

<p>English</p> <p>Recount Fiction</p> <ul style="list-style-type: none"> • The Great Explorer • Poles Apart • The Journey Home <p>Non Fiction</p> <ul style="list-style-type: none"> • Little People • Big Dreams 	<p>Science – Seasonal Change</p> <p>I can observe changes across the 4 seasons in the context of the weather.</p> <p>I can observe and describe weather associated with the seasons by observing the weather in autumn.</p> <p>Science – Living Things and their Habitats</p> <p>I can explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>I can identify and name a variety of plants and animals in their habitats</p> <p>I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p><u>Working scientifically</u></p> <p>I can observe, describe and compare using science words</p> <p>I can gather and record data to help in answering questions</p> <p>I can ask scientific questions and use information to help answer them</p> <p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can record information on tables and bar charts</p> <p>I can use observations and ideas to suggest answers to questions</p> <p>I can identify and classify, and sort objects into categories by sorting objects</p>	<p>PSHE – Being Me in My World</p> <p>Year 1</p> <p>Understand their own rights and responsibilities with their classroom</p> <p>Understand that their choices have consequences</p> <p>Understand that their views are important</p> <p>Understand the rights and responsibilities of a member of a class</p> <p>Know how to make their class a safe and fair place</p> <p>Show good listening skills</p> <p>Be able to work co-operatively</p> <p>Recognise own feelings and know when and where to get help</p> <p>Recognise the feeling of being worried</p> <p>Year 2</p> <p>Understand the rights and responsibilities of class members</p> <p>Know about rewards and consequences and that these stem from choices</p> <p>Know that it is important to listen to other people</p> <p>Understand that their own views are valuable</p> <p>Know that positive choices impact positively on self-learning and the learning of others</p> <p>Identifying hopes and fears for the year ahead</p> <p>Make other people feel valued</p> <p>Develop compassion and empathy for others</p> <p>Be able to work collaboratively</p> <p>Recognise self-worth</p> <p>Identify personal strengths</p> <p>Be able to set a personal goal</p>
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<p>History Year 1 History Skill 1 - Pupils can gain knowledge from different sources of evidence and begin to think why one source might be better than another</p> <p>History Skill 2 - Pupils can ask questions independently; these may be very general and closed</p> <p>History Skill 4 - Pupils can say how things have changed by identifying the similarities and differences between the current history topic and a child's life</p> <p>Year 2 History Skill 1 - Pupils are aware of different sources of evidence and use them to draw inferences. Pupils understand that different pupils interpret evidence differently</p> <p>History Skill 2 - Pupils can ask some simple open questions that have valuable lines of research</p> <p>History Skill 4 - Pupils can identify differences and similarities between the time periods, their own lives and another time period that they have studied</p>	<p>Geography Year 1 Use North, South, East and West for simple navigation Use simple locational language to describe Make simple recordings eg. Lists, tallies and simple tables when a template is given</p> <p>Year 2 Use digital technologies to zoom in and out of a map Use N, S, E and W to describe locations and routes on a map To use directional language to describe the location of features Make more sophisticated recordings eg frequency tables</p> <p>Location Knowledge Know the 7 continents and 5 oceans and where Antarctica and the Arctic is, in relation to these. Know the location of continent of Antarctica and Arctic, seas and oceans. Understand the location of poles and north and south hemisphere – find on map. Understand how the climate affects the landscape and the habitability of the place</p> <p>Human & Physical Know some similarities and differences between the North and South Pole Identify human and physical features of Antarctica and Arctic Climate, animals and flora</p>	<p>RE – Belonging Reflect on what is special about themselves and others Think about what matters most in a religious ceremony, including symbols and artefacts Explain how a person shows religion in their life Say why people make faith promises Identify precious things for people of faith Say why religious people celebrate an important life event Identify connections to religion and belief in the community Talk about the lives of children from two different faith communities</p>

<p>Computing</p> <p>E Safety</p> <p>Understand that personal information should be kept private and not put online</p> <p>I recognise that information online can be copied</p> <p>I can use the internet to find things</p> <p>I can recognise examples of information that is personal to me (where I live, family name, my school)</p> <p>I can explain how passwords can be used to protect information and devices</p> <p>Photo</p> <p>I can take photos and videos using a device</p> <p>I know where photos and videos are saved</p> <p>I can discuss which picture and videos look better than others</p> <p>I can use paint/drawing app to create a digital image (Ipad camera, cameral roll, Doodle)</p>	<p>Art and Design</p> <p>Year 1</p> <p>To use digital media to take a photo</p> <p>Observe the work of artists and describe what they see.</p> <p>Begin to mix Primary Colours to make secondary colours.</p> <p>Identify primary colours by name</p> <p>To have experience of using different thicknesses of paint.</p> <p>To hold a paintbrush correctly</p> <p>Year 2</p> <p>To use digital media to take a photo, specific to a theme.</p> <p>To use light/dark colours</p> <p>Observe the work of artists and describe what they can see and their likes and dislikes.</p> <p>To know what primary colours mix to make secondary colours.</p> <p>To identify and know the names of primary and secondary colours</p> <p>To have experience of using different thicknesses of paint.</p> <p>To understand that the thicknesses of the brush</p>	<p>PE – Tag Rugby</p> <p>Explore Ball handling skills (holding correctly)</p> <p>Explore using a rugby ball correctly (sideways)</p> <p>Explore receiving the rugby ball</p> <p>Run with the rugby ball in different directions</p> <p>Run with a rugby ball to find space in a modified game</p> <p>To develop accuracy when throwing and catching a rugby ball</p> <p>To engage in a modified game.</p> <p>PE - Football</p> <p>Dribble the ball in isolation</p> <p>Dribble in a modified/ competitive race</p> <p>Explore passing the ball in isolation</p> <p>Pass the ball in isolation showing direction</p> <p>Pass the ball in a modified/ competitive race</p> <p>Stop the ball over short distance</p> <p>tackle the ball from an opponent</p>
<p>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>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		