

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

<p>Computing</p> <p>Animation</p> <p>I can add filters and stickers to enhance an animation of a character.</p> <p>I can create an animation to tell a story with more than one scene.</p> <p>I can add my own pictures to my story animation.</p> <p>Typing</p> <p>I can type words correctly on a digital device</p> <p>I can use space bar and delete key</p> <p>I can use enter/return to start a new line</p> <p>I can dictate sentences into a digital device</p> <p>Coding</p> <p>I can create a simple program e.g. sequence of instructions for a Bee Bot</p> <p>I can use sequence in programs</p> <p>I can locate and fix bugs in my program</p> <p>Data</p> <p>I can sort images or text into two or more categories on a digital device.</p> <p>I can collect data on a topic.</p> <p>I can create a tally chart.</p> <p>I can record myself explaining what I have done and what it shows me.</p>	<p>PE</p> <p>Athletics</p> <p>Run at speed.</p> <p>Run for increased periods of time (2 minutes).</p> <p>Accelerate quickly from stationery to running at speed.</p> <p>Tag a teammate to switch runner.</p> <p>Throw a beanbag at targets - varying distances.</p> <p>Explore jumping into and out of hoops for speed.</p> <p>Explore jumping in different ways (hop, step, jump, sissone and bounce).</p> <p>OAA</p> <p>Experience simple team building challenges.</p> <p>As a team, take a ball from A to B using equipment such as tennis rackets to transport.</p> <p>Complete a map-less 'treasure hunt' to search for control points</p> <p>Using an ariel map, devise their own 'treasure hunt'.</p> <p>Complete simple memory games.</p> <p>Gymnastics</p> <p>Explore and copy different body shapes</p> <p>Explore and copy different levels</p> <p>Explore and copy balances</p> <p>Explore perform all of the above on apparatus</p> <p>Use basic equipment safely</p> <p>Link a sequence of movements together</p> <p>Perform sequence of movements with some control</p> <p>Hockey</p> <p>Dribble the ball in isolation</p> <p>Dribble the ball in a modified game</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 game</p> <p>Stop the ball over short distance</p> <p>Tackle the ball from an opponent.</p>	<p>Design & Technology</p> <p>Assembly skills / Mechanisms</p> <p>Year 1</p> <ul style="list-style-type: none"> 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 <p>Year 2</p> <ul style="list-style-type: none"> 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 <p>Weaving</p> <p>Year 1</p> <ul style="list-style-type: none"> 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 <p>Year 2</p> <ul style="list-style-type: none"> 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) 				
<p>Music</p> <p>Charanga – In the Groove</p> <p>Activities based around a song written to teach children about different musical styles</p> <p>Charanga – Round and Round</p> <p>Activities based around a song written in a Bossa Nova Latin style.</p>	<p>PSHE – Dreams & Goals</p> <p>Year 1</p> <p>Know how to set simple goals</p> <p>Know how to achieve a goal</p>	<p>RE</p> <p>Believing Unit 2:2</p> <p>Rainbow Thread – Sense of belonging</p> <table border="1"> <thead> <tr> <th data-bbox="1424 1297 1619 1361">Exploring</th> <th data-bbox="1619 1297 2128 1361">Learning Outcomes <i>By the end of KS1 pupils should be able to</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1424 1361 1619 1439">What do people of faith believe?</td> <td data-bbox="1619 1361 2128 1439">Name some beliefs of two different faiths Recognise beliefs that are the same for different faiths</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
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Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them

Know when a goal has been achieved

Know how to work well with a partner

Know that tackling a challenge can stretch their learning

Recognise things that they do well

Explain how they learn best

Recognise their own feelings when faced with a challenge/obstacle

Recognise how they feel when they overcome a challenge/obstacle

Celebrate an achievement with a friend

Can store feelings of success so that they can be used in the future

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

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

Easter

Rainbow Thread – Sense of Belonging

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

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 give 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	
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