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| <p>Writing</p> <p>Setting Description Instruction Text – Recipes Poetry – List, concrete, Calligrams Diary Recount</p> | <p>Science</p> <p><u>Working Scientifically</u> I can observe and describe how seeds and bulbs grow into mature plants.</p> <p><u>Uses of everyday Materials</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>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</p> | <p>Maths</p> <p><u>Year1</u> Length and Height Mass, capacity and temperature Fractions Time Statistics Position and direction</p> <p><u>Year 2</u> Length and Height Mass, capacity and temperature Fractions Time Position and Direction Statistics</p> |
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| | <p>Explain why (in a simple way) Record information on tables and bar charts Talk, write and draw about science</p> | |
| <p>History Year 1</p> <ul style="list-style-type: none"> • Pupils can gain knowledge from different sources of evidence and begin to think why one source might be better than another • Pupils can ask questions independently. These may be very general and closed • Pupils can describe the impact of significant historical events in general terms. They may struggle to track it in their own lives • Pupils can say how things have changed by identifying the similarities and differences between the current history topic and the child's life • Pupils understand what caused an event and can think about the impact on people of that time at a basic level • Pupils can place the time period on a chronological framework in relation to their own life and family <p>Year 2</p> <ul style="list-style-type: none"> • Pupils are aware of different sources of evidence and use them to draw inferences. Pupils understand that different people interpret evidence differently | <p>Geography Year 1</p> <ul style="list-style-type: none"> • Use photographs (including aerial photos) to recognise basic features (eg school on satellite view) <p>Year 2</p> <ul style="list-style-type: none"> • Use digital technologies: zoom in/out on a map. • Use an aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. | <p>RE – Lead us not into temptation <u>How do people decide what is right and wrong?</u></p> <ul style="list-style-type: none"> • talk about how people make choices • talk to faith members about how they make moral choices <p>What do faith stories say about the value of each individual?</p> <ul style="list-style-type: none"> • retell faith stories about the value of each individual • talk sensitively about people of different faiths <p>What are the special rules and values that religious people follow?</p> <ul style="list-style-type: none"> • make links between religious rules and values for living |

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| <ul style="list-style-type: none"> • Pupils can ask some simple open questions that are valuable lines of research • Pupils can consider the impact of a time period or people on their lives today giving examples. • Pupils can identify differences and similarities between the time period, their own lives and another time period they have studied • Pupils can identify causes and consequences in a more general field • Pupils can place the time period among others they have studied giving basic reasons why. E.g. 1666 they had different transport to 1960's | | |
| <p>Computing <u>Presentations</u> Year 1</p> <ul style="list-style-type: none"> • I can add labels to an image (P) • I can order images to create a simple storyboard. (P) • I can sequence a series of pictures to explain my understanding of a topic. <p>Year 2</p> <ul style="list-style-type: none"> • I can add voice labels to an image. • I can add a voice recording to a storyboard. • I can add speech bubbles to an image to show what a character thinks. | <p>Art and Design <u>Year 1</u> <u>Printing</u></p> <ul style="list-style-type: none"> • Create simple printing blocks with press prints • Create own patterns by making simple marks on rollers and printing palettes • Print with a range of hard and soft materials <p><u>Digital</u></p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and select colours <p><u>Exploring and evaluating</u></p> <ul style="list-style-type: none"> • Comment on their own work and the work of others. | <p>Design and Technology <u>Year 1</u></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 • Begin to use pictures and words to convey what they want to make • With support, make products, using tools to cut, shape (rolling/folding), join and finish. • Say what they like and don't like about their product |

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| <ul style="list-style-type: none"> • I can import images to a project from the web and camera roll <p><u>Sound</u></p> <p>Year 1</p> <ul style="list-style-type: none"> • I can create a sequence of sounds (instruments, apps/software) • I can explore short and long sounds. • I can record my voice and add different effects. <p>Year 2</p> <ul style="list-style-type: none"> • Create a musical composition using software • I can record my own sound effects. • I can record my voice over a compositions to perform a song. | <p><u>Year 2</u></p> <p><u>Printing</u></p> <ul style="list-style-type: none"> • Experiment with overprinting motifs and colour • Make and design own printing patterns, considering the desired image/effect <p><u>Digital</u></p> <ul style="list-style-type: none"> • Use a simple graphics package to create images and effects with colours and textures <p><u>Exploring and evaluating</u></p> <ul style="list-style-type: none"> • Comment on their own work and the work of others, identifying similarities. | <ul style="list-style-type: none"> • Talk about how closely their finished product meets the design criteria, with support • 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) • Measure, mark lines to cut along with scissors • Use joining techniques, such as gluing or taping <p><u>Year 2</u></p> <ul style="list-style-type: none"> • 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/publisher) • Measure and mark out lines to withing a cm • Cut materials safely using tools provided |
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| | | <ul style="list-style-type: none"> • Join materials with a range of fixing glue, tape, string/ simple card hinges. • |
| <p>Music</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <p>PE</p> <p>Golf</p> <p>To develop a tick-tock putting technique. To putt at large targets over short distances. To develop a tick-tock chipping technique. From 3m, chip the ball in the air (using a tee peg to support) and strike the vertical target. From 3m, chip the ball in the air (using a tee peg to support) to a flat target. To develop a L shape pitching technique. Strike the ball into a zone 10m from the tee. Design a simple putting game for others to play.</p> <p>Cricket</p> <p><u>Striking</u></p> <ul style="list-style-type: none"> • Develop a good batting technique using a kwik cricket bat. (Grip) • Strike the ball with control off a plastic cone. <p><u>Fielding</u></p> <ul style="list-style-type: none"> • Collect stationary tennis balls and return to a bucket. • Develop two-handed catching technique with a sponge tennis ball. • Using an underarm action, bowl a tennis ball at a large target. <p><u>Playing the game - tactics</u></p> <ul style="list-style-type: none"> • <i>Based on playing 3 in a bucket.</i> | <p>PSHE - Relationships</p> <p>Know that there are lots of forms of physical contact within a family</p> <p>Know how to stay stop if someone is hurting them</p> <p>Know there are good secrets and worry secrets and why it is important to share worry secrets</p> <p>Know what trust is</p> <p>Know that everyone’s family is different</p> <p>Know that families function well when there is trust, respect, care, love and co-operation</p> <p>Know some reasons why friends have conflicts</p> <p>Know that friendships have ups and downs and sometimes change with time</p> <p>Know how to use the Mending Friendships or Solve it together problem-solving methods</p> <p>Can identify the different roles and responsibilities in their family</p> <p>Can recognise the value that families can bring</p> |

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| | <ul style="list-style-type: none"> • Explore simple batting strategies identified by the teacher. • Explore simple fielding strategies identified by the teacher. <p>Tennis</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> • 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 <p><u>Games</u></p> <ul style="list-style-type: none"> • To play a modified games in isolation <p>Rounders</p> <p><u>Striking</u></p> <ul style="list-style-type: none"> • Develop a good batting technique using a tennis racket. (grip) • Strike the ball off a large tee (e.g. middle cricket stump) <p><u>Fielding</u></p> <ul style="list-style-type: none"> • Collect stationary tennis balls and return to a bucket. • Develop two-handed catching technique with soft balls. • Using an underarm action, throw a tennis ball at targets. <p><u>Playing the game - tactics</u></p> <ul style="list-style-type: none"> • <i>Based on playing 3 in a bucket (off a stump)</i> | <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable</p> <p>Can identify the negative feelings associated with keeping a worry secret</p> <p>Can identify who they trust in their own relationships</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</p> <p>Can identify the feelings associated with trust</p> <p>Can give and receive compliments</p> <p>Can say who they would go to for help if they were worried or scared</p> <p>PSHE – Changing Me</p> <p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> |
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| | <ul style="list-style-type: none">• Explore simple batting strategies identified by the teacher.• Explore simple fielding strategies identified by the teacher. | <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> |
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| | | <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedoms they may have in the future</p> <p>Can say what they are looking forward to in the next year</p> |
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