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| <p>English</p> <p>Traditional tales:</p> <ul style="list-style-type: none"> • Goldilocks and the 3 bears • Peter Rabbit • The Jolly Postman • <p>Letter Writing</p> | <p>Science – Animals including humans</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>PSHE – Jigsaw – Celebrating Difference</p> <p>Year 1</p> <p>Know what bullying means</p> <p>Know who to tell if they or someone else is being bullied or is feeling unhappy</p> <p>Know that people are unique and that it is OK to be different</p> <p>Know skills to make friendships</p> <p>Know that people have differences and similarities</p> <p>Identify what is bullying and what isn't</p> <p>Understand how being bullied might feel</p> <p>Recognise ways in which they are the same as their friends and ways they are different</p> <p>Know ways to help a person who is being bullied</p> <p>Identify emotions associated with making a new friend</p> <p>Verbalise some of the attributes that make them unique and special</p> <p>Year 2</p> <p>Know the difference between a one-off incident and bullying</p> <p>Know that sometimes people get bullied because of difference</p> <p>Know that friends can be different and still be friends</p> <p>Know there are stereotypes about boys and girls</p> <p>Know where to get help if being bullied</p> <p>Know that it is OK not to conform to gender stereotypes</p> <p>Know it is good to be yourself</p> <p>Know the difference between right and wrong and the role that choice has to play in this</p> <p>Explain how being bullied can make someone feel</p> <p>Know how to stand up for themselves when they need to</p> <p>Understand that everyone's differences make them special and unique</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK</p> <p>Understand that boys and girls can be different in lots of ways and that is OK</p> <p>Can choose to be kind to someone who is being bullied</p> |
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| | | Recognise that they shouldn't judge people because they are different |
| <p>RE – Christmas</p> <p>Name some religious festivals and say how faith members celebrate them</p> <p>Describe and explain some traditions linked to religious festivals</p> <p>Suggest reasons why festivals are important</p> <p>Talk about how stories are celebrated at different religious festivals</p> | | <p>DT – Structures</p> <p>Design, Make, Evaluate</p> <p><u>Year 1</u></p> <p>Begin to explain what they are making and which materials they are using</p> <p>Begin to design products that have a clear purpose and an intended user</p> <p>Begin to use pictures and words to convey what they want to make</p> <p>With support, make products, using tools to cut, shape(eg rolling/folding), join and finish</p> <p>Say what they like and don't like about their product</p> <p>Talk about how closely their finished product meets the design criteria, with support</p> <p><u>Year 2</u></p> <p>In addition to Y1</p> <p>Begin to use software that represents 2D designs (Eg Paint or within word/publisher)</p> <p>Assembly Skills</p> <p><u>Year 1</u></p> <p>Select given shapes to assemble, making comparisons of size. (Eg make a vehicle from recycled boxes/tubes etc, selecting as appropriate for the part for scale and size)</p> <p>Measure, mark lines to cut along with scissors.</p> <p>Use joining techniques, such as gluing or taping</p> <p><u>Year 2</u></p> <p>Measure and mark out lines to within a cm.</p> <p>Cut materials safely using tools provided.</p> <p>Join materials with a range of fixings include glue, tape, string/simple card hinges</p> |
| <p>Computing</p> <p><u>VR and AR</u></p> <p>(Quiver Xmas)</p> <p>I can explore an interactive 360 image (YT)</p> <p>I can scan a trigger image to begin an AR experience (Q)</p> <p>I can pretend to interact with an AR object (Q)</p> | <p>PE – Dance</p> <p>Copy and explore basic movements and body patterns (bean starter / making shapes)</p> <p>Remember simple movements and dance steps</p> <p>Vary levels in a sequence (high, low)</p> | <p>Geography</p> <p>Geographical skills</p> <p>Year 1</p> <p>Use basic symbols in a key.</p> <p>Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds).</p> |

Coding

I understand what algorithms are
I can write simple algorithms
I understand the sequence of algorithms is important
I can debug simple algorithms
I understand that algorithms are implemented as programs on digital devices

Vary speed in a sequence (fast, slow)
Change direction in a sequence
Link movements to sound and music
Perform a short dance with simple movements incorporating the above skills

PE - 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
Apply all of the above in simple, modified game situations.

Use photographs (including aerial photos) to recognise basic features (eg school on satellite view).
Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground.
Begin to use first-hand observation using senses (eg qualitative comments, or measurements in non-standard units).
Use simple locational language to describe (eg near/far, left/right, North, South, East, West).

Year 2

Use basic symbols in a key. Construct basic symbols in a key.
Devise a simple map (eg sketch map of places in stories, school grounds).
Use digital technologies: zoom in/out on a map
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
Use North, South, East, West to describe locations and routes on a map.
Use first-hand observations (eg qualitative comments & starting to measure in standard units).
Use directional language (near and far, left and right) to describe the location of features and routes on a map

Understand that Snaith is in the United Kingdom, in England and be able to name and locate the other 3 countries in the UK.

Name and locate the four countries and capitals of the United Kingdom and its surrounding seas.

Understand the features of the local area – relating to the history of Snaith.
Compare town, village, cities – what is the same/different?
Within the local area determine what is the same and different?
Identify key features of the local area
Identify transportation links and where these go to and from.
Identify the river Aire – the source and the mouth.
Use geographical vocabulary to refer to physical features and human features.

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| <p>Music</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> | | |
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