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| **Autumn 1** | **What Makes me Special?** | | | | | | | | | | |
| **Hooks for learning** | Local area walks – What is Broomhill like? How could we improve it? Litter pick.  David Jones (local artist) to visit and model how to draw a portrait. | | | | | | | | | | |
| **Keeping safe in school** | Road Safety | | | | | | | | | | |
| **School value** | Concentrate, work hard and be proud of your achievements | | | | | | | | | | |
| **Knowledge organisers** | PSHE (Gail)  Art and Design (Jo) | | | | | | | | | | |
| **Whole school assemblies** | **History** – significant individuals as part of BHM – Floella Benjamin, Nelson Mandela and Lauren James.  **The lives of significant individuals who have contributed to national and international events & achievements**   * I understand that people often cause change and this can have long term impact.   **RE** – Harvest  **Express ideas and insights into religious and world views:**   * B1 – Ask and respond to questions about what communities do and why. | | | | | | | | | | |
| **Themed Day** | **How can we improve our local area?** Local litter pick and take photographs. Make posters to put up around Broomhill.  **Geographical skills and fieldwork**   * I can describe a locality using my observations. * I can use photographs to identify basic features. | | | | | | | | | | |
| **AUT 1**  **Geography** | **Forest School**  **Human physical geography**   * Know the four seasons and the weather associated with it. | | | | | | | | | | |
| **AUT 1**  **History** | **Changes within living memory**   * I can recognise some differences between past and present. * I can recount episodes from the past.   **Chronology**   * I can sequence and understand the terms past and present. | | | | | | | | | | |
| **AUT 1**  **Science** | **Seasonal change –** Forest school adopt a tree and complete a detailed sketch | | | | | | | | | | |
| **Year 1**  **Animals, including humans**   * Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense. | | | | | **Year 2**  **Animals, including humans**   * Find out about and describe the basic needs of animals, including humans, for survival (water, food, air, shelter, sleep). * Describe the importance for humans of exercise, hygiene and eating the right amounts of different types of food. | | | | | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Performing simple tests. * Gathering and recording data to help in answering questions. * Using their observations and ideas to suggest answers to questions. | | | | | | | | | | |
| **AUT 1**  **Art & Design**  **Portraits and collage** | **Artist focus – Mama Rivens**  **Make hessian hangings for Christmas/winter**  **Skills (the ability to do something well)**   * Drawing: I can observe closely from reality.   **Techniques (Carrying out and executing artistic tasks)**   * Colour: I can name and use primary and secondary colours. * Colour: I can consider overlapping to create effect. * Space: I consider how my art will look as a whole, including if it is a part of a collective whole. * Control: I use materials and tools safely, learning to control them accurately. * Form: I can express my own ideas in the form as well as consider decorative techniques. * Texture: I am able to make choices about texture and how I want my art to feel. | | | | | | | | | | |
| **AUT 1**  **Music** | **Sounds in the environment** | | | | | | | | | | |
| **Listening & interpreting** | | | | **Musicianship** | **Performing (voices & instruments)** | | | | | **Composing and creativity** |
| * I can identify sounds in the environment and comment on their qualities. * I can identify and isolate different sounds. * I can compare percussion instruments and describe their qualities. * I can respond to a stimulus of sound appropriately. * I can sustain my musical listening skills for increasing durations of time. | | | |  |  | | | | |  |
| **AUT 1**  **PSHE** | **Year 1**  **Feeling special and safe**   * I can be part of a class. * I know my rights and responsibilities. * I know about rewards and when I feel proud. * I understand consequences. * I can help be part of a learning charter. | | | | | **Year 2**  **Hopes and fears for the year**   * I know my rights and responsibilities. * I understand rewards and consequences. * I know how to have a safe and fair learning environment. * I can value contributions. * I can make the right choices. * I can recognise feelings. | | | | | |
| **AUT 1**  **Computing** | **Year 1**  **Computing systems and networks: IT around us**   * Recognise different uses of technology. * Explain the rules of technology at school/ home to keep safe. * Seek support from an adult when navigating online when encountering something worrying. * Explore unfamiliar software by making connections with familiar software and technology. | | | | | **Year 2**  **Computing systems and networks: technology around us**   * Recognise different uses of technology. * Explain the rules of technology at school/ home to keep safe. * Seek support from an adult when navigating online when encountering something worrying. * Explore unfamiliar software by making connections with familiar software and technology. | | | | | |
| **AUT 1**  **PE** | **Coached session: Ball skills** | | | | | **Teacher led: Fundamentals** | | | | | |
| **Year 1**   * Can roll, throw underarm and catch with both hands. * Can kick in different ways. | | **Year 2**   * Can use passing accurately, catching, kicking and rolling in different ways. * Move or stop to catch or collect a ball. | | | **Year 1**   * **Physical**: balancing, sprinting, jogging, dodging, jumping, hopping, skipping * **Social**: taking turns, supporting and encouraging others, working safely, communication * **Emotional**: challenging myself, perseverance, honesty * **Thinking**: selecting and applying, identifying strengths, listening and following instructions | | **Year 2**   * **Physical**: balancing, sprinting, jogging, dodging, jumping, hopping, skipping * **Social**: taking turns, supporting and encouraging others, respect, communication * **Emotional**: challenging myself, perseverance, honesty * **Thinking**: selecting and applying, identifying strengths | | | |
| **Autumn 2** | **What were Toys like in the Past?** | | | | | | | | | | |
| **Hooks for learning** | Visit to Weston Park for toy workshop. | | | | | | | | | | |
| **Keeping safe in school** | Friendship Week – how can I be a good friend? | | | | | | | | | | |
| **School value** | Persevere, don’t give up! | | | | | | | | | | |
| **Knowledge organisers** | RE (Gail)  History (Susan)  DT (Susan) | | | | | | | | | | |
| **Whole school assemblies** | **History –** significant individuals  **The lives of significant individuals who have contributed to national and international events & achievements**   * I can give simple reasons for events in the past. * I can name some significant individuals and explain why they are important (Guy Fawkes). | | | | | | | | | | |
| **Themed day** | Hannukah (date TBC)  Christmas (date TBC)  **RE – celebrations and festivals**  **Know about and understand religions and world views:**   * Understand that the Christmas Story tells us about God’s special gift to the world. A3 * Know the ideas associated with light (goodness and hope). A1 A3 * Understand why Jesus is considered to be the light of the world. A1 A3 * Know and retell the story of Hannukah. A1 A2 * Know that Hannukah is the Jewish festival of lights. * Know some of the symbols of Hannukah. A3   **Express ideas and insights into religious and world views:**   * Understand that the Christmas Story tells us about God’s special gift to the world. B2 B3 * Know the ideas associated with light (goodness and hope) and compare it to other world religions. B1 B2 B3 * Understand why Jesus is considered to be the light of the world. B1 B2 * Understand that the story of Hannukah tells us that light triumphs over dark, and good over evil. B2 B3   **Gain and deploy the skills for learning from religious and world views:**   * Think about the most important gift that you have ever given/received.  C1 C2 * Understand why Jesus is considered to be the light of the world. C2 * Think about your own feelings of goodness and hope. C1 C2 C3 | | | | | | | | | | |
| **AUT 2**  **History**  **comparison of toys and games** | **Changes within living memory**   * I can listen to adults and look at sources to tell me about the past. * I learn key facts and information about the period studied.   **Historical knowledge**   * I can identify differences between ways of life at different times – compare toys and games in the past and now. * I can compare pictures of toys and games in the past. * I can find answers to simple questions about the past using sources of information. * I understand and explain some of the ways we find out about the past.   **Chronology**   * I can put areas I have studied in order. * I can use simple historical terms. * I can sequence and understand the terms past and present. | | | | | | | | | | |
| **AUT 2**  **Science**  **Materials** | **Seasonal change –** Forest school How can we tell that the season is changing? | | | | | | | | | | |
| **Year 1**  **Everyday materials**   * Distinguish between an object and from the material which it is made. * Identify and name a variety of everyday materials. | | | | | **Year 2**  **Everyday materials**   * Identify and compare the suitability of a variety of everyday materials, for particular uses. | | | | | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Identifying and classifying. * Performing simple tests. * Gathering and recording data to help in answering questions. | | | | | | | | | | |
| **AUT 2**  **Design & Technology**  **Mechanisms – wheels & axles** | **Design** | | | **Make** | | | **Evaluate** | | **Technical skills** | | |
| * Communicate through talking and drawing what a product needs to have to be purposeful. * Use product evaluation knowledge to come up with a list of criteria a design needs to be purposeful. * Design purposeful and, functional products based on simple criteria. * Add finishing details to make a product more appealing. * Communicate ideas through talking, drawing and prototypes. | | | * Select the correct tools and equipment for practical tasks. * Select the correct materials and components according to their characteristics. * Follow safety rules when using tools and equipment. | | | * Explore existing products by visiting Weston Park and bringing in toys from home. * Use questions and data to find out about the purpose of different products. * Explain the purpose of an existing product. * Evaluate their own products against design criteria, communicating through talk and pictures what went well and what they could improve. | | * Explore mechanisms, such as levers, sliders, wheels and axles. * Know which mechanism is best suited to its purpose. | | |
| **AUT 2**  **Music** | **Singing assembly and learning songs for the Christmas play** | | | | | | | | | | |
| **Listening & interpreting** | **Musicianship** | | | | **Performing (voices & instruments)**   * I can sing in unison with my peers. * I can begin to know how to control pitch and dynamics. (voice and instrument) * I can control long and short sounds when I sing. * I can sing and perform with accurate pitch. * I can create and control rhythmic patterns. * I can make changes to sound according to principles of tempo, dynamics, pulse, rhythm, pitch and timbre. | | | | **Composing and creativity** | |
| **AUT 2**  **PSHE** | **Year 1**  **Similarities and differences**   * I understand what bullying is and know how to deal with it. * I know how to make new friends. * I can celebrate the differences in everyone. | | | | | **Year 2**  **Assumptions and stereotypes about gender**   * I understand what bullying is. * I can stand up for myself and others. * I can make new friends. * I know about gender diversity. * I can celebrate differences and remain friends. | | | | | |
| **AUT 2**  **Computing** | **Year 1**  **Creating media**  **Information technology**   * Create images using specific software. * Begin to recognise that specific tools will impact/ contribute towards my design   **Analyse and evaluate**   * Evaluate the effectiveness of my work and suggest improvements. | | | | | **Year 2**  **Digital Photography**  **Information technology**   * Create images using specific software. * Begin to recognise that specific tools will impact/contribute towards my design   **Analyse and evaluate**   * Evaluate the effectiveness of my work and suggest improvements. | | | | | |
| **AUT 2**  **PE** | **Coached session: Gymnastics** | | | | | **Teacher led: Yoga** | | | | | |
| **Year 1**   * I can make my body tense, relaxed, curled, stretched. * I can control my body when travelling and balancing. * I can roll, travel, balance, stretch, curl in different ways. * I can copy sequences and repeat them. * I can climb safely. | | **Year 2**   * I can control movements. * I can work on my own and with a partner to create a sequence. * I can plan and show a sequence of movements. * I can use contrast in my sequence. * I can balance on different parts of my body. * I can jump with accuracy from a standing position. | | | **Year 1**   * **Physical:** breathing, relaxation, balance, flexibility, strength * **Social:** working safely, sharing ideas, leadership * **Emotional:** calmness, patience, understanding, independence * **Thinking:** selecting actions, comprehension, focus, providing feedback | | **Year 2**   * **Physical**: breathing, balance, flexibility, strength * **Social**: working safely, sharing ideas, leadership * **Emotional**: calmness, patience, understanding * **Thinking**: selecting actions, creating poses, focus, providing feedback | | | |

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| **Spring 1** | **Who Lived in a Castle?** | | | | |
| **Hooks for learning** | Visit to Manor Lodge.  Visit to local Mosque. | | | | |
| **Keeping safe in school** | Using tools and equipment safely (science and DT). | | | | |
| **School value** | Try New Things and Do Your Best! | | | | |
| **Knowledge organisers** | History (Susan)  Science (Alice) | | | | |
| **Whole school assemblies** | Chinese New Year – 29th January – year of the snake. | | | | |
| **Themed Days** | **RE – places of worship**  **Know about and understand religions and world views:**   * Know the importance of a place of worship for religious practices. A1 * Recognise some different symbols and actions in a Mosque. A3   **Express ideas and insights into religious and world views:**   * Ask and respond to questions about what communities do in a place of worship, and why. B1 * Observe and recount different ways of expressing identity and belonging in a place of worship. B2 * Notice and respond sensitively to some similarities between different religions and world views. B3 | | | | |
| **SPR 1**  **Geography**  **Revisit Sheffield** | **Forest School**  **Human physical geography**   * Know the four seasons and the weather associated with it. | | | | |
| **Location knowledge**   * I can use simple geographical vocabulary to refer to landmarks in Sheffield. * I can locate Sheffield on maps, atlases and globes.   **Geographical and fieldwork skills**   * I can compare places in Sheffield in terms of geographical features. | | | | |
| **SPR 1**  **Science**  **Materials** | **Seasonal change –** Forest school what do we notice about winter? | | | | |
| **Year 1**  **Everyday materials**   * Describe the physical properties of a variety of everyday materials. * Compare and group together a variety of everyday materials on the basis of their physical properties. | | | **Year 2**  **Everyday materials**   * Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Identifying and classifying. * Performing simple tests. * Gathering and recording data to help in answering questions. | | | | |
| **SPR 1**  **History**  **comparison between Tudor times and present day** | **Historical knowledge**   * I can identify differences between ways of life at different times – compare present day and Tudor times. * I can compare pictures of people and things in the past. * I can find answers to simple questions about the past using sources of information. * I understand and explain some of the ways we find out about the past.   **Chronology**   * I can put areas I have studied in order. * I can use simple historical terms. * I can sequence and understand the terms past and present. * I can match objects and artefacts to times I have studied. This can include photographs.   **The lives of significant individuals who have contributed to national and international achievements**   * I can give simple reasons for events in the past – why castles were built. * I can name some of the significant individuals and explain why they are important – Queen Elizabeth I & Queen Elizabeth II | | | | |
| **SPR 1**  **Design and Technology**  **Make a stable structure with a moving part (mechanism)** | **Design** | **Make** | **Evaluate** | | **Technical skills** |
| * Communicate through talking and drawing what a product needs to have to be purposeful. * Use product evaluation knowledge to come up with a list of criteria a design needs to be purposeful. * Design purposeful and, functional products based on simple criteria. * Add finishing details to make a product more appealing. * Communicate ideas through talking, drawing and prototypes. | * Select the correct tools and equipment for practical tasks. * Select the correct materials and components according to their characteristics. * Follow safety rules when using tools and equipment. | * Explore existing products by visiting Manor Lodge. * Use questions and data to find out about the purpose of different products. * Explain the purpose of an existing product by exploring mechanisms in toys and everyday objects. * Evaluate their own products against design criteria, communicating through talk and pictures what went well and what they could improve. | | * Explore their own structures for how they can be made stronger, stiffer and more stable. * Know how to make a structure more stable. * Explore mechanisms, such as levers, sliders, wheels and axles. * Know which mechanism is best suited to its purpose of a castle drawbridge. |
| **SPR 1**  **Music** | **Singing assembly and choir** | | | | |
| **Listening & interpreting** | **Musicianship** | **Performing (voices & instruments)** | | **Composing and creativity** |
|  | * I know the difference between pulse (a steady beat to a count) and rhythm (a pattern of sounds in the music). * I can identify and repeat rhythm and pulse. * I know that the orchestra groups families of instruments. | * I can sing and perform with accurate pitch. * I can create and control rhythmic patterns. * I can make changes to sound according to principles of tempo, dynamics, pulse, rhythm, pitch and timbre. | |  |
| **SPR 1**  **PSHE** | **Year 1**  **Setting Goals**   * Identifying success and achievement. * How does that feel? | | **Year 2**  **Achieving realistic Goals**   * What are my learning strengths? * Learning in a group and sharing success. * What does that look like? | | |
| **SPR 1**  **Computing** | **Year 1**  **Creating pictures and text**  **Information technology**   * Design a simple programme for a specific purpose. * Create images using specific software. * Work with others in designated role to contribute towards a specific outcome.   **Analyse and evaluate**   * Evaluate the effectiveness of my work and suggest improvements. | | **Year 2**  **Making music**  **Information technology**   * Design a simple programme for a specific purpose. * Create images using specific software. * Work with others in designated role to contribute towards a specific outcome.   **Analyse and evaluate**   * Evaluate the effectiveness of my work and suggest improvements. | | |
| **PE** | **Coached session: Dance** | | **Teacher led: Fitness** | | |
| **Year 1**   * I can move to music. * I can move around space safely. * I can begin to copy and perform simple dance moves. * I can show some rhythm and control when moving. * I can create a short dance sequence. | **Year 2**   * I can make up a short dance. * I can dance imaginatively. * I can copy and perform some simple dance moves to music. * I can demonstrate varying rhythm, speed, direction and control whilst dancing. | **Year 1**   * **Physical**: running, co-ordination, stamina, strength, agility, balance * **Social**: co-operation, support, responsibility * **Emotional**: kindness, perseverance, honesty, independence * **Thinking**: comprehension, creativity, problem solving, reflection | | **Year 2**   * **Physical**: agility, balance, co-ordination, speed, stamina, skipping * **Social**: taking turns, encouraging and supporting others * **Emotional**: determination, perseverance, challenging myself * **Thinking**: identifying strengths and areas for improvement, observing and providing feedback |

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| **Spring 2** | **How Does your Garden Grow?** | | | | | | | | |
| **Hooks for learning** | Visit to Chatsworth for farm and garden tour. | | | | | | | | |
| **Keeping safe in school** | Hand hygiene and safety in the kitchen. | | | | | | | | |
| **School value** | Consider Others and Be Polite | | | | | | | | |
| **Knowledge organisers** | Art (Jo)  Geography (Susan) | | | | | | | | |
| **Whole school assemblies** | **Science – Science Week**  **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways.   **RE – The symbols of Easter**  **Know about and understand religions and world views:**   * Know the story of Easter. A1 * Understand that Christians believe that Jesus died for them. A2 * Know what the symbols of Easter are. A2 A3 * Understand why they are important. A3   **Express ideas and insights into religious and world views:**   * Understand that Christians believe that Jesus died for them. B1 * Understand why they are important. B1   **Gain and deploy the skills for learning from religious and world views:**   * Think about what you are prepared to do for others and why. C1 C2 * Think about what symbol would be important to you. C1 | | | | | | | | |
| **Themed Days** | St David’s Day 1st March  St Patrick’s Day 17th March | | | | | | | | |
| **SPR 2**  **Geography**  **Revisit the four UK countries** | **Forest School**  **Human physical geography**  Know the four seasons and the weather associated with it. | | | | | | | | |
| **Location knowledge**   * I can use simple geographical vocabulary to refer to landmarks in Sheffield and the UK. * I can name, locate and identify characteristics of the 4 countries of the UK and the 4 capital cities and its surrounding seas.   **Place knowledge**   * I have studied my hometown in terms of key features such as city, countryside, farm, woodland and river. * I can use simple geographical vocabulary (e.g. hill, road, coast) to describe the four UK countries.   **Geographical and fieldwork skills**   * I can locate Sheffield on a map of the UK, and can locate the UK on atlases and globes. * I can compare places in the UK in terms of geographical features. | | | | | | | | |
| **SPR 2**  **Science**  **Plants** | * **Seasonal change –** Forest school adopt a tree and complete a detailed sketch | | | | | | | | |
| **Year 1**  **Plants**   * Identify and name a variety of common wild and garden plants (deciduous & evergreen trees).   Identify and describe the basic structure of a variety of common flowering plants including trees. | | | | | **Year 2**  **Plants**   * 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 stay healthy. | | | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Identifying and classifying. * Performing simple tests. * Gathering and recording data to help in answering questions. | | | | | | | | |
| **SPR 2**  **Art & Design** | **Focus Artist: David Hockey - landscapes**  **Techniques (Carrying out and executing artistic tasks)**   * Line: I use line effectively to shape my work.   **Skills (The ability to do something well)**   * Painting: I can paint using different brushes for different effects and learn to mix colour with different amounts of water.   **Creativity**   * I can make simple observations about my environment that I can reproduce in art.   **Learning from others**   * I can look at the work of different artists and talk about what they have done. * I can compare the work of different artists. * I can give my opinions about the work of different artists.   **Record and evaluate**   * I use the work of famous artists to discuss emotions and talk about the way I feel, and the artist might have felt. | | | | | | | | |
| **Forest School**  **SPR 2**  **Design & Technology**  **Nutrition** | **Design** | | | **Make** | | **Evaluate** | | **Technical skills** | |
| * Communicate through talking and drawing what a product needs to have to be purposeful. * Use product evaluation knowledge to come up with a list of criteria a design needs to be purposeful. * Design purposeful and, functional products based on simple criteria. * Add finishing details to make a product more appealing. * Use principles of healthy diet to design dishes. | | | * Select the correct tools and equipment for practical tasks. * Follow hygiene rules when using tools and equipment. * Use principles of healthy diet to make dishes. | | * Explore existing products by visiting local cafes and shops. * Use questions and data to find out about the purpose of different products. * Explain the purpose of an existing product. * Evaluate their own products against design criteria, communicating through talk and pictures what went well and what they could improve. | | * Understand where food comes from. * Explain which foods are seasonal to the UK. | |
| **SPR 2**  **Music** | **Exploring sound – musical mood** | | | | | | | | |
| **Listening & interpreting** | **Musicianship**   * I can compare and contrast the effect and mood different genres generate. | | | **Performing (voices & instruments)** | | | | **Composing and creativity**   * I can choose sounds effectively to create particular effect. * I can explain reasons for my choices. * I can explore and compare a wider range of instruments from school stock. * I can begin to use notation to instruct peers. |
| **SPR 2**  **PSHE** | **Year 1**  **Keeping myself healthy**   * I know about healthy and unhealthy foods. * I know why I need to exercise. * I know how to cross a road safely. * I know about strangers. | | | | **Year 2**  **Motivation**   * I know ways to stay motivated. * I can make healthier choices. * I know when I feel relaxed. * I know the main food groups. | | | | |
| **SPR 2**  **Computing** | **Year 1**  **Data and information – Grouping data**   * I can create and sort data into visual representations using specific software. | | | | **Year 2**  **Data and information – Pictograms**   * I can create and sort data into visual representations using specific software. | | | | |
| **SPR 2**  **PE** | **Coached session: sending and receiving** | | | | **Teacher led: team games** | | | | |
| **Year 1**   * I can join in with team games. * I can hit a ball with a bat. * I can kick in different ways. | | **Year 2**   * I can follow the rules of a game. * I can decide where to best place myself in a game. * I can stay in zone. * I can pass accurately, catching, kicking and rolling in different ways. | | **Year 1**   * **Physical**: balancing, travelling actions * **Social**; communication, sharing ideas, inclusion, encouraging and supporting others * **Emotional**: confidence, trust, honesty * **Thinking**: decision making, using tactics, providing instructions, planning, problem solving | | **Year 2**   * **Physical**: travelling actions, jumping, balancing, * **Social**: communication, listening, leading, inclusion * **Emotional**: trust, honesty and fair play, acceptance * **Thinking**: planning, decision making, problem solving | | |

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| **Summer 1** | **How do Bees make Honey?** | | | | |
| **Hooks for learning** | Can we get a local bee keeper in school? | | | | |
| **Keeping safe in school** | People and jobs that need safety clothing – bee keeper. | | | | |
| **School value** | Imagine, Dream, Believe, Achieve! | | | | |
| **Knowledge organisers** | Science (Alice)  RE (Gai) | | | | |
| **Whole school assemblies** | History – significant individual in our local community – local bee keeper  **Historical knowledge**   * I can listen to adults and look at sources to tell me about the past. * I can find out about the lives of everyday people | | | | |
| **Themed Days** | How can we Save the Bees?  **Geographical skills and fieldwork**   * I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing).   Revisit what physical geographical features bees need and how human geographical features impact bees. Children to produce posters or write letters. | | | | |
| **SUM 1**  **Geography** | **Forest School**  **Human physical geography**   * Know the four seasons and the weather associated with it. | | | | |
| **SUM 1**  **Science** | **Seasonal change –** Forest school   * Observe changes across the four seasons. * Observe and describe weather associated with the seasons and how day length varies. | | | | |
| **Year 1 – non-statutory**   * Lifecycles in our school garden (frog, butterfly, bird) | | **Year 2**  **Animals, including humans**   * Notice that animals, including humans, have offspring which grow into adults. | | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Identifying and classifying. * Performing simple tests. * Gathering and recording data to help in answering questions. * Using their observations and ideas to suggest answers to questions. | | | | |
| **SUM 1**  **Art & Design** | **Focus: printing and pattern**  **Techniques (Carrying out and executing artistic tasks)**   * Pattern: I am aware and can discuss pattern. I can use repeating pattern and can discuss regular and irregular pattern. (Polystyrene tile printing) * Control: I can use materials and tools safely, learning to control them accurately. (animal patterns)   **Skills (The ability to do something well)**   * Sculpting: I learn to join different materials, and simply manipulate the same material with tools. * I can use simple fabric printing medium. | | | | |
| **SUM 1**  **Music** | **Pitch and orchestra** | | | | |
| **Listening & interpreting**   * I can interpret intent and effect in various genres of music with confidence | **Musicianship**   * I know how the whole orchestra fits together. * I can recognise and identify simple genres of music. * I can compare and contrast the effect and mood different genres generate. | | **Performing (voices & instruments)** | **Composing and creativity** |
| **SUM 1**  **RE**  **Whole class story time and discussion** | **Year 1**  **Stories with a message**   * Know the story of Joseph and his brothers. A2 * Understand that the messages of this story are of forgiveness and jealousy. C3 B3 * Think about how we can say worry and forgive others. C1 C2 C3 | | | **Year 2**  **Passover**   * Know the story of Moses and the Plagues of Egypt. A2 * Understand why Jews celebrate Passover. A1 B1 C3 * Think about new beginnings and perseverance. C1 | |
| **SUM 1**  **PSHE** | **Year 1**  **Belonging to a family**   * I know how to make friends and be a good friend. * I can talk about physical contact preferences. * I know people who help us. * I know my qualities as a friend and person. * I can be a good friend to myself. * Self-acknowledgement. * I can celebrate special relationships | | | **Year 2**  **Different types of family**   * I know about physical contact boundaries. * I can take steps to resolve conflict with my friends. * Learn about secrets. * I understand trust and appreciation. * I can express appreciation for special relationships. | |
| **SUM 1**  **Computing** | **Year 1**  **Programming: moving a robot**  **Computer science**   * Explain what an algorithm is. * Modify an algorithm for a specific outcome. * Begin to recognise patterns in an algorithm.  With support, decompose an algorithm into its simple functions.   **Analyse and evaluate**   * Make predictions about a simple sequence of commands. * Begin to debug algorithms. | | | **Year 2**  **Programming: animations**  **Computer science**   * Explain what an algorithm is. * Modify an algorithm for a specific outcome. * Begin to recognise patterns in an algorithm.  With support, decompose an algorithm into its simple functions.   **Analyse and evaluate**   * Make predictions about a simple sequence of commands. * Begin to debug algorithms. | |
| **SUM 1**  **PE** | **Coached session: Net and wall** | | | **Teacher led: Invasion** | |
| **Year 1**   * I can join in with team games. * I can hit a ball with a bat. * I can roll, throw underarm and catch with both hands. | **Year 2**   * I can follow the rules of a game. * I can pass accurately, catching, kicking and rolling in different ways. * I can hit a ball with a bat forehand and backhand. | | **Year 1**   * **Physical**: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space * **Social**: co-operation, communication, supporting and encouraging others, respect and kindness towards others * **Emotional**: honesty and fair play, managing emotions * **Thinking**: connecting information, decision making, recalling information | **Year 2**   * **Physical**: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space * **Social**: communication, respect, co-operation, kindness * **Emotional**: empathy, integrity, independence, determination, perseverance * **Thinking**: creativity, reflection, decision making, comprehension |

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| **Summer 2** | **What Lives in the Ocean?** | | | | | | |
| **Hooks for learning** | Visit to The Deep | | | | | | |
| **Keeping safe in school** | Water safety | | | | | | |
| **School value** | Have Fun and Be Happy in all that You Do | | | | | | |
| **Knowledge organisers** | Science (Alice)  Geography (Susan) | | | | | | |
| **Whole school assemblies** | **History – famous explorers**  **The lives of significant individuals who have contributed to national and international events & achievements**   * I can name some significant individuals and explain why they are important –Amelia Earhart –Ernest Shackleton –Ellen McCarthy   **Chronology**   * I can put areas I have studied in order. * I can use simple historical terms. * I can sequence and understand the terms past and present.   **Historical knowledge**   * I can find answers to simple questions about the past using sources of information.   I understand and explain some of the ways we find out about the past.  **RE – Islam**  **Know about and understand religions and world views:**   * Know what things you might find in a Muslim home. A1 A3 * Know what the Q’uran is. A1 A3   **Express ideas and insights into religious and world views:**   * Understand why these things are special to Muslims. B1 B2 * Understand how it affects Muslims’ everyday lives. B1 B2 B3   **Gain and deploy the skills for learning from religious and world views:**   * Think about what is special in your home. C1 * Think about which rules are important to you. C1 C2 C3 | | | | | | |
| **Themed Days** | **Islam - Eid** | | | | | | |
| **SUM 1**  **Geography**  **Oceans** | **Forest School**  **Human physical geography**  Know the four seasons and the weather associated with it. | | | | | | |
| **Geographical skills and fieldwork**   * I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing). * I can describe a locality using my observations. * I can use simple resources to research and find out about places.   **Location knowledge**   * I can locate the seven continents on a world map. * I can compare a part of the UK to a non-European country using written evidence and pictures.   **Human and physical geography**   * I can apply my knowledge of physical and human features to selected countries in the world. * I can discuss climate change and its impact both locally and in a non-European country.   **Place knowledge**   * I can use simple geographical vocabulary (e.g. hill, road, coast) | | | | | | |
| **SUM 2**  **Science** | **Seasonal change –** Forest school adopt a tree and complete a detailed sketch | | | | | | |
| **Year 1**  **Animals, including humans**   * Identify and name a variety of common animals including fish, amphibians, birds, reptiles and mammals. * Identify and name a variety of common animals that are carnivores, herbivores and omnivores. * Describe and compare the structure of a variety of common animals. | | | | **Living things and habitats**   * Explore and compare the difference between things that are living, dead and things that have never been alive. * Identify that most things live in habitats and describe how different habitats meet basic needs. * 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. | | |
| **Working scientifically**   * Asking simple questions and recognising that they can be answered in different ways. * Observing closely using simple equipment. * Identifying and classifying. * Performing simple tests. * Gathering and recording data to help in answering questions. * Using their observations and ideas to suggest answers to questions. | | | | | | |
| **SUM 2**  **Art & Design** | **Focus: clay**  **Skills (The ability to do something well)**   * Sculpting: I learn to join different materials, and simply manipulate the same material with tools.   **Creativity**   * I can use my own imagination and experiences to create works. * I can express my own emotions about the art I create. * I can experiment in my own art.   **Record and evaluate**   * I can revisit and improve my own art. * I can review my work and decide how well I have achieved what I set out to do achieve. | | | | | | |
| **SUM 2**  **Music** | **Exploring sound – creating mood music** | | | | | | |
| **Listening and interpreting** | | **Musicianship** | **Performing (voices & instruments)** | | | **Composition and creativity**   * I can collaborate with others to compose a series of phrase of music to demonstrate specified elements of music (e.g. dynamics) * I can devise notation for others to follow for a performance. * I can utilise familiar sounds, voice and percussion instruments to create a novel soundscape according to setting or context. |
| **SUM 2**  **PSHE** | **Year 1**  **Life cycles – animal and human**   * I know about changes in me. * I understand changes since being a baby. * I know the difference between female and male bodies. * I am beginning to link growth and learning. * I know some ways to cope with change and transition. | | | **Year 2**  **Life cycles in nature**   * I understand the stages of growing young to old. * I am increasingly independent. * I know the difference in female and male bodies. * I know how to be assertive. * I am preparing for transition | | | |
| **SUM 2**  **Computing** | **Year 1**  **Programming: robot algorithms, quizzes (Scratch)**  **Computer science**   * Explain what an algorithm is. * Modify an algorithm for a specific outcome. * Begin to recognise patterns in an algorithm.  With support, decompose an algorithm into its simple functions.   **Analyse and evaluate**   * Make predictions about a simple sequence of commands. * Begin to debug algorithms. * Begin to analyse potential problems and software and explain solutions to fixing them. * Evaluate the effectiveness of my work and suggest improvements. | | | **Year 2**  **Programming: robot algorithms, quizzes (Scratch)**  **Computer science**   * Explain what an algorithm is. * Modify an algorithm for a specific outcome. * Begin to recognise patterns in an algorithm.  With support, decompose an algorithm into its simple functions.   **Analyse and evaluate**   * Make predictions about a simple sequence of commands. * Begin to debug algorithms. * Begin to analyse potential problems and software and explain solutions to fixing them. * Evaluate the effectiveness of my work and suggest improvements. | | | |
| **SUM 2**  **PE** | | **Coached session: Athletics** | | | **Teacher led: Target games** | | | |
| **Year 1**   * I can join in with team games. * I can start to use a range of throwing, jumping and running techniques. | **Year 2**   * I can follow the rules of a game. * I can use a range of throwing, jumping and running speeds with some control, accuracy and coordination. | | **Year 1**   * **Physical**: running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance * **Social**: working safely, collaborating with others * **Emotional**: working independently, honesty and playing to the rules, determination * **Thinking**: exploring ideas | | **Year 2**   * **Physical**: running at different speeds, jumping for distance, throwing for distance * **Social**: working safely, collaborating with others * **Emotional**: working independently, determination * **Thinking**: observing and providing feedback, exploring ideas | |