



St Peter's of Eaton Square C of E Primary School

Y2 Curriculum Overview

IMPLEMENTATION – How We Will Deliver Our Curriculum

Our children are receptive to learning and have great potential and every adult will continue to promote high standards and a true love of learning. Our teachers will always attempt to use local learning opportunities within walking distance from the school (museums and galleries) to provide meaningful enrichment opportunities for the children.

IMPACT – How We Will Evaluate Our Curriculum

Children at St Peter's will develop detailed knowledge and skills across the whole curriculum taught and given regular opportunities to articulate their learning through opportunities for retrieval practice; to showcase that their fluency and mastery is incrementally improving. They will demonstrate a love of learning through pride in all that they do with the ability to persevere when challenges arise. The quality and breadth of work seen in books and learning environments will showcase their learning over time.

Service, hope, love, forgiveness, faith and wisdom will be integral to their values and relationships.

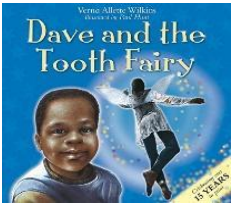
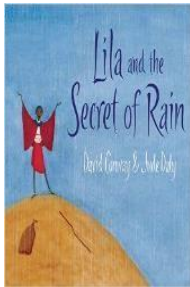
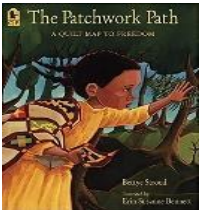
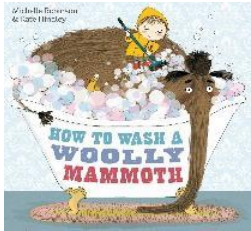
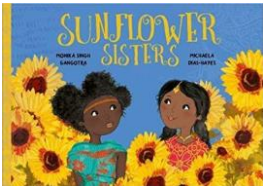
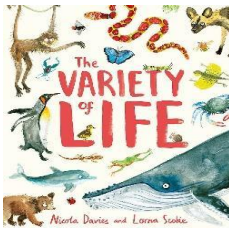
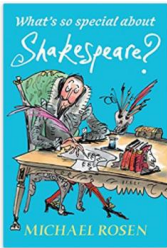
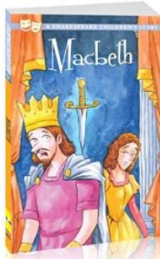

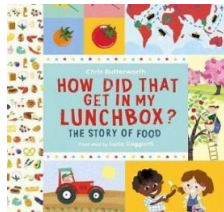


INTENT - Our Curriculum Intent

The curriculum at St Peter's aims to inspire children to learn, celebrating the rich diversity across St Peter's school, church and wider local community. Our curriculum places every child at the centre of learning. We endeavour to nurture our children's individuality, supporting their development of interpersonal skills and resilience to become creative, critical thinkers.

St Peter's curriculum works in parallel with the national curriculum and provides opportunities for all children including those with SEND and aims to break barriers and challenge stereotypes.

We pride ourselves on having a curriculum that gives a voice to all pupils which enables them to build important life skills, knowledge and cultural capital required for successful life opportunities.

YEAR 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Project / Key Idea	Who am I?	Who are you?	What is conflict?	What is tolerance?	What is Westminster like?	How can we make changes?
Theme	Celebration of diversity using core text. Reflective of setting. (Breaking down barriers- intent)	Exploring similarities and differences around the world.	Friendship and aspirations	Significant historical events	Staying healthy	Perseverance and service
Core Texts	 	 	 	 	 	 
Cross-Curricular	English- <u>Fiction:</u> Wishing story	English- <u>Non-Fiction:</u> Instructions	English- <u>Fiction:</u> Diary entry <u>Non-Fiction:</u>	English- Macbeth Unit linked to performance project	English- <u>Non-Fiction:</u> Persuasive writing <u>Fiction:</u>	English- <u>Non-Fiction:</u> Recount of a trip <u>Fiction:</u> Descriptive writing

			Non chronological report (animal fact file)	Setting descriptions Poetry Instructions Newspaper reports Diary entries	Traditional tales	
Cross- Curricular	Science- Animals including humans	Science- Animals including humans	Science- Living things and their habitats	Science- Living Things and their habitats	Science- Everyday Materials	Science- Plants
Cross- Curricular	Computing - How can I be safe with technology around me?	Computing - How can I use devices to create digital media?	Computing - How can I use my skills to create a project?	Computing - What is code?	Computing - How can I store information?	Computing - What is an algorithm?
Cross- Curricular	P.E. - Games Basic skills and target games. Running, jumping, throwing and catching, aiming and hitting	P.E.- Gymnastics Linking and sequencing	P.E.- Dance Dances from around the World	P.E.- Net and Wall Games Racket skills, forehand, backhand, serve, badminton, tennis, table tennis	P.E.- Team games Invasion Games	P.E.- Athletics Races, jumps, relays, bean bag toss
Cross- Curricular	R.E. – Why did Jesus teach the Lord’s prayer as the way to pray?	R.E. – Who is the saint of our school? How does the symbol of light help us to understand the meaning of Christmas?	R.E. – Judaism - Why are they having a party?	R.E. – What is the story of Noah really all about? How do Easter symbols help us to understand the meaning of Easter for Christians?	R.E. – Islam – How do the five pillars of Islam help a Muslim to show commitment to God Allah?	R.E. – Why do Christians make and keep promises before God?
Cross- Curricular	Geography – Around the World	Geography- Compare London and Kenya	History- Study of a historical figure- Mary Seacole	History – The great fire of London	Geography- Where does our food come from?	History- Female monarchs in the UK
Cross- Curricular	Art- Self portraits	Art - Kaleidoscopes	D.T. - Architecture	Art - Human form	D.T. - Sculpture and media	D.T. – Making a baby bear’s chair
Cross- Curricular	Music- Voices (Unit 17) Listening and thinking Concept: pitch	Music- Voices (Unit 20)	Music- Voices (Unit 22) Performing	Music- Voices (Unit 24) Performing: percussion	Music- Voices (Unit 26) Performing: singing	Music- Voices (Unit 28) Performing: improvising

	(Unit 18) Concept: metre (Unit 19) Performing: imitating Concept: pitch	Concept: pulse and rhythm (Unit 21) Listening and thinking	Improvising (Unit 23) Concept: phrase	(Unit 25) Concept: tempo	(Unit 27) Concept: rhythm	Concept: pitch (Unit 29) Concept: rhythm (Unit 30) Performing Concepts Listening and thinking
Cross-Curricular	PSHE- Being me in my own world	PSHE- Celebrating differences	PSHE- Dreams and goals	PSHE- Healthy me	PSHE- Relationships	PSHE- Changing me
Experiences / Visits			<i>London Primary Shakespeare Project – Macbeth</i>	<i>The Classical Roadshow: Fire! The Great Fire of London</i>	<i>Mosque Visit</i>	<i>Chelsea Physic Garden</i>
National Curriculum / Knowledge	Science – Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance of exercise, eating the right amount of different types of foods, and hygiene. Identify that animals, including humans, need the right types and amount of nutrients, and that they cannot make their own food; they get their nutrients from what they eat. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify	Science – To identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of the different kinds of animals and plants and how they depend on each other. To explore and compare the differences between the habitats.	Science – To identify that most living things live in habitats to which they are suited and describe how different habitats provide for basic needs of the different kinds of animals and plants and how they depend on each other. To explore and compare the differences between the habitats.	Science – Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, and cardboard, for a particular use. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Science – Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and to stay healthy	Science – Explore the differences between things that are living, dead and things that have never been alive. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Identify and describe the basic structure of common wild and garden plants.

	and name different sources of food.					
National Curriculum / Knowledge	Computing- Use technology safely and respectfully, keeping personal information private. Identify where to go for help about concerns, contact or content online.	Computing- Recognise common uses of information technology beyond school. Use technology to create, retrieve and manipulate digital content. Use technology safely, respectfully and responsibly.	Computing- Recognise common uses of information technology beyond school. Use technology to manipulate digital content. Use technology safely and respectfully.	Computing- Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs.	Computing- Understand the activities involved in planning, creating, and evaluating computing artefacts. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Computing- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute them by following precise and unambiguous instructions. Recognise common uses of information and technology beyond school. Use logical reason to predict the behaviour of simple programs.
National Curriculum / Knowledge	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be developing balance, agility and coordination, and	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should perform	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master basic movements including	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of	P.E- Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should master

	basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	begin to apply these in a range of activities.	dances using simple movement patterns.	running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.	increasingly challenging situations. Pupils should participate in team games, developing simple tactics for attacking and defending.	basic movements including running, jumping, throwing and catching, as well as developing balance.
National Curriculum / Knowledge & Skills	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • Gospel • The importance of prayer to Christians, and this particular prayer. • The meaning of each phrase in the Lord's Prayer: God the "father" as loving and caring figure; trust in God for providing daily needs; forgiveness; temptation; praise. • How do Christians worldwide use the prayer? 	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • What is a Saint? • What is the history/story/tradition that surrounds our school saint? • What relevance does a Saint's life have on our lives today? • What relevance does a Saint's life have on the life of our school community? • Why does the church celebrate All Saints' Day? <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Incarnation • Symbolism of light • Christians' understanding of Jesus as light of the world. • The meaning of the Christingle. • Light in art to show Jesus as the light of God. • The wise men being guided by a 'light.' 	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • What are the key festivals which are important to Jewish people? How are they are celebrated with reference to specific symbols? • How are these festivals similar to other festivals, both in Judaism and in other faiths? • What festivals are important in your own life and the life of Jewish people. 	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • People of God • Promise, fall, hope, sin, punishment, salvation and restoration. <p>Key concepts/ideas:</p> <ul style="list-style-type: none"> • Salvation • What is a symbol? • Why are symbols important? • The meaning behind the symbols of the cross and water. 	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • Commitment. • Lives and practices. • What is the importance of the following: • The Shahadah: Call to faith • Salah: The role prayer plays in a Muslim's life • Zakat: Giving to charity • Sawm: Fasting during Ramadan • Hajj: The importance of pilgrimage - Eid-ul-Adha, Eid-ul-Fitr 	<p>R.E. – Key concepts/ideas:</p> <ul style="list-style-type: none"> • The meaning of commitment/making promises. • What does it mean to belong to the Christian faith? • The meaning of baptism and marriage.
National Curriculum / Knowledge	Geography - Name, locate, identify characteristics of the four countries, capital	Geography - Understand geographical similarities and	History – Significant historical events, people and places in their own locality.	History – The lives of significant individuals in the past who have contributed to national and	Geography - Identify seasonal and daily weather patterns in the United Kingdom and the	History – Events beyond living memory that are significant nationally or globally [for example, the

	<p>cities and seas of the UK. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans. Use basic geography vocabulary. (See progression map). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>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. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>		<p>international achievements. Some should be used to compare aspects of life in different periods.</p>	<p>location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>
National Curriculum / Knowledge	<p>Art-</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space.</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the</p>	<p>Design & Technology-</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Art-</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between</p>	<p>Design & Technology-</p> <p>To use a range of materials creatively to design and make products.</p> <p>Be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Art-</p> <p>Use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Develop a wide range of techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Design & Technology-</p> <p>Use equipment and media with increasing confidence.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>

	differences and similarities between different practices and disciplines, and making links to their own work.		different practices and disciplines, and making links to their own work.		About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
National Curriculum / Knowledge	<p>Music – Use 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. Sing songs with a small pitch range, pitching accurately Experience live music making in and out of school Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of</p>	<p>Music – Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music. Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Pupils play tuned and untuned instruments musically. Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Music – Use 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. Sing songs with a small pitch range, pitching accurately Experience live music making in and out of school Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of</p>	<p>Music – Use 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. Sing songs with a small pitch range, pitching accurately Experience live music making in and out of school Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of</p>	<p>Music – Use 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. Sing songs with a small pitch range, pitching accurately Experience live music making in and out of school Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>Music – Use 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. Sing songs with a small pitch range, pitching accurately Experience live music making in and out of school Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of</p>

	<p>composed pieces. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point</p>	<p>Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.</p>	<p>composed pieces. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point</p>	<p>composed pieces. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point</p>	<p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point</p>	<p>composed pieces. Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point</p>
National Curriculum / Knowledge	<p>PSHE - R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. R14)- Know the conventions of courtesy and manners.</p>	<p>PSHE - (R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends. (R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. (R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p>	<p>PSHE - R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs. (R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships. R14)- Know the conventions of courtesy and manners.</p>	<p>PSHE - (H1)-Know that mental wellbeing is a normal part of daily life, in the same way as physical health. (H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when</p>	<p>PSHE - (R1) Know that families are important for children growing up because they can give love, security and stability. -(R2) Know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</p>	<p>PSHE - (R15)-Know the importance of self-respect and how this links to their own happiness. (R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults. (R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26)-Know about the concept of privacy and the implications of it for both children and adults; including</p>

<p>(R15)-Know the importance of self-respect and how this links to their own happiness.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R32)-Know where to get advice e.g. family, school and/or other sources</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p>	<p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</p> <p>(R11)- Know how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> <p>R14)- Know the conventions of courtesy and manners.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R17) Know about different types of bullying (including cyberbullying), responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</p> <p>(R18)-Know what a stereotype is, and how it can be unfair, negative or destructive</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R20)-Know that people</p>	<p>(R15)-Know the importance of self-respect and how this links to their own happiness.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H7)-Know isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</p> <p>(h8)-Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</p> <p>(H9)-Know where and how to seek support (including recognising the triggers for seeking support) including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or</p>	<p>talking about their own and others' feelings</p> <p>(H5)-Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</p> <p>(H6)-Know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</p> <p>(H12)-Know about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</p> <p>(H18)-Know the characteristics and mental and physical benefits of an active lifestyle</p> <p>(H19)-Know the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercises</p> <p>(H20)-Know the risks associated with an inactive lifestyle (including obesity)</p> <p>(H21)-Know how and when to seek support including which adults to speak to in school if they are worried about their health</p> <p>(H22)-Know what constitutes a healthy diet (including understanding calories and other nutritional content)</p> <p>(H23)-Know the principles of planning and preparing a range of healthy meals</p> <p>(H24)-Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</p>	<p>-(R3) know that others' families, either in school, or the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</p> <p>- (R4) Know that stable, caring relationships, which may be of different types, are the heart of happy families, and are important for children's security as they grow up.</p> <p>(R5)- Know that marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong.</p> <p>-(R6) Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>(R7)-Know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p>(R8)- Know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p>(R9)- Know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>(R10) – Know that most friendships have ups and downs, and that these can be worked through so that the friendship is repaired</p>	<p>that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>(R29)-Know how to recognize and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so</p> <p>(R32)-Know where to get advice e.g. family, school and/or other sources</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H34)-Know the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</p>
---	---	--	---	--	--

		<p>sometimes behave differently online, including by pretending to be someone they are not.</p> <p>(R21)-Know that the same principles apply to online relationships as to face-face relationships, including the importance of respect for others online including when we are anonymous.</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to report them.</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so</p> <p>(R32)-Know where to get advice e.g. family, school and/or other sources</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H4)-Know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</p> <p>(H13)-Know how to consider the effect of their online actions on others and know how to recognise and display respectful online and the</p>	<p>ability to control their emotions (including issues arising online)</p>	<p>(H25)-Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking)</p> <p>(H28)-Know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</p>	<p>or even strengthened, and that resorting to violence is never right.</p> <p>(R11)- Know how to recognize who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>R12)- know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) or make different choices or have different preferences or beliefs.</p> <p>(R13)- Know practical steps they can take in a range of different context to improve or support respectful relationships.</p> <p>(R16)-Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</p> <p>(R19)-Know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p>(R20)-Know that people sometimes behave differently online, including by pretending to be someone they are not.</p> <p>(R22)-Know the rules and principles for keeping safe online, how to recognize risks, harmful content and contact, and how to</p>	
--	--	--	--	--	--	--

		<p>importance of keeping personal information private</p> <p>(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p> <p>(H17)-Know where and how to report concerns and get support with issues online</p>			<p>report them.</p> <p>(R25)-Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>(R26)-Know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</p> <p>(R27)-Know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>(R28)-Know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>(R29)-Know how to recognize and report feelings of being unsafe or feeling bad about any adult</p> <p>(R30)-Know how to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>(R31)-Know how to report concerns or abuse, and how the vocabulary and confidence needed to do so</p> <p>(R32)-Know where to get advice e.g. family, school and/or other sources</p> <p>(H2)-Know that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to</p>	
--	--	--	--	--	--	--

					<p>different experiences and situations</p> <p>(H3)-Know how to recognize and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</p> <p>(H15)-Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</p>	
Skills	<p>Science – Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Possible scientific enquiry: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Learn the importance of nutrition for humans. Possible scientific enquiry: Use different types of scientific enquiry to gather and record data.</p> <p>Know how to keep healthy through diet. Possible scientific enquiry: Identifying differences, similarities or changes related to</p>	<p>Science – Learn the life cycle of birth, growth, reproduction and death. Possible scientific enquiry: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Learn about reproduction and growth in animals Possible scientific enquiry: Noticing patterns.</p> <p>Learn how humans grow by looking at how babies grow into adults. Possible scientific enquiry: Gather and record data to help in answering questions</p>	<p>Science – Know that living things live in environments to which they are suited. Possible scientific enquiry: Performing simple tests.</p> <p>Appreciate that environments are constantly changing. Possible scientific enquiry: Gather and record data to help in answering questions.</p> <p>Describe life in the ocean. Possible scientific enquiry: Gathering and recording data to help in answering questions.</p> <p>Appreciate the dangers to ocean life. Possible scientific enquiry: Gathering and</p>	<p>Science – Explore the work of Charles Macintosh; understand how the properties of materials can be changed. Possible scientific enquiry: To make link between materials and how they are used.</p> <p>Know about John McAdam's invention, recognise that new materials are constantly being invented. Possible scientific enquiry: To test different materials to find out how absorbent they are.</p> <p>Explore the work of John Dunlop; identify and compare the usefulness of certain materials when forces are applied.</p>	<p>Science – Understand what plants need in order to thrive. Possible scientific enquiry: Using observations and ideas to suggest answers.</p> <p>Understand that plants need water, light and a suitable temperature in order to grow well. Possible scientific enquiry: To ask questions that help us to find out about growing plants from seeds.</p> <p>Understand the difference between a bulb and a seed. Possible scientific enquiry: Gathering and recording data</p>	<p>Science – Explore the differences between things that are living, dead and things that have never been alive. Possible scientific enquiry: Identifying and classifying.</p> <p>Identify and name a variety of plants and animals in a microhabitat. Possible scientific enquiry: Identifying ways that science knowledge is used in the care of the local environment such as animal habitats, and suggesting changes to parks and gardens to better meet the needs of native animals.</p>

	<p>simple scientific ideas and processes.</p> <p>Discuss the importance of exercise, a healthy diet and hygiene Possible scientific enquiry: Observing closely, using simple equipment.</p> <p>Describe how animals obtain their food from other animals Possible scientific enquiry: Sorting and classifying.</p> <p>Know how to keep healthy through daily exercise. Possible scientific enquiry: Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Appreciate the work of Edward Jenner; understand vaccination. Possible scientific enquiry: Using observations and ideas to suggest answers to questions.</p> <p>Know how diseases are cured and learn about the work of Louis Pasteur.</p>	<p>Describe the stages of life from adulthood to old age. Possible scientific enquiry: Describe what happens to us as we grow older.</p> <p>Know the life cycle of a frog. Possible scientific enquiry: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Describe the life cycle of a butterfly. Possible scientific enquiry: Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Compare generations of families to help understand how characteristics are inherited. Possible scientific enquiry: Identifying and classifying</p>	<p>recording data to help in answering questions.</p> <p>Explore the Arctic and Antarctic habitat. Possible scientific enquiry: Identifying and classifying.</p> <p>Explore the rainforest and its problems. Possible scientific enquiry: Asking relevant questions and using primary and secondary research sources to answer them.</p> <p>Understand desert, underground and ocean habitats. Possible scientific enquiry: Observing closely and gathering and recording data to help in answering questions.</p>	<p>Possible scientific enquiry: To use, correctly scientific words related to changing shape.</p> <p>Explain why we use certain materials. Possible scientific enquiry: To test whether what recycled materials are suitable to create musical sounds from.</p> <p>Investigate squashing, bending, twisting and stretching. Possible scientific enquiry: To recognise that different objects can have different properties, and to sort objects according to how their shapes can be changed.</p> <p>Compare the uses of everyday materials. Possible scientific enquiry: Performing simple tests. To compare balls to find out how bouncy they are.</p>	<p>to help answer questions.</p> <p>Understand that plants make their own food. Possible scientific enquiry: Performing simple tests.</p> <p>Know how plants grow from a seed to a plant. Possible scientific enquiry: Using observations and ideas to suggest answers.</p> <p>Recognise the importance of flowers and seeds. Possible scientific enquiry: To ask questions that help us to find out about growing plants from seeds.</p>	<p>Describe how animals obtain their food from plants. Possible scientific enquiry: Sorting and classifying.</p> <p>Know about different sources of food grown by farmers. Possible scientific enquiry: Performing Simple Tests.</p> <p>Understand the journey food makes from the farm to the supermarket. Possible scientific enquiry: Where do you keep different types of food? Keep some fruit in different places and see what happens to it.</p> <p>Learn about the food chain. Possible scientific enquiry: Gather and recording data to help in answering questions</p>
--	--	---	---	--	--	--

	Possible scientific enquiry: Carrying out simple comparative tests. Using observations and ideas to suggest answers to questions.					
Skills	Computing- Online Safety How do we stay safe when using apps or websites? Digital Citizenship How are we safe, respectful and responsible online? Foundational Skills How do we use technology in school? In our world? Keyboard skills: where to find the keys on the keyboard (numbers and letters)	Computing- Using Google for Education Joining a classroom Turning in an assignment Creating: WordDoc, Slide, Drawing	Computing- Cross-curricular project How can I create an E-book using slides?	Computing- Working with code Debugging code How can we fix code?	Computing- Creating and Comparing Data What is data? How do we use and sort data?	Computing- Programming with Code What is an algorithm? How can we use it? How can we change it?
Skills	P.E.- Improve the way they coordinate and control their bodies and a range of equipment to remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance and use information to improve their work.	P.E.- Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and accuracy. To be able to jump and land from height safely and accurately. To be able to use a range of equipment safely and understand how to use it in a variety of ways.	P.E.- Explore, remember, repeat and link a range of actions with coordination, control and an awareness of the expressive qualities of dance. Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. Recognise and describe how different dance activities make them feel. Understand the	P.E. – Improve the way they coordinate and control their bodies and a range of equipment to remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance and use information to improve their work.	P.E. – Improve the way they coordinate and control their bodies and a range of equipment to remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance and use information to improve their work.	P.E.- Improve the way they coordinate and control their bodies and a range of equipment to remember, repeat and link combinations of skills. Choose, use and vary simple tactics. Recognise and describe what their bodies feel like during different types of activity. Recognise good quality in performance and use information to improve their work.

			importance of warming up and cooling down. Watch and describe dance phrases and dances and use what they learn to improve their work.			
Skills	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>	RE – <i>See National Curriculum Knowledge & Skills above</i>
Skills	<p>Geography- Knowledge Location I know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p>Understanding Place I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can identify hot & cold areas of the world</p>	<p>Geography - Knowledge Location I know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p>Understanding Place I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can identify hot & cold areas of the world (using globes and atlases) in</p>	<p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the</p>	<p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the present.</p>	<p>Geography - Knowledge Location know where in the world the North and South Poles and Equator are. I can identify, name and locate the 7 continents I can name, locate and identify the 5 oceans. I can name, locate and identify the seas surrounding the UK</p> <p>Understanding Place I can describe some differences between places near the equator and at the poles. I can compare places at a local scale (eg where I live and another place at a similar scale in a non European country). I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can identify hot & cold areas of the world</p>	<p>History – Knowledge and understanding of events, people and changes in the past Recall some facts about people/events before living memory. Say why people may have acted the way they did. <u>Historical enquiry</u> Identify different ways in which the past is represented. Explore events, look at pictures and ask questions i.e, “Which things are old and which are new?” or “What were people doing?”. Look at objects from the past and ask questions i.e, “What were they used for?” and try to answer. <u>Chronological understanding</u> Understand the difference between things that happened in the past and the</p>

(using globes and atlases) in relation to the Equator & North & South Poles.

Enquiry and Skills

I can use atlases, maps and globes to identify and describe some features and places. I can make and use simple maps and plans (paper and digital) to help me investigate and compare places. I can use aerial images to help me describe what a place is like and locate key features. I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information). I can investigate my locality through fieldwork and collect data to help me describe and compare places. I can use geographical vocabulary to ask and answer questions about places and give my opinion.

relation to the Equator & North & South Poles.

Enquiry and Skills

I can use atlases, maps and globes to identify and describe some features and places. I can make and use simple maps and plans (paper and digital) to help me investigate and compare places. I can use aerial images to help me describe what a place is like and locate key features. I can read, use and make simple symbols on maps and diagrams (to help me find out about places and share information). I can investigate my locality through fieldwork and collect data to help me describe and compare places. I can use geographical vocabulary to ask and answer questions about places and give my opinion.

past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, along time ago, before I was born. When my parents/carers were young.
Historical interpretation
Look at books, videos, photographs, pictures and artefacts to find out about the past.
Organisation and communication
Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, along time ago, before I was born. When my parents/carers were young.
Historical interpretation
Look at books, videos, photographs, pictures and artefacts to find out about the past.
Organisation and communication
Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes). I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.

Enquiry and Skills
I can use atlases, maps and globes to identify and describe some features and places. I can make and use simple maps and plans (paper and digital) to help me investigate and compare places. I can use aerial images to help me describe what a place is like and locate key features. I can read, use and make simple symbols on maps and diagrams (to help me find out about places

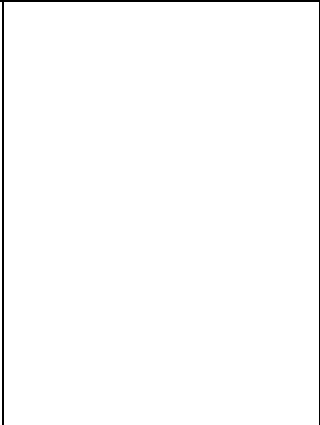
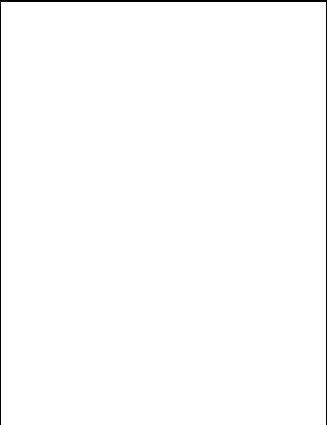
present. Describe things that happened to themselves and other people in the past. Order a set of events or objects. Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, before I was born. When my parents/carers were young.
Historical interpretation
Look at books, videos, photographs, pictures and artefacts to find out about the past.
Organisation and communication
Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.

					<p>and share information).</p> <p>I can investigate my locality through fieldwork and collect data to help me describe and compare places.</p> <p>I can use geographical vocabulary to ask and answer questions about places and give my opinion.</p>	
Skills	<p>Art – Apply colour mixing skills to the project.</p> <p>Make as many tones as possible by mixing white.</p> <p>Apply to paint & other media e.g., pastels, plasticine.</p> <p>Understand the basic use of a sketchbook and work out ideas for drawings.</p>	<p>D.T.- Begin to select tools and materials according to their characteristics; use vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join, and combine materials to make a product.</p>	<p>Art- Use primary and secondary colours effectively to compliment each other and create warmth and coldness in paintings.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Add white and black to alter tints and shades.</p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p> <p>Continue to control the types of marks made with the range of media.</p> <p>Use key painting</p>	<p>D.T.- Begin to show an awareness of objects having a third dimension and perspective.</p> <p>Use malleable material to create an imaginary or realistic form</p> <p>Apply colour mixing skills to project.</p>	<p>Art- Use primary and secondary colours effectively to compliment each other and create warmth and coldness in paintings.</p> <p>Understand the colour wheel and colour spectrums.</p> <p>Add white and black to alter tints and shades.</p> <p>Experiment with different brushes and brushstrokes and combining two or more.</p>	<p>D.T.- Begin to select tools and materials according to their characteristics; use vocabulary to name and describe them.</p> <p>Measure, cut and score with some accuracy.</p> <p>Use hand tools safely and appropriately.</p> <p>Assemble, join, and combine materials to make a product.</p>

			vocabulary to demonstrate knowledge and understanding: primary colours, secondary colours, neutral colours, tints, shades, warm colours, cool colours, watercolour wash, sweep, dab, bold brush stroke, acrylic paint.		Use malleable material to create an imaginary or realistic form.	
Skills	<p>Music – Focusing on aspects of singing, playing, improvising, composing, and listening Listen to, recognise, and play echoing phrases by ear Sing with good diction to emphasise word play Play the song's melody on a tuned percussion instrument Compose/improvise rhythms/rhythm patterns along to the backing track using the note C</p> <p>Focusing on aspects of singing, playing, improvising, composing, and listening Listen with increased concentration to sounds/music and respond by talking about them or physically with movement and dance Identify different qualities of sound such as</p>	<p>Music – Focusing on aspects of singing, playing, improvising, composing, and listening Listen to music in a minor key, recognising small steps (intervals) in the music. Sing small intervals accurately and confidently, and vary dynamic contrast. Compose/Improvise a sequence of sounds in response to a given stimulus. Play a piece of music by following a graphic score (could be their own compositions).</p> <p>Focusing on aspects of singing, playing, improvising, composing, and listening Listen actively to 'Aquarium'. Sing with expression. Play percussion instruments with expression.</p>	<p>Music – Sing a syncopated melody with rhythmic precision and accompany with tuned percussion Choreograph a 'robot dance' and incorporate it into a performance 3 Compose accompanying 'robot music' using percussion and unconventional sound-makers familiar rhythms</p> <p>Perform a rap rhythmically as a group, incorporating accurate choreographed actions Create a characterful performance that includes a two-part round Make up new rhyming lyrics and incorporate them into a performance familiar rhythms</p>	<p>Music – Sing a playground song in the appropriate style Invent and copy modes of travelling to fill a musical phrase Improvise on a pentatonic scale</p> <p>Sing a nonsense song and make up new lyrics Maintain a clapped pulse while playing a competitive singing game Play a non-competitive version of the game</p>	<p>Music – Sing dotted rhythms and awkward intervals accurately Manage dance steps with a partner while singing Understand and identify a musical phrase</p> <p>Sing clearly articulated words set to a stepping-note melody Play an accompaniment on tuned percussion and using sound effects Choreograph and perform a characterful dance for the song</p>	<p>Music – Sing confidently in another language Play a cumulative game with spoken call-and-response sections Invent new lines and accompany with tuned percussion</p> <p>Sing a rock-style song, confidently managing short phrases and rests Perform a spoken second part Play an introduction on tuned percussion and invent a rock-pool dance</p>

	<p>smooth, scratchy, clicking, ringing (timbre) and how they are made.</p> <p>Select and compose music based on the timbral quality of an instrument to reflect an animal's character.</p> <p>Recognise and respond to different changes of speed (tempo), volume (dynamics) and pitch (high/low)</p> <p>Recognise the character of a piece of music and begin to use music terminology when describing how the character is created (i.e., the character is a large animal because the music moves slowly)</p>	<p>Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbols.</p>				
Skills	<p>PSHE- Knowledge</p> <p>Identifying hopes and fears for the year ahead. Understand the rights and responsibilities of class members. Know that it is important to listen to other people. Understand that their own views are valuable. Know about rewards and consequences and that these stem from choices.</p>	<p>PSHE- Knowledge</p> <p>Know there are stereotypes about boys and girls. Know that it is OK not to conform to gender stereotypes. Know it is good to be yourself. Know that sometimes people get bullied because of difference. Know the difference between right and wrong and the role that choice has to play in this.</p>	<p>PSHE - Knowledge</p> <p>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.</p> <p>Social and Emotional skills</p> <p>Be able to describe their own achievements and the feelings linked to this.</p>	<p>PSHE- Knowledge</p> <p>Know what their body needs to stay healthy. Know what relaxed means. Know what makes them feel relaxed / stressed. Know how medicines work in their bodies. Know that it is important to use medicines safely. Know how to make some healthy snacks. Know why healthy snacks are good for their bodies.</p>	<p>PSHE- Knowledge</p> <p>Know that everyone's family is different. Know that families function well when there is trust, respect, care, love and co-operation. Know that there are lots of forms of physical contact within a family. Know how to stay stop if someone is hurting them. Know some reasons why friends have conflicts.</p>	<p>PSHE - Knowledge</p> <p>Know that life cycles exist in nature. Know that aging is a natural process including old-age. Know that some changes are out of an individual's control. Know how their bodies have changed from when they were a baby and that they will continue to change as they age. Know the physical differences between male and female bodies.</p>

<p>Know that positive choices impact positively on self-learning and the learning of others.</p> <p>Social and Emotional Skills</p> <p>Recognise own feelings and know when and where to get help.</p> <p>Know how to make their class a safe and fair place.</p> <p>Show good listening skills.</p> <p>Recognise the feeling of being worried</p> <p>Be able to work cooperatively.</p>	<p>Know that friends can be different and still be friends.</p> <p>Know where to get help if being bullied.</p> <p>Know the difference between a one-off incident and bullying.</p> <p>Social and Emotional skills</p> <p>Understand that boys and girls can be similar in lots of ways and that is OK.</p> <p>Understand that boys and girls can be different in lots of ways and that is OK.</p> <p>Explain how being bullied can make someone feel.</p> <p>Can choose to be kind to someone who is being bullied.</p> <p>Know how to stand up for themselves when they need to.</p> <p>Recognise that they shouldn't judge people because they are different.</p> <p>Understand that everyone's differences make them special and unique.</p>	<p>Recognise their own strengths as a learner.</p> <p>Recognise how working with others can be helpful.</p> <p>Be able to work effectively with a partner.</p> <p>Be able to choose a partner with whom they work well.</p> <p>Be able to work as part of a group.</p> <p>Recognise how it feels to be part of a group that succeeds and store this feeling.</p>	<p>Know which foods given their bodies energy.</p> <p>Social and Emotional skills</p> <p>Desire to make healthy lifestyle choices.</p> <p>Identify when a feeling is weak and when a feeling is strong.</p> <p>Feel positive about caring for their bodies and keeping it healthy.</p> <p>Have a healthy relationship with food.</p> <p>Express how it feels to share healthy food with their friends.</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>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>Social and Emotional skills</p> <p>Can identify the different roles and responsibilities in their family.</p> <p>Can recognise the value that families can bring.</p> <p>Can recognise and talk about the types of physical contact that is acceptable or unacceptable.</p> <p>Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict.</p> <p>Can identify the negative feelings associated with keeping a worry secret.</p>	<p>Know the correct names for private body parts.</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> <p>Know there are different types of touch and that some are acceptable.</p> <p>Social and Emotional skills</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 who they would go to for help if worried or scared.</p>
---	---	--	---	--	---



Can identify the feelings associated with trust.
Can identify who they trust in their own relationships.
Can give and receive compliments.
Can say who they would go to for help if they were worried or scared.

Can say what types of touch they find comfortable/uncomfortable.
Be able to confidently ask someone to stop if they are being hurt or frightened.
Can say what they are looking forward to in the next year.