using powder paint to create different effects eg. use wet/dry brushes, sponges, different thickness of paint, splashing, dotting, scraping etc</p>	<p>Games - Cricket</p> <p>To send the ball to others in a range of ways. (Underarm/overarm) To apply and combine a variety of skills (to a game situation) To develop strong spatial/positional awareness. To develop own games with peers. To understand the importance of rules in games. To develop simple tactics and use them appropriately.</p> <p>To develop an understanding of attacking/ defending</p> <p>Gymnastics: Balance, coordination and agility.</p> <p>To explore and creates different pathways and patterns.</p> <p>To uses equipment in a variety of ways to create a sequence</p> <p>To link movements together to create a sequence</p> <p>Co-operation and conflict resolution</p> <p>Self-awareness and reflection</p> <p>National weeks</p> <p>Chronology - linked to PHSE 'Growing and Changing'</p> <p>To recount changes in their own life over time.</p> <p>To match objects to people of different ages.</p> <p>To describe memories of key events in their lives.</p> <p>Events / Visits /Visitors</p> <p>Theatre Company for Florence Nightingale</p> <p>Florence performance and presentation of Learning Communications</p>