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| <p>English</p> <p>Recount Information writing Leaflet Poetry Traditional folk tales Diary Comparison</p> | <p>Science –</p> <p><u>Plants - Year 1:</u> * I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. * I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Working Scientifically – Year 1:</u> By the end of Year 1, children should be able to:</p> <ul style="list-style-type: none"> • Observe, describe and compare using simple science words • Sort things • Ask science questions • Collect evidence to answer some questions • Measure using non-standard units • Test out ideas with help • Talk about what might happen and what they found out • Write and draw about science • Record on a simple table <p><u>Plants – Year 2:</u> * I can observe and describe how seeds and bulbs grow into mature plants. * I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><u>Working Scientifically – Year 2:</u> By the end of Year 2, children should be able to:</p> <ul style="list-style-type: none"> • Observe, describe and compare using science words • Sort and order observations • Ask scientific questions and use information to help answer them • Plan how to collect data to answer questions, with help • Measure using non-standard, then standard units • Talk about what might happen and compare it to what did happen • Plan a simple fair test, with help • Test out their own/someone else’s ideas • Explain why (in a simple way) • Record information on tables and bar charts | <p>PSHE – dreams and goals</p> <p>Know how to choose a realistic goal and think about how to achieve it</p> <p>Know that it is important to persevere</p> <p>Know how to recognise what working together well looks like</p> <p>Know what good group-working looks like</p> <p>Know how to share success with other people</p> <p>Recognise how working with others can be helpful</p> <p>Be able to work effectively with a partner</p> <p>Be able to choose a partner with whom they work well</p> <p>Be able to work as part of a group</p> <p>Be able to describe their own achievements and the feelings linked to this</p> <p>Recognise their own strengths as a learner</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling</p> <p>PSHE – Healthy Me</p> <p>Know what their body needs to stay healthy</p> <p>Know what relaxed means</p> <p>Know why healthy snacks are good for their bodies</p> <p>Know which foods given their bodies energy</p> <p>Know that it is important to use medicines safely</p> <p>Know what makes them feel relaxed/stressed</p> <p>Know how medicines work in their bodies</p> <p>Know how to make some healthy snacks</p> <p>Feel positive about caring for their bodies and keeping it healthy</p> <p>Have a healthy relationship with food</p> <p>Desire to make healthy lifestyle choices</p> <p>Identify when a feeling is weak and when a feeling is strong</p> <p>Express how it feels to share healthy food with their friends</p> |
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| | Talk, write and draw about science | |
| History | <p>Geography</p> <p><u>Geographical Skills</u></p> <p>Year 1: Use world maps, atlases and globes to identify the 7 continents and 5 oceans. Use basic symbols in a key. Use photographs (including aerial photos) to recognise basic features (e.g. school on satellite view).</p> <p>Year 2: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use world maps, atlases and globes to identify the 7 continents and 5 oceans. Use basic symbols in a key. Use and construct basic symbols in a key. Use digital technologies</p> <p><u>Key Knowledge</u></p> <p>Locational Knowledge (know and find on maps/globes):</p> <ul style="list-style-type: none"> • India is a country in the continent of Asia. • In the Northern Hemisphere. • It's seas are the Arabian Sea and the Bay of Bengal and is part of the Indian Ocean <p><u>Curriculum objectives:</u></p> <p>Name and locate the seven continents and five oceans using maps, atlases and globes (Asia, Africa, Europe, Australasia, North America, Antarctica, South America) (Pacific, Indian, Atlantic, Southern, Arctic).</p> <p><u>Place Knowledge:</u></p> <p>The capital of India is New Delhi. Within India there are contrasts between town and rural areas/wealth/infrastructure and this affects how people live.</p> <p><u>Curriculum objectives:</u></p> <p>Understand geographical similarities and differences between my local area and a small town in a non-European country.</p> | <p>RE</p> <ul style="list-style-type: none"> • Why is the world special? • How is the Earth precious? • What is creation? • Where do sacred stories come from? • What do Christians believe about God and creation? • What stories do other religions say about the creation of the world? • Why is the creation story important to believers? • What is the Big Bang theory? • Why should we look after Earth? • Easter Story |

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| | <p><u>Human and Physical:</u> India is the 7th largest country and 2nd most populated in the world. The Himalayas are in the North of India. How the climate of Chembakolli affects what grows there and how people live. <u>Curriculum objectives:</u></p> <ul style="list-style-type: none"> • Use geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house and shop weekend, journey, abroad, capital, country. • Use geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, continent, season and weather. | |
| <p>Computing <u>Data</u> Year 1 I can sort images or text into two or more categories on a digital device. I can collect data on a topic. I can create a tally chart. (TL) I can record myself explaining what I have done and what it shows me. (Cam) Year 2 I can create range of charts such as bar, line (OLCT). I can orally record myself explaining what the data shows me. (cam) <u>Computing –</u> Year 1 - I can type words correctly on a digital device I can use space bar and delete key I can use enter/return to start a new line I can dictate sentences into a digital device Year 2</p> | <p>Art and Design</p> <p>Year 1</p> <ul style="list-style-type: none"> • Clay – Manipulate malleable materials for a purpose e.g. small animal • Clay – Use techniques such as rolling, cutting, moulding and carving. • Drawing – To show pattern and texture by adding dots and lines. • Paint – To hold a paint brush correctly • Exploring and Evaluating – Observe the work of artists and describe what they see <p>Year 2</p> <ul style="list-style-type: none"> • Exploring and evaluating Observe the work of artists and describe what they can see and their likes and dislikes. • Clay – Manipulate malleable materials and combine with contrasting materials. • Clay – Manipulate malleable materials and combine with contrasting materials. | <p>Design and Technology <u>Taking inspiration from design</u> Year 1</p> <ul style="list-style-type: none"> • Begin to explore objects and designs to identify likes and dislikes (Eg toys, everyday objects, clothes, accessories) • Begin to explore and understand how products have been created <p>Year 2</p> <ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes • Explore and understand how products have been created • Design, plan. Make and Evaluate <p><u>Generic Skills</u> Year 1</p> <ul style="list-style-type: none"> • Begin to explain what they are making and which materials they are using • Begin to design products that have a clear purpose and an intended user |

I can use space bar to make only one space between words and use touch/mouse to navigate to words to edit
I can copy and paste text
I can use cap locks for capital letters
I can dictate longer passages into a digital device with punctuation

- **Use techniques such as rolling, cutting, moulding, carving, pinching and twisting**
- **Drawing** – To show pattern and texture by adding dots and lines in a controlled and standard form.
- **Paint** – To understand that the thickness of the brush will determine the thickness of the line.

- **Begin to use pictures and words to convey what they want to make**
- With support, make products, using tools to cut, shape(eg rolling/folding), join and finish
- **Say what they like and don't like about their product**
- Talk about how closely their finished product meets the design criteria, with support

Year 2

- **Explain what they are making and which materials they are using**
- **Design product that have a clear purpose and an intended user**
- **Using pictures and words to convey what they want to make**
- Make products, using a range of tools to cut, shape, join and finish
- **Say what they like and don't like about their product and explain why**
- Talk about how closely their finished products meets their design criteria
- Begin to use software that represents 2D designs (Eg Paint or within word/publishe

Textiles

Know:

and comment on the different textures of fabrics and some of their properties

Name wool, string and thread, know different purpose of each.

Year 1

Be able to:

- **Be able to create a simple blanket stitch using binka/ and large (plastic/blunt) needles – understanding how to handle the needle and the process.**
- Weave, wind fabrics and textiles
- **Embellish to textiles by sticking on accessories. Eg eyes/sequins/feathers etc**

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| | | <p>Year 2</p> <ul style="list-style-type: none"> • Be able to produce a simple running stitch to join two pieces of fabric together, ideally binka/loosely woven fabric. (needles prepared) • Embellish to textiles by sticking on accessories, adding fabric pen/paint • Weave material to create a simple product Eg place mat – with wipeable materials. Or to add embellishment- |
| <p>Music</p> <p>Following the Charanga program. “I wana play in a band”</p> <p>“Zootime”</p> | <p>French – ilanguages</p> | <p>PE -</p> <p><u>Athletics</u></p> <p>Running</p> <ul style="list-style-type: none"> • Run at speed. • Run for increased periods of time (2 minutes). • Accelerate quickly from stationery to running at speed. (say go) • Tag a teammate to switch runner. (relay race) <p>Throwing</p> <ul style="list-style-type: none"> • Throw a beanbag overarm at targets - varying distances. <p>Jumping</p> <ul style="list-style-type: none"> • Explore jumping into and out of hoops for speed. • Explore jumping in different ways (hop, step, jump, sissonne (scissor kick) and bounce). <p><u>Gymnastics</u></p> <p>Explore</p> <ul style="list-style-type: none"> • Explore and copy different body shapes • Explore and copy different levels (high and low) • Explore and copy balances individually • Explore all of the above on apparatus (vault, bench, climbing frame) • Use basic equipment safely <p>Perform</p> <ul style="list-style-type: none"> • Link a sequence of movements together |

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| | | <ul style="list-style-type: none">• Perform sequence of movements with some control• Perform all above movements with control on apparatus |
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