

The planning below details suggested learning that pupils may experience during that topic. It will be adapted to the class/year group and their interests and next steps. The half-termly curriculum leaflet that parents receive in the beginning of each half-term will outline the experiences and objectives that will be covered.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching termly topic	Significant People		All Around the World		Our Wonderful World	
Half-termly focus and key questions	<i>Heroes and Superheroes What makes someone a hero?</i>	<i>King and Queens Who is our monarch and what does she do? What is she like? How have the lives of kings and queens changed over the years?</i>	<i>We are the United Kingdom What makes Great Britain great?</i>	<i>Transport and Travel How does transport help us?</i>	<i>Impressive Creatures How do animals change and grow? What is a habitat?</i>	<i>The Enchanted Garden Investigation: How do plants grow?</i>
Super starter	Superhero Perform Workshop	Dress up as queens and kings and make crowns.	Make Victoria Sponge cake and have a tea party	Pretend trip to a country such as Thailand or China.	Eggs (duck or chicken) and snails arrive to be cared for	Food tasting. Share fruits/vegetables and discuss where come from/how they grow? Plant some seeds (linked to Science investigation)
Possible Visits and visitors	<ul style="list-style-type: none"> • Superhero Perform Workshop • Watch a movie such as 'The Incredibles' at the cinema/school 	<ul style="list-style-type: none"> • Visit Kensington Palace 	<ul style="list-style-type: none"> • Local Walk (for map work) • Visit Houses of Parliament 	<ul style="list-style-type: none"> • Pilot/flight attendant/train/bus driver come to visit • Visit the Transport Museum 	<ul style="list-style-type: none"> • Visit zoo/aquarium • Zoo Lab workshop • Guide dog visits us http://www.guidedogs.org.uk/microsites/guide-dogs-in-school/ 	<ul style="list-style-type: none"> • Sports Day • Doctor/nurse/dentist visits us to talk about keeping healthy • Visit Pizza Express to make a pizza • Park Visit • Kentish Town City Farm visit • International Food Festival
Fantastic finish	Learning Celebration	Christmas Play/Nativity	Learning Celebration	Learning Celebration	Animal Carnival	End of year concert/learning celebration
English SPOKEN LANGUAGE (all objectives are taught)	Year 1 <ul style="list-style-type: none"> • I can speak clearly • I can address my listener directly • I can tell people about an experience I have had • I can look at whoever is talking to me and listen to what they're saying 			Year 2 <ul style="list-style-type: none"> • I can explain an idea or process • I can ask specific questions to aid my understanding • I can respond to questions and explain further to justify my point • I can take turns to talk, and respond in two-way conversations and groups 		

<i>throughout the academic year)</i>							<ul style="list-style-type: none"> • I can use language and vocabulary suitable for my listener e.g. talking to my friends or talking to our headteacher • I can check that my listener understands my meaning • I can explore ideas by discussing them
Key Book(s) and Poem(s)	<ul style="list-style-type: none"> • Supertato and other books in this series • Non-fiction books about heroes of the past 	<ul style="list-style-type: none"> • The Queen's Knickers • The Queen's Crown • Queen Victoria's Knickers • Non-fiction books about kings and queens and Victorian times 	<ul style="list-style-type: none"> • Ms Armitage on Wheels • Mrs Armitage Queen of the Road • The Queen's Handbag • An English Year • Non-fiction texts/reports about the U.K. and countries of the U.K. 	<ul style="list-style-type: none"> • The Hundred Decker Bus • Emma Jane's Aeroplane • All Aboard for the Bobo Road • Non-fiction books about transport and explorers such as Amelia Earhart and the Wright Brothers 	<ul style="list-style-type: none"> • A Nest is Noisy • An Egg is Quiet • The Enormous Crocodile • Non-fiction books about animals/creatures 	<ul style="list-style-type: none"> • The Enchanted Wood • The Curious Garden • Oliver's Vegetables • The Enormous Turnip • Jack and the Beanstalk • A Seed in Need • A Seed is Sleepy • Growing Vegetable Soup • Encyclopaedia of the human body • See inside your body • Non-fiction texts about the human body and growing plants/flowers 	
English Writing Genres	<ul style="list-style-type: none"> • Story writing/ Comic strips • Description of hero/villain • Newspaper report • Fact file on a hero <p>Read Write Perform: Movie trailer based on comic/story</p>	<ul style="list-style-type: none"> • Story writing • Description of setting and royal objects • Fact file about Queen Elizabeth or Queen Victoria (in Computing) • Year 2 – biography about one of the Queens • Persuasive letter to parliament that all children should go to school 	<ul style="list-style-type: none"> • Story writing • Non-chronological report/information text about U.K. • Riddles about places in the U.K. • Recipe for Victoria Sponge Cake • Recount on trip to Parliament <p>Read Write Perform: Riddles about places in U.K.</p>	<ul style="list-style-type: none"> • Story writing • Letter/post card writing • Recount on trip <p>Read Write Perform: Postcard or letter from holiday</p>	<ul style="list-style-type: none"> • Story writing • Description of animals and riddles/poetry • Newspaper article/video about arrival of animal • Information texts, non-chronological reports and fact files about animals • Instructions on how to look after a pet • Explanation text (life cycles) 	<ul style="list-style-type: none"> • Traditional tales/Fairy tales (The Gigantic Turnip, Jack and the Beanstalk) or story about an enchanted woodland • Instructions how to plant a seed and/or cook a recipe • Non-chronological report on plants • Recount on trip <p>Read Write Perform: Cooking video</p>	

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		<ul style="list-style-type: none"> Recount on trip to palace <p>Read Write Perform: Perform letter to parliament</p>			<ul style="list-style-type: none"> Recount on trip <p>Read Write Perform: Non-chronological report about an animal video</p>	
Mathematics Year 1 Units (from Maths No Problem)	<ul style="list-style-type: none"> Numbers to 10 Number bonds Addition within 10 	<ul style="list-style-type: none"> Subtraction within 10 Positions Shape and patterns 	<ul style="list-style-type: none"> Numbers to 20 Addition and subtraction within 20 Length and height 	<ul style="list-style-type: none"> Numbers to 40 Addition and subtraction word problems Time 	<ul style="list-style-type: none"> Multiplication Division Fractions Space 	<ul style="list-style-type: none"> Numbers to 100 Money Volume and capacity Mass
Mathematics Year 2 Units (from Maths No Problem)	<ul style="list-style-type: none"> Numbers to 100 Addition and subtraction 	<ul style="list-style-type: none"> Multiplication and division of 2, 5 and 10 Length 	<ul style="list-style-type: none"> Mass Temperature graphs Picture graphs Two-dimensional shapes 	<ul style="list-style-type: none"> Three-dimensional shapes Fractions 	<ul style="list-style-type: none"> Money SATs review 	<ul style="list-style-type: none"> Time Volume Additional word problems
<p>Science Year 1 Units</p> <p><i>Working Scientifically (objectives taught throughout the year)</i></p> <ul style="list-style-type: none"> I can identify, group and sort objects or living things I can notice similarities, differences and make links I can use appropriate scientific language to communicate my ideas, what I have done and 	<p>Working Scientifically Which material is best for absorbing liquid?</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> I can identify and name everyday materials I can recognise objects and the materials they are made from I can describe the properties of everyday materials I can describe why certain materials are used for certain purposes e.g. bricks and houses I can describe the similarities and 	<p>Working Scientifically How do senses help us to appreciate the world around us?</p> <p>Humans I can name, draw and label the basic parts of the human body</p> <ul style="list-style-type: none"> I can identify the five senses and which body part is associated with each sense 	<p>Working Scientifically How does the leaf change over time when it falls off the tree? How does a banana peel change over time once the banana is eaten? How does this compare to the leaf?</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> I can describe the four seasons I can talk about the changes to plants across the seasons I can talk about the changes to the weather across the seasons 	<p>Working Scientifically Which material is best for protecting from water?</p> <p>Everyday Materials (linked to transport)</p> <ul style="list-style-type: none"> I can identify and name everyday materials I can recognise objects and the materials they are made from I can describe the properties of everyday materials I can describe why certain materials are used for certain purposes e.g. bricks and houses I can describe the similarities and 	<p>Working Scientifically How does an egg hatch? How does a chick/duckling change? What does the chick/duckling need to survive? What kind of environment does a snail prefer?</p> <p>Animals, including Humans</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, 	<p>Working Scientifically Which environment is best to grow a bean/seed?</p> <p>How does a plant drink water?</p> <p>Plants</p> <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants including deciduous and evergreen trees I can name the different parts of a flower and tree e.g. root, stem, leaf, trunk I can compare flowers and plants to identify similarities and differences

<ul style="list-style-type: none"> • what I found out • I can gather and record data to help answer questions • I can use my observations and ideas to suggest answers to questions • I can perform simple comparative tests 	<p>differences between everyday materials</p> <ul style="list-style-type: none"> • I can group materials by their properties 			<p>differences between everyday materials</p> <ul style="list-style-type: none"> • I can group materials by their properties 	<p>herbivores and omnivores</p> <ul style="list-style-type: none"> • I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<ul style="list-style-type: none"> • I can describe how flowers grow
<p>Science Year 2 Units</p> <p><i>Working Scientifically (objectives taught throughout the year)</i></p> <ul style="list-style-type: none"> • I can identify, group and sort objects or living things • I can notice similarities, differences and make links • I can use appropriate scientific language to communicate my ideas, what I have done and 	<p>Working Scientifically Which material is best for absorbing liquid? Which material is best for protecting from water?</p> <p>Uses of everyday materials</p> <ul style="list-style-type: none"> • I can identify the suitability of everyday materials for particular uses • I can recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors • I can recognise that certain objects can be made using different materials 	<p>Working Scientifically How do germs spread? What happens to our bodies when we exercise?</p> <p>Healthy Me</p> <ul style="list-style-type: none"> • I can describe the importance of exercise for humans • I can describe what should be included in a human's balanced diet • I can recognise why hygiene is important and what I must do to be hygienic • I can describe how animals and humans babies' that grow into adults 	<p>Working Scientifically How does the leaf change over time when it falls off the tree? How does a banana peel change over time once the banana is eaten? How does this compare to the leaf? How does a crisp packet change over time once the crisps are eaten? How does this compare to the leaf and banana peel?</p> <p>Seasonal Changes (link to Geography learning and recap what was learnt in Year 1)</p>	<p>Working Scientifically How do things move on different surfaces?</p> <p>Uses of everyday materials (linked to transport)</p> <ul style="list-style-type: none"> • I can compare how things move on different surfaces • I can identify the suitability of everyday materials for particular uses • I can recognise that certain materials can be used for more than one purpose e.g. wood can be used for matches and floors • I can recognise that certain objects can be made using different materials 	<p>Working Scientifically How does an egg hatch? How does a chick/duckling change? What does the duckling need to survive? What kind of environment does a snail prefer?</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • I can compare the differences between things that are living, dead and things that have never been alive • I can identify that most living things live in habitats to which they are suited 	<p>Working Scientifically How does a seed and bulb grow into plants? Can we make a seed/bulb grow quicker?</p> <p>How does a plant drink water?</p> <p>Plants</p> <ul style="list-style-type: none"> • I can describe how seeds and bulbs grow into plants • I can identify what plants need to grow and stay healthy <p>Little master chefs (link to D.T. unit of cooking)</p> <ul style="list-style-type: none"> • I can describe what should be included in a human's balanced diet

<p>what I found out</p> <ul style="list-style-type: none"> I can gather and record data to help answer questions I can use my observations and ideas to suggest answers to questions I can perform simple comparative tests 	<ul style="list-style-type: none"> I can squash, bend, twist and stretch certain objects and describe how the material makes the shape change 			<ul style="list-style-type: none"> I can squash, bend, twist and stretch certain objects and describe how the material makes the shape change 	<ul style="list-style-type: none"> I can describe how certain animals are suited to their habitats I can describe how animals and plants depend on each other in their habitat I can accurately describe a habitat and micro-habitat using evidence from my research I can create a simple food chain for a habitat I can describe the basic needs of animals and humans in order to survive (water, food, air) 	<ul style="list-style-type: none"> I can recognise why hygiene is important and what I must do to be hygienic
<p>Geography</p>			<p>Our Local Area/Our Country</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> I can use simple locational and directional language (near and far; left and right) and compass directions (North, West, South, East) to describe the location of features and routes on a map I can use simple fieldwork and observational skills to study the geography of the key human and 	<p>World Maps</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> I can use simple locational and directional language (near and far; left and right) and compass directions (North, West, South, East) to describe the location of features and routes on a map I can use aerial photographs and plans to recognise landmarks and human and physical features 	<p>Locate animals and habitats on a map and link to why these places are habitats for certain animals (i.e. weather)</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p>Locate where different foods/plants grow</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the UK, its countries and counties, as well as other countries, continents and oceans studied

			<p>physical features of my school and surrounding environment</p> <ul style="list-style-type: none"> I can devise a map and construct basic symbols in a key I can use aerial photographs and plans to recognise landmarks and human and physical features <p>Human and physical geography</p> <ul style="list-style-type: none"> I can identify and describe the seasonal and daily weather patterns in the United Kingdom I can use basic geographical vocabulary to refer to key physical features and human features <p>Locational knowledge</p> <ul style="list-style-type: none"> I can name and locate the four countries and capital cities of the United Kingdom I can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through 	<p>Human and physical geography</p> <ul style="list-style-type: none"> I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles I can use basic geographical vocabulary to refer to key physical features and human features <p>Locational knowledge</p> <ul style="list-style-type: none"> I can name and locate the world's seven continents and five oceans <p>Place knowledge</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Burkina Faso) 	<ul style="list-style-type: none"> I can use basic geographical vocabulary to refer to key physical features <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the UK, its countries and counties, as well as other countries, continents and oceans studied 	<p>Compare animals and trees in the U.K. to another country</p> <p>Place knowledge</p> <ul style="list-style-type: none"> I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (a forest in England compared to a forest in Central America)
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			studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Thailand)			
<p>History</p> <p>Chronological awareness objective taught throughout the year during recount writing</p> <ul style="list-style-type: none"> I can sequence simple pictures within my own experiences 	<p>Nurturing Nurses</p> <p>Black History Month Heroes</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> I can begin to use appropriately terminology such as past, then and now I can recognise that dates are used to identify when events happened in the past I can identify similarities and differences between my life and events studied (including comparing aspects of life from different periods) <p>Knowledge and understanding</p> <ul style="list-style-type: none"> I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods 	<p>Kings and Queens from the past compared to now</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> I can begin to use appropriately terminology such as past, then and now I can recognise that dates are used to identify when events happened in the past I can identify similarities and differences between my life and events studied (including comparing aspects of life from different periods) <p>Knowledge and understanding</p> <ul style="list-style-type: none"> I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods I can begin to give simple reasons why 	<p>From Monarchy to Constitutional Monarchy</p> <p>The Gunpowder Plot</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> I can begin to use appropriately terminology such as past, then and now I can recognise that dates are used to identify when events happened in the past <p>Knowledge and understanding</p> <ul style="list-style-type: none"> I can begin to give simple reasons why changes occurred in the past <p>Organise, evaluate and communicate information</p> <ul style="list-style-type: none"> I can write simple sentences to describe an event or period of time I can draw simple conclusions and deduce information on the past from pictures and information 	<p>History of Transport</p> <p>Chronological awareness</p> <ul style="list-style-type: none"> I can begin to use appropriately terminology such as past, then and now I can recognise that dates are used to identify when events happened in the past I can identify similarities and differences between my life and events studied (including comparing aspects of life from different periods) <p>Knowledge and understanding</p> <ul style="list-style-type: none"> I can compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods I can begin to give simple reasons why changes occurred in the past <p>Organise, evaluate and communicate information</p>		

	<ul style="list-style-type: none"> I can begin to give simple reasons why changes occurred in the past <p>Organise, evaluate and communicate information</p> <ul style="list-style-type: none"> I can write simple sentences to describe an event or period of time I can draw simple conclusions and deduce information on the past from pictures and information <p>Understanding historical concepts</p> <ul style="list-style-type: none"> I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual 	<p>changes occurred in the past</p> <p>Organise, evaluate and communicate information</p> <ul style="list-style-type: none"> I can write simple sentences to describe an event or period of time I can draw simple conclusions and deduce information on the past from pictures and information I can describe an event using time markers to show structure <p>Understanding historical concepts</p> <ul style="list-style-type: none"> I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual 	<p>Understanding historical concepts</p> <ul style="list-style-type: none"> I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual 	<ul style="list-style-type: none"> I can write simple sentences to describe an event or period of time I can draw simple conclusions and deduce information on the past from pictures and information I can describe an event using time markers to show structure <p>Understanding historical concepts</p> <ul style="list-style-type: none"> I can give a simple explanation of a consequence to an action specifically a result of an event or action of an individual 		
<p>Computing <i>(e-safety objectives are taught throughout the academic year)</i></p> <ul style="list-style-type: none"> I know that people I don't know are strangers I know I need to be nice to people via the internet I know that I need to keep personal 	<p>Film- Create, film and edit a superhero movie trailer on iMovie</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> I can understand the correct vocabulary when talking about equipment e.g. screen, keyboard, mouse, microphone, headphones, iPad I can use technology to create and manipulate digital content 	<p>Create fact file about Queen Elizabeth or Queen Victoria on Pic Collage</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> I can understand the correct vocabulary when talking about equipment e.g. screen, keyboard, mouse, microphone, headphones, iPad I can follow age-appropriate links from 	<p>Create a PPT of what makes Great Britain great</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> I can understand the correct vocabulary when talking about equipment e.g. screen, keyboard, mouse, microphone, headphones, iPad I can follow age-appropriate links from my teacher to research information 	<p>Bee bots</p> <p>Computer Science</p> <ul style="list-style-type: none"> I understand what an algorithm is and how they are applied I can create precise instructions for a program to run I can create a simple program I can debug a simple program 	<p>Scratch Jr. – create own animal story</p> <p>Computer Science</p> <ul style="list-style-type: none"> I understand what an algorithm is and how they are applied I can create precise instructions for a program to run I can create a simple program I can debug a simple program <p>Digital Literacy</p> <ul style="list-style-type: none"> I can use technology to create and manipulate digital content I can use technology to organise and save digital content I can retrieve digital content I saved 	

<p>information private</p> <ul style="list-style-type: none"> I can recognise that people might not be who they say they are I know where to go for help and support if I have concerns about people contacting me on the internet 	<ul style="list-style-type: none"> I can use technology to organise and save digital content I can retrieve digital content I saved I can recognise common uses of information technology beyond school 	<p>my teacher to research information</p> <ul style="list-style-type: none"> I can use a search engine I can use technology to create and manipulate digital content I can use technology to organise and save digital content I can retrieve digital content I saved 	<ul style="list-style-type: none"> I can use a search engine I can use technology to create and manipulate digital content I can use technology to organise and save digital content I can retrieve digital content I saved 	<p>Technology used beyond the school (hospitals, transport modes, airport)</p> <p>Digital Literacy</p> <ul style="list-style-type: none"> I can recognise common uses of information technology beyond school 		
<p>Art <i>(all objectives are taught throughout the academic year)</i></p>	<p>Pop Art – Sketching and Printing Artists: Roy Lichtenstein</p>	<p>Portraits – Sketching, colouring and painting Artists: various artists that painted or created portraits</p>	<p>Painting/Famous Artists of Great Britain: Patrick Caulfield, David Hockney Compare them to: Gillian Ayres, Richard Long</p>	<p>Computer Art Artists: Warhol, Kandinsky</p>	<p>Collage Artists: Matisse, Picasso, Sophie Standing</p>	<p>Watercolours Artists: Monet, Cezanne, O’Keefe</p>
<p>Design and Technology <i>(objectives for Design, Make and Evaluate are taught with each unit)</i></p>	<p>Textiles- design, create and decorate a superhero cape and mask</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> I can build a structure and explain why I have used certain materials I can discuss how to make my structures stronger I can make my structure stronger by adding or changing materials 	<p>Use clay to sculpt a tea cup</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> I can build a structure and explain why I have used certain materials I can discuss how to make my structures stronger I can make my structure stronger by adding or changing materials 	<p>Junk model a British Landmark</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> I can investigate what different mechanisms could do to my product I can add in mechanisms to my product and explain the effect they have I can build a structure and explain why I have used certain materials I can discuss how to make my structures stronger 	<p>Making modes of transport and moving pictures</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> I can investigate what different mechanisms could do to my product I can add in mechanisms to my product and explain the effect they have I can build a structure and explain why I have used certain materials I can discuss how to make my structures stronger 	<p>Design and make a bird feeder</p> <p>Design a mask for animal carnival</p> <p>Technical Knowledge</p> <ul style="list-style-type: none"> I can investigate what different mechanisms could do to my product I can add in mechanisms to my product and explain the effect they have I can build a structure and explain why I have used certain materials 	<p>Design a menu and cook an international dish for the International Food Festival</p> <p>Each class makes a dish from a different country.</p> <p>Cooking</p> <ul style="list-style-type: none"> I can prepare dishes that are balanced and healthy I know where different food types come from

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			<ul style="list-style-type: none"> I can make my structure stronger by adding or changing materials 	<ul style="list-style-type: none"> I can make my structure stronger by adding or changing materials 	<ul style="list-style-type: none"> I can discuss how to make my structures stronger I can make my structure stronger by adding or changing materials 	
SMSC and PSHE	<i>Jigsaw: Being Me in My World</i> School Value Focus: Caring hearts	<i>Jigsaw: Celebrating Difference</i> School Value Focus: Collaborate	<i>Jigsaw: Dreams and Goals</i> School Value Focus: Wonder, Endeavour and Aspire	<i>Jigsaw: Healthy Me</i> School Value Focus: Reflect	<i>Jigsaw: Relationships</i> School Value Focus: Collaborate	<i>Jigsaw: Changing Me</i> School Value Focus: Enjoy
R.E <i>Adapted from Twinkl units</i>	<i>Our Wonderful World</i> What makes our world special? How do different religions believe the world was created?	<i>Gifts and Giving</i> How is Christmas and Eid al-Fitr celebrated?	<i>Beginnings</i> How are beginnings (baby born and new year) marked in different ways across various religions?	<i>Easter and Surprises</i> Why is Easter important to Christians? How do Christians celebrate Easter?	<i>Places of Worship</i> What is a place of worship? What are different places of worship called? What are they like in different religions? How are they similar or different?	
Music Year 1	<ul style="list-style-type: none"> Singing voice development with focus on accurate pitching. Beat competency – gross motor movement, dancing, playing simple percussion. Rhythm skills – beat/rhythm Rhythm patterns using Solfa. 		<ul style="list-style-type: none"> Coordination – dancing and singing games with movement. Rhythm skills development – rhythm patterns and word rhythms. Rhythm patterns using Solfa. Handling percussion instruments. 		<ul style="list-style-type: none"> More complex singing games with wider vocal range. Playing rhythm patterns on percussion. Rhythm patterns and notation using Solfa. 	
Music Year 2	Pitch and Rhythm through singing <ul style="list-style-type: none"> Songs which will be played on recorder next term. Development of aural awareness and musical literacy using Solfa. Use of tuned percussion to increase knowledge and understanding of pitch. 		Recorder Introduction <ul style="list-style-type: none"> Recorder skills – tonguing, minimum notes BA or CA. Reading from staff notation. Creating rhythm patterns for the class to echo. Singing development – songs which include recorders, singing recorder pieces. 		Recorder Development <ul style="list-style-type: none"> Recorder skills – tonguing, minimum notes BAG or CAD Reading notation Improvising using known notes Continuing singing development 	
Physical Education Year 1	Multi-skills (travelling, catching and throwing) <ul style="list-style-type: none"> I can develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike 	Games – Football Multi-skills (dribbling, kicking and hitting) <ul style="list-style-type: none"> I can develop balance, agility and co-ordination 	Gymnastics <ul style="list-style-type: none"> I can develop balance, agility and co-ordination 	Dance <ul style="list-style-type: none"> I can copy simple dances I can develop balance, agility and co-ordination 	Multi-skills (bat and ball skills, aiming and striking) <ul style="list-style-type: none"> I can develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike 	Athletics (track/field and throwing) <ul style="list-style-type: none"> I can develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike

	<ul style="list-style-type: none"> I can participate in team games respecting the people on my team and other teams 	<ul style="list-style-type: none"> I can run, jump, throw, catch, kick and strike I can participate in team games respecting the people on my team and other teams 			<ul style="list-style-type: none"> I can participate in team games respecting the people on my team and other teams 	<ul style="list-style-type: none"> I can participate in team games respecting the people on my team and other teams
Physical Education Year 2	<p>Games – Invasion (tag-rugby focus)</p> <ul style="list-style-type: none"> I can develop simple tactics for attacking and defending I can continue to develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike I can communicate with my team mates 	<p>Games – Invasion (football focus)</p> <ul style="list-style-type: none"> I can develop simple tactics for attacking and defending I can continue to develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike I can communicate with my team mates 	<p>Gymnastics</p> <ul style="list-style-type: none"> I can continue to develop balance, agility and co-ordination 	<p>Dance</p> <ul style="list-style-type: none"> I can perform a dance that I have learned or created I can continue to develop balance, agility and co-ordination 	<p>Games – Striking Games (Cricket and Rounders)</p> <ul style="list-style-type: none"> I can develop simple tactics for attacking and defending I can continue to develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike I can communicate with my team mates 	<p>Athletics (track/field and throwing)</p> <ul style="list-style-type: none"> I can develop simple tactics for attacking and defending I can continue to develop balance, agility and co-ordination I can run, jump, throw, catch, kick and strike I can communicate with my team mates