

<p>English</p> <p><u>Fiction:</u> Narrative Character description Letters and postcards</p> <p><u>Non-Fiction:</u> Information writing Instruction texts Leaflets</p> <p><u>Poetry:</u> Calligrams Performance Poetry</p>	<p>Science</p> <p><u>Materials</u> I can distinguish between an object and the material from which it is made I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock I can describe the simple physical properties of a variety of everyday materials I can compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><u>Seasonal change</u> I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Working scientifically year 1</u> I can observe, describe and compare using science words I can sort things I can ask science questions I can collect evidence to answer some questions I can measure using non-standard units I can test ideas with help I can talk about what might happen and what I found out I can write and draw about science I can record on a simple table</p> <p><u>Working scientifically year 2</u> I can observe, describe and compare using science words I can sort and order observations I can ask scientific questions and use information to answer them. I can plan how to collect data to answer questions with help I can measure using non-standard then standard units I can talk about what might happen and compare it to what did happen I can plan a simple fair test with help I can test out my own or someone else's ideas I can explain why (in a simple way) I can record information on tables and bar charts</p>	<p>PSHE – Jigsaw – Relationships</p> <p>Year 1 Know that everyone's family is different Know that families are founded on belonging, love and care Know that physical contact can be used as a greeting Know how to make a friend Know who to ask for help in the school community Know that there are lots of different types of families Know the characteristics of healthy and safe friends Know about the different people in the school community and how they help Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can show skills of friendship Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship</p> <p>Year 2 Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve it together problem-solving methods Can identify the different roles and responsibilities in their family Can recognise the value that families can bring</p>
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I can talk, write and draw about science

Can recognise and talk about the types of physical contact that is acceptable or unacceptable

Can identify the negative feelings associated with keeping a worry secret

Can identify who they trust in their own relationships

Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict

Can identify the feelings associated with trust

Can give and receive compliments

Can say who they would go to for help if they were worried or scared

PSHE – Jigsaw – Changing me

Year 1

Know the names of male and female private body parts

Know that there are correct names for private body parts and nicknames, and when to use them

Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these

Know who to ask for help if they are worried or frightened

Know that animals including humans have a life cycle

Know that changes happen when we grow up

Know that people grow up at different rates and that is normal

Know that learning brings about change

Understand and accept that change is a natural part of getting older

Can suggest ways to manage change, e.g. moving to a new class

Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)

Can express why they enjoy learning

Year 2

Know the physical differences between male and female bodies

Know that private body parts are special and that no one has the right to hurt these

Know who to ask for help if they are worried or frightened

Know there are different types of touch and that some are acceptable and some are unacceptable

		<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> <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>
<p>RE</p> <p><u>Questions, Questions</u></p> <p>Understand that some questions have no simple answers</p> <p>Ask and talk about big questions and suggest some answers</p> <p>Know that religions may offer different answers to the same question</p> <p>Identify names for god in different faiths</p> <p>Express what believers say god is like</p>	<p>Art and Design</p> <p>Year 1</p> <p>Textiles/ Collage</p> <p>Match colours and textures of given materials</p> <p>Fold, crumple, tear, cut and overlap papers</p> <p>To begin to cut along a line</p> <p>To begin to learn the technique for weaving using paper or material</p> <p>Create images from variety of media</p> <p>Drawing</p> <p>To show pattern and texture by adding dots and lines</p> <p>Exploring and evaluating</p> <p>To be able to say what you've done and what media</p> <p>Year 2</p> <p>Textiles/ Collage</p> <p>Collect, sort, name and match colours and textures of different materials, appropriate for an image</p> <p>Can fold, crumple, tear, cut and overlap papers to represent an image</p>	<p>Design Technology</p> <p><u>Mechanics for Movement</u></p> <p>Explore the significance of wheels – their origins and how they help movement – that they need to be facilitated by an axle to make this happen.</p> <p>Explore simple propulsions and transitions of energy – from pushes to sails and wind up .</p> <p>Year 1</p> <p>Make vehicles with construction kits which contain free running wheels</p> <p>Attach wheels with an axle (or through the chassis) to make a car move.</p> <p>Year 2</p> <p>Use a range of materials to create models with wheels and axles, e.g. tubes, dowel, cotton reels</p> <p>Incorporate a feature to power movement – Eg sail/rubber band wind up propellers/balloon for movement.</p> <p>Explore magnets for movement.</p> <p><u>Electronics</u></p>

	<p>To cut neatly along a line To use weaving of paper or material to create a simple pattern Create images from variety of media</p> <p>Drawing To use rubbings to create textures</p> <p>Exploring and evaluating To state how different materials/ media are used differently.</p> <p>Printing</p> <p><u>Year 1</u> 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> <p><u>Year 2</u> Experiment with overprinting motifs and colour Make and design own printing patterns, considering the desired image/ effect.</p> <p>3D - Junk Modelling</p> <p><u>Year 1</u> Make simple joins Use 3d shapes to create a new 3d structure e.g. using junk modelling</p> <p><u>Year 2</u> Make joins to create a 3d form To join 3d shapes to create a desired outcome e.g. using junk modelling to represent a known image</p> <p><u>Exploring and Evaluating</u></p> <p><u>Year 1</u> Comment on their own work and the work of others e.g. Likes, dislikes, colour etc. Observe the work of artists and describe what they see. To be able to say what you've done and what media you have used.</p> <p><u>Year 2</u></p>	<p>Investigate with batteries and bulbs, creating a circuit – or with a given simple circuit board/kit – how to make it work. Look at toys which use circuits to buzz/light up etc.</p>
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	<p>Comment on their own work and the work of others, identifying similarities Observe the work of artists and describe what they can see and their likes and dislikes. To state how different materials/media are used differently. e.g. when we use chalk or pastels we smudge with our finger, felt-tip pen creates a block of colour.</p> <p><u>Digital</u> <u>Year 1</u> Use a simple graphics package to create images and select colours To use digital media to take a photo.</p> <p><u>Year 2</u> Use a simple graphics package to create images and effects with colours and textures To use digital media to take a photo, specific to a theme.</p>	
<p>Computing <u>E-safety</u> I can recognise that there may be people online that make me feel sad or upset I can explain why it is important to be considerate and kind to people online I can describe how to behave online in ways that does not upset others</p> <p><u>Sound</u> I can create a sequence of sounds I can explore short and long sounds. I can record my voice and add different effects. (Garageband, voice notes)</p> <p><u>Presentations</u> I can add labels to an image. I can order images to create a simple storyboard. I can sequence a series of pictures to explain my understanding of a topic. (Piccolage)</p>	<p>PE – Cricket Develop a good batting technique using a kwik cricket bat. (Grip) Strike the ball with control off a plastic cone. 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. Explore simple batting strategies identified by the teacher. Explore simple fielding strategies identified by the teacher.</p> <p>PE - Athletics Run at speed. Run for increased periods of time (2 minutes). Accelerate quickly from stationery to running at speed. (say go) Tag a teammate to switch runner. (relay race) Throw a beanbag overarm at targets - varying distances. Explore jumping into and out of hoops for speed. Explore jumping in different ways (hop, step, jump, sissonne (scissor kick) and bounce).</p>	<p>History</p> <p>Skill 2 – To ask historically valid questions ‘Pupils can ask questions independently, which may be general and closed’ (Y1) ‘Pupils can ask some simple and open questions that are valuable lines of research’ (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)</p>

	<p>PE – Golf To putt at large targets over short distances. From 3m, chip the ball in the air (using a tee peg to support) and strike the vertical target (flag) From 3m, chip the ball in the air (using a tee peg to support) to a flat target (ring of cones) Strike the ball into a zone 10m from the tee. Design a simple putting game for others to play.</p> <p>PE - Rounders Develop a good batting technique using a tennis racket. (grip) Strike the ball off a large tee (e.g. middle cricket stump) 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. Explore simple batting strategies identified by the teacher. Explore simple fielding strategies identified by the teacher.</p>	<p>‘Pupils can identify causes and consequences in a more general field’ (Y2)</p>
<p>Music – Charanga</p> <ul style="list-style-type: none"> - Your Imagination - Reflect, rewind and replay <p><u>Performing</u> I can make sounds. I can change sounds. 1 can play instruments with other children. I can use my voice to speak, chant and speak. I can listen to simple musical instructions and act on them (stop and start).</p> <p><u>Composing</u> I can tell you about the sounds I have made. I can echo and copy short rhythms (clapping games).</p> <p><u>Listening & Appraising</u> I can recognise sounds around me. I can move to music to show whether the music makes me feel happy or sad.</p>	<p>Geography <u>Locational Knowledge</u> Name and locate the four countries and capitals of the United Kingdom, and its surrounding seas</p> <p><u>Place Knowledge</u> Within local area determine what’s the same and different</p> <p><u>Human and Physical Features</u> Use geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house and shop weekend, journey, abroad, capital, country Use geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, continent, season and weather</p> <p><u>Geographical Skills</u> Year 1 Use basic symbols in a key. Follow a simple map Use photographs (including aerial photos) to recognise basic features</p> <p>Year 2</p>	

	Use basic symbols in a key. Use and construct basic symbols in a key. Devise a simple map	
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