

<p><b><u>English (genres)</u></b></p> <ul style="list-style-type: none"> <li>• Descriptive writing</li> <li>• Myths and Legends</li> <li>• Story writing</li> <li>• Non-chronological reports</li> </ul>	<p><b><u>Science</u></b></p> <p><b>Seasonal Change</b></p> <ul style="list-style-type: none"> <li>• I can observe changes across the four seasons.</li> <li>• I can observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Animals Including Humans (Year 1)</b></p> <ul style="list-style-type: none"> <li>• I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>• I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Working scientifically</b></p> <p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• Observe, describe and compare using simple science words</li> <li>• Sort things</li> <li>• Ask science questions</li> <li>• Collect evidence to answer some questions</li> <li>• Measure using non-standard units</li> <li>• Test out ideas with help</li> <li>• Talk about what might happen and what they found out</li> <li>• Write and draw about science</li> <li>• Record on a simple table</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• Observe, describe and compare using science words</li> <li>• Sort and order observations</li> <li>• Ask scientific questions and use information to help answer them</li> <li>• Plan how to collect data to answer questions, with help</li> <li>• Measure using non-standard, then standard units</li> <li>• Talk about what might happen and compare it to what did happen</li> <li>• Plan a simple fair test, with help</li> <li>• Test out their own/someone else's ideas</li> <li>• Explain why (in a simple way)</li> <li>• Record information on tables and bar charts</li> <li>• Talk, write and draw about science</li> </ul>	<p><b><u>Geography</u></b></p> <p><b>Geographical Skills</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Use basic symbols in a key.</li> <li>• Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds).</li> <li>• Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).</li> <li>• Use simple locational language to describe (eg near/far, left/right, North, South, East, West).</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Use digital technologies: zoom in/out on a map</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use directional language (near and far, left and right) to describe the location of features and routes on a map.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• To know that the UK is a union of 4 countries</li> <li>• To name and locate the four countries on a map of the UK including capitals and surrounding seas</li> <li>• To know that England is the country that we live in.</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and difference through the study of human and physical geography of local area compared to Edinburgh and Lake District</li> <li>• Understand cultural traditions, symbols, flags, flowers, clothing and food linked to saints' days.</li> </ul> <p><b>Human &amp; Physical</b></p> <ul style="list-style-type: none"> <li>• Identify human and physical features of city and countryside within the UK, comparing similarities and differences.</li> <li>• Compare urban and rural environments</li> <li>• Identify similarities and differences between types of settlements – towns, cities, countryside.</li> </ul>
<p><b><u>Art and Design</u></b></p> <p><b>Sculpture</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Comment on their own work and the work of others</li> <li>• To develop a wide range of art and design techniques in using line, shape, form and space</li> <li>• Manipulate malleable materials for a purpose</li> <li>• Make simple joins</li> <li>• Use 3d shapes to create a new 3d structure</li> <li>• Select the appropriate colour for the image</li> <li>• Comment on their own work and the work of others</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Comment on their own work and the work of others, identifying similarities</li> <li>• To develop a wide range of art and design techniques in using line, shape, form and space</li> <li>• Manipulate malleable materials and combine with contrasting materials</li> <li>• Make joins to create a 3d form</li> <li>• To join 3d shapes to create a desired outcome</li> <li>• Use light and dark colours</li> <li>• Comment on their own work and the work of others, identifying similarities</li> </ul>		

## Computing

### Animation

#### Year 1

- I can add filters and stickers to enhance an animation of a character. (chatterpix)
- I can create an animation to tell a story with more than one scene. (PP)
- I can add my own pictures to my story animation. (PP – pay)

#### Year 2

- I can create multiple animations of an image and edit these together. (CP and imovie)
- I can create a simple stop motion animation. (ICA)
- I can explain how an animation/flip book works (ICA)

### Typing

#### Year 1

- I can type words correctly on a digital device
- I can use the 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

- I can use the space bar to make only one space between words and use touch / mouse to navigate words to edit.
- I can copy and paste text.
- I can use caps locks for capital letters.
- I can dictate longer sentences in to a digital device with punctuation.

### Coding

#### Year 1

- I can create a simple program e.g. sequence of instructions for a Bee Bot
- I can use sequence in programs I can locate and fix bugs in my program

#### Year 2

- I understand programs execute by following precise and unambiguous instructions
- I can create programs on a variety of digital devices
- I can debug programs of increasing complexity
- I can use logical reasoning to predict the outcome of simple programs

#### Espresso coding

Level 1 – on the move – as a class on IWB or individually

- Under the sea
- Royal chase

## PE

### Tennis

- To familiarize themselves with a tennis racket and use 1 of the correct grips
- To demonstrate control of a ball using a racket (balancing ball on racket head)
- To strike a ball from a cricket stump
- To strike a ball from one bounce
- To play a modified game in isolation

### Netball

- Explore passing a netball (throwing)
- Explore receiving a netball (catching)
- Find space and get ready to receive the netball
- Explore sending the ball to other players
- To apply all of the above skills in simple, modified game situations.

### Hockey

- Dribble the ball in isolation
- Dribble the ball in a modified / competitive race (in and out of cone race)
- Explore passing the ball in isolation
- Pass the ball in isolation showing direction
- Pass the ball in a modified / competitive race (under pressure)
- Stop the ball over short distance
- Tackle the ball from an opponent.

### OAA

#### Team Building

- Experience simple team building challenges.
- As a team, take a ball from A to B using equipment such as tennis rackets to transport.

#### Using Maps

- Complete a map-less 'treasure hunt' to search for control points.
- Using an ariel map, devise their own 'treasure hunt'.

#### Memory Games

- Complete simple memory games

## Design & Technology

### Assembly skills / Mechanisms

#### Year 1

- With support, make products, using tools to cut, shape (E.g rolling/folding), join and finish
- Select given shapes to assemble, making comparisons of size. (E.g make a vehicle from recycled boxes/tubes etc, selecting as appropriate for the part for scale and size)
- Measure, mark lines to cut along with scissors.
- Use joining techniques, such as gluing or taping

#### Year 2

- Make products, using a range of tools to cut, shape, join and finish
- Measure and mark out lines to within a cm.
- Cut materials safely using tools provided.
- Join materials with a range of fixings include glue, tape, string/simple card hinges

### Weaving

#### Year 1

- 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.
- To be able to weave, wind fabrics and textiles
- To be able to embellish to textiles by sticking on accessories. Eg eyes/sequins/feathers etc

#### Year 2

- To be able to produce a simple running stitch to join two pieces of fabric together, ideally binka/loosely woven fabric. (needles prepared)
- To be able to embellish to textiles by sticking on accessories, adding fabric pen/paint
- To be able to weave material to create a simple product, e.g place mat/book mark/ – with wipeable materials. Or to add embellishment- eg ribbon to fabric, for a bag etc)

<ul style="list-style-type: none"> <li>• Transport on the go</li> <li>• Another planet</li> </ul> <p><b>Data</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• I can sort images or text into two or more categories on a digital device.</li> <li>• I can collect data on a topic.</li> <li>• I can create a tally chart. (TL)</li> <li>• I can record myself explaining what I have done and what it shows me. (Cam)</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• I can create range of charts such as bar, line (OLCT).</li> <li>• I can orally record myself explaining what the data shows me. (cam)</li> </ul>		
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<p><b><u>Music</u></b></p> <p><b>Charanga – In the Groove</b> Activities based around a song written to teach children about different musical styles</p> <p><b>Charanga – Round and Round</b> Activities based around a song written in a Bossa Nova Latin style.</p>	<p><b><u>PSHE – Dreams &amp; Goals</u></b></p> <p><b>Year 1</b></p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p> <p>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</p> <p>Know when a goal has been achieved</p> <p>Know how to work well with a partner</p> <p>Know that tackling a challenge can stretch their learning</p> <p>Recognise things that they do well</p> <p>Explain how they learn best</p> <p>Recognise their own feelings when faced with a challenge/obstacle</p> <p>Recognise how they feel when they overcome a challenge/obstacle</p> <p>Celebrate an achievement with a friend</p> <p>Can store feelings of success so that they can be used in the future</p>	<p><b>RE</b></p> <p><b>Believing Unit 2:2</b></p> <p>Rainbow Thread – Sense of belonging</p> <table border="1" data-bbox="1422 705 2128 959"> <thead> <tr> <th>Exploring</th> <th>Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td></td> <td><i>By the end of KS1 pupils should be able to</i></td> </tr> <tr> <td>What do people of faith believe?</td> <td>Name some beliefs of two different faiths Recognise beliefs that are the same for different faiths</td> </tr> <tr> <td>What are the different ways in which people of faith express their beliefs?</td> <td>Describe how religious people may express their beliefs in action Consider a prayer or text that expresses belief</td> </tr> </tbody> </table> <p><b>Easter</b></p> <p>Rainbow Thread – Sense of Belonging</p> <table border="1" data-bbox="1422 1061 2128 1425"> <thead> <tr> <th>Exploring</th> <th>Learning Outcomes</th> </tr> </thead> <tbody> <tr> <td></td> <td><i>By the end of KS pupils should be able to</i></td> </tr> <tr> <td>Which festivals are important to faith members?</td> <td>Name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals</td> </tr> <tr> <td>What stories are told at different religious festivals?</td> <td>Suggest reasons why festivals are important Talk about how are stories celebrated at different religious festivals</td> </tr> </tbody> </table>	Exploring	Learning Outcomes		<i>By the end of KS1 pupils should be able to</i>	What do people of faith believe?	Name some beliefs of two different faiths Recognise beliefs that are the same for different faiths	What are the different ways in which people of faith express their beliefs?	Describe how religious people may express their beliefs in action Consider a prayer or text that expresses belief	Exploring	Learning Outcomes		<i>By the end of KS pupils should be able to</i>	Which festivals are important to faith members?	Name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals	What stories are told at different religious festivals?	Suggest reasons why festivals are important Talk about how are stories celebrated at different religious festivals
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## **Year 2**

Know how to choose a realistic goal and think about how to achieve it

Know that it is important to persevere

Know how to recognise what working together well looks like

Know what good group-working looks like

Know how to share success with other people

**Recognise how working with others can be helpful**

**Be able to work effectively with a partner**

**Be able to choose a partner with whom they work well**

**Be able to work as part of a group**

Be able to describe their own achievements and the feelings linked to this

Recognise their own strengths as a learner

Recognise how it feels to be part of a group that succeeds and store this feeling

## **PSHE – Healthy Me**

### **Year 1**

**Know the difference between being healthy and unhealthy**

Know some ways to keep healthy

**Know how to make healthy lifestyle choices**

**Know that all household products, including medicines, can be harmful if not used properly**

Know that medicines can help them if they feel poorly

**Know how to keep safe when crossing the road**

Know how to keep themselves clean and healthy

Know that germs cause disease/illness

Know about people who can keep them safe

**Keep themselves safe**

**Recognise how being healthy helps them to feel happy**

Recognise ways to look after themselves if they feel poorly  
Recognise when they feel frightened and know how to ask for help  
Feel good about themselves when they make healthy choices  
Realise that they are special

**PSHE – Healthy Me**

**Year 2**

Know what their body needs to stay healthy  
Know what relaxed means  
Know why healthy snacks are good for their bodies  
Know which foods given their bodies energy  
Know that it is important to use medicines safely  
Know what makes them feel relaxed/stressed  
Know how medicines work in their bodies  
Know how to make some healthy snacks  
Feel positive about caring for their bodies and keeping it healthy  
Have a healthy relationship with food  
Desire to make healthy lifestyle choices  
Identify when a feeling is weak and when a feeling is strong  
Express how it feels to share healthy food with their friends