

<p>English</p> <p>Write simple narratives about personal experiences</p> <p>Non-Chronological Reports.</p> <p>Diary extract</p> <p>Instruction writing</p>	<p>Science</p> <p>Plants and Animals</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>I can identify and name a variety of common wild and garden plants, including deciduous and ever green trees.</p> <p>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air.</p> <p>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>PSHE – Jigsaw</p> <p>YR1 I know how to use my Jigsaw Journal.</p> <p>I feel special and safe in my class</p> <p>I understand the rights and responsibilities as a member of my class.</p> <p>I know that I belong to my class</p> <p>I understand the rights and responsibilities of being a member of my class.</p> <p>I know how to make my class a safe place for everybody to learn</p> <p>I know my views are valued and can contribute to the Learning Charter.</p> <p>I can recognise how it feels to be proud of an achievement</p> <p>I can recognise the choices I make and understand the consequences,</p> <p>I can recognise the range of feelings when I face certain consequences.</p> <p>I understand my rights and responsibilities within our Learning Charter.</p> <p>I can understand my choices in following the Learning Charter</p> <p>YR 2 - I can identify some of my hopes and fears for this year I know how to use my Jigsaw Journal.</p> <p>I recognise when I feel worried and know who to ask for help</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I recognise when I feel worried and know who to ask for help</p> <p>I understand the rights and responsibilities for being a member of my class.</p> <p>I can help to make my class a safe and fair place</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p>
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<p>History – People of Historical Significance – Florence Nightingale, Mary Seacole and Edith Cavell To Identify what has changed and stayed the same since a particular time or event – ‘Pupils can say how things have changed, by identifying the similarities and differences between the current history topic and the child’s life’ (Y1) ‘Pupils can identify differences and similarities between the time period, their own lives and another time period they have studied’ (Y2)</p> <p>Year 1 – Pupils can describe the impact of significant historical events in general terms. They may struggle to track it in their own lives.</p> <p>Year 2 - Pupils can understand at a basic level that a historical event was important but be unable to understand that it could affect their life today.</p> <p>Skill 3 - To understand the impact of a time period/people/event on our way of life today – ‘Pupils can describe the impact of significant historical events in general terms. They may struggle to track it in their own lives’ (Y1) ‘Pupils can consider the impact of a time period or people on their lives today giving examples’ (Y2)</p> <p>To understand the cause and consequence of a</p>	<p>Geography</p>	<p>RE Worship Describe different ways people may worship</p> <p>Recognise aspects of worship common to more than one faith</p> <p>Reflect on the importance of worship in the life of a believer</p> <p>Name the parts of two places of worship for different faiths</p> <p>Describe how the building and its artefacts are used in different ways</p> <p>Recognise and name the holy books of different faiths</p> <p>Retell a story from two different faiths and say what they mean for the believer</p>

<p>significant event or period – ‘Pupils understand what caused an event and can think about the impact on people of that time at a basic level’ (Y1) ‘Pupils can identify causes and consequences in a more general field’ (Y2)</p>		
<p>Computing Photo taking and editing Year 1 - I can take photos and videos using a device I know where photos and videos are saved I can discuss which picture and videos look better than others I can use paint/drawing app to create a digital image</p> <p>Year 2 - I can take pictures and select certain ones to create a piccolage I can evaluate and explain why some pictures are better than others I can edit a photo (crop, edit. Markup) I can select and use tools to create a digital image by controlling the pen and using a range of colours and pen styles</p>	<p>Art and Design Artist: Annalisa Ventura To develop a wide range of art and design techniques in using colour, pattern, line, shape, form and space</p> <p>To be taught the work of a range of artists and designers and making links to their own work</p> <p>Yr1 To create lines of different sizes and thicknesses with control To think about the proportions of a single object To begin to acknowledge the lines when colouring Select the appropriate colour for the image To be able to say what you’ve done and what media you have used</p> <p>Yr 2 To create lines of different sizes and thicknesses with control and increasing accuracy To represent a given image To think about the proportions of similar objects To colour own work neatly following the lines To state how different materials/ media are used differently</p>	<p>Design and Technology Cookery Y1 To know where food comes from. Cut/chop ingredients safely (soft foods recommended) To group familiar products e.g. fruit and vegetables. Prepare simple dishes safely and hygienically (without using a heat source)</p> <p>Y 2 To be able to cut, grate or peel ingredients safely. Know how to group foods into the give groups in the Eatwell Plate Measure or weigh using cups or electronic scales Prepare simple dishes safely and hygienically (without using a heat source)</p>
<p>Music</p> <p>- listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>Physical Education Tag Rugby Explore ball handling skills Explore passing the rugby ball Explore receiving the rugby ball</p>

<p>listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>Run with rugby ball in different directions Run with a rugby ball to find space To tag an opponent during a modified game.</p> <p>Football</p> <p>Dribble the ball in isolation Dribble the ball in a modified game Explore passing the ball in isolation Pass the ball in isolation showing direction Pass the ball in a modified game Stop the ball over short distance Tackle the ball from an opponent.</p>
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