

<p><b>English</b></p> <p>Recount                  Story map                  Fact booklet                  Booklet</p>	<p><b>Science – plants</b></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Science – animals</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><b>PSHE – Jigsaw – Being me in my world</b></p> <p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Understand their own rights and responsibilities with their classroom</li> <li>• Understand that their choices have consequences</li> <li>• Understand that their views are important</li> <li>• Understand the rights and responsibilities of a member of a class</li> <li>• Understand that they are safe in their class</li> <li>• Identifying helpful behaviours to make the class a safe place</li> <li>• Understand that they have choices</li> <li>• Understanding that they are special</li> <li>• Identify what it’s like to feel proud of an achievement</li> <li>• Recognise feelings associated with positive and negative consequences</li> </ul> <p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Understand the rights and responsibilities of class members</li> <li>• Know about rewards and consequences and that these stem from choices</li> <li>• Know that it is important to listen to other people</li> <li>• Understand that their own views are valuable</li> <li>• Know that positive choices impact positively on self-learning and the learning of others</li> <li>• Identifying hopes and fears for the year ahead</li> <li>• Know how to make their class a safe and fair place</li> <li>• Show good listening skills</li> <li>• Be able to work co-operatively</li> </ul>
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<p><b>RE – Worship</b>  Describe different ways people may worship  Recognise aspects of worship common to more than one faith  Reflect on the importance of worship in the life of a believer  Name the parts of two places of worship for different faiths  Describe how the building and its artefacts are used in different ways  Recognise and name the holy books of different faiths  Retell a story from two different faiths and say what they mean for the believer</p>	<p><b>Art – Drawing - Annalisa Ventura</b>  Year 1  <b>Colour in a range of media</b>  To begin to acknowledge the lines when colouring  <b>Select the appropriate colour for the image</b></p> <p><b>Drawing in a range of media</b>  To create lines of different sizes and thicknesses with control  To think about the proportions of a single object</p> <p><b>Exploring and evaluating</b>  To be able to say what you’ve done and what media you have used.</p> <p>Year 2  <b>Colour in a range of media</b>  Colour own work neatly following the lines</p> <p><b>Drawing in a range of media</b>  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</p> <p><b>Exploring and evaluating</b>  To state how different materials/ media are used differently.</p>	<p><b>DT – Healthy Meal</b>  Y1  Know :  where food comes from  Group familiar products, e.g. fruit and vegetables  Be able to:  <b>Cut/chop ingredients safely</b> (soft foods recommended)  Prepare simple dishes safely and hygienically (without using a heat source)</p> <p>Y2  Know:  How to group foods into the give groups in the Eatwell Plate  Be able to:  <b>Cut, grate or peel ingredients safely</b>  <b>Measure or weigh using cups or electronic scales</b>  Prepare simple dishes safely and hygienically (without using a heat source)</p>
<p><b>Computing</b>   <u>E-safety</u>  Understand that personal information should be kept private and not put online</p>	<p><b>PE – Tag Rugby</b>  Explore ball handling skills (holding correctly)  Explore passing the rugby ball correctly (sideways)  Explore receiving the rugby ball  Run with rugby ball in different directions</p>	<p><b>History</b>   Skill 3 - To understand the impact of a time period/people/event on our way of life today –</p>

<p>I recognise that information online can be copied  I can use the internet to find things  I can recognise examples of information that is personal to me (where I live, family name, my school)  I can explain how passwords can be used to protect information and devices</p> <p><b>Photo</b>  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>Run with a rugby ball to find space in a modified game  To tag an opponent during a modified game.</p> <p><b>PE - Football</b>  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.</p>	<p>‘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>Skill 4 – 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>Skill 5 – To understand the cause and consequence of a 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><b>Music</b></p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>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>		