
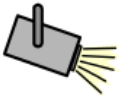







Broomhill Infant School Long Term Planner - 2025-2026 - Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Where do you belong?	Why should we remember?	Does Sheffield still make Steel?	What makes Sheffield Green?	Why do lions roar?	What makes our world wonderful?
School Value	Concentrate, work hard and be proud of your achievements.	Persevere, don't give up.	Try new things and do your best.	Consider others and be polite.	Imagine, dream, believe, achieve!	Have fun and be happy in all that you do.
British Value	Democracy		Rule of law		Individual Liberty	
	Mutual respect and tolerance of those with different faiths and beliefs.					
Enrichment	Local area walk. What is Broomhill Like?	Visit to Fair trade to look at textiles Remembrance: Military artefacts	Visit to Kelham Island (self guided)	Visit to Endcliffe Park	Yorkshire Wildlife Park	Y1 - end of year trip Y2 - end of year trip
SMSC Links	<u>Black History Heroes</u> Katherine Johnson Rosa Parks Benjamin Zephaniah	Friendship Week St Andrew's Day Diwali	Chinese New Year St David's Day Handwriting Day	Eid Al-Fitr (19 th -20 th March) St Patrick's Day St George's Day	Eid Al-Adha (26 th -30 th May)	
Spotlight Author 						
Assemblies 	<u>The lives of significant individuals who have contributed to national and</u>	<u>Chronology</u> I can give simple reasons for events in the past. - Why do		<u>The lives of significant individuals in their own locality</u> John Graves	<u>The lives of significant individuals who have contributed to national and</u>	

	<u>international events & achievements</u> I can name some significant individuals and say why they are important (Black History Heroes).	we commemorate Remembrance? I can recount episodes from the past - Armistice Day I can use simple historical terms I can put areas I have studied in order		I understand that people often cause change and this can have long term impact.	<u>international events & achievements</u> <u>David Attenborough</u> I can name some significant individuals and explain why they are important <u>Historical knowledge</u> 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.	
English 						
Maths 	Place value within 20 Addition & Subtraction within 20 Place value within 100 Geometry - shape	Addition & Subtraction within 100 Multiplication & Division Length & Height Statistics		Money Fractions Time Mass, Capacity & Temperature Geometry - position & direction		
Science	<u>Seasonal change:</u> Forest School adopt a tree and complete a detailed sketch each term. <u>Working scientifically:</u> 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.

<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
<u>Animals, including humans:</u> <u>Year 1</u> Identify, name, draw and label basic parts of the human body and say which part of the body is associated with which sense. <u>Year 2</u> 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.	<u>Everyday materials</u> <u>Year 1</u> Distinguish between an object and from the material which it is made. Identify and name a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. <u>Year 2</u> Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching. Identify and compare the	FS	FS	<u>Year 1</u> <u>Animals, including humans</u> 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. <u>Year 2</u> <u>Animals, including humans</u> Notice that animals, including humans,	<u>Year 1</u> <u>Plants</u> 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. <u>Year 2</u> <u>Plants</u> 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.


		<p>suitability of a variety of everyday materials, for particular uses.</p>			<p>have offspring which grow into adults. <u>Living things and habitats</u> 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.</p>	
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Computing



<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
<p><u>Year 1</u> <u>Computing systems and networks: IT around us</u> 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.</p> <p><u>Year 2</u> <u>Computing systems and networks: technology around us</u> Recognise different uses of technology. Explain the rules of technology at school/home to keep safe.</p>	<p><u>Year 1</u> <u>Creating media Information technology</u> Create images using specific software. Begin to recognise that specific tools will impact/contribute towards my design</p> <p><u>Analyse and evaluate</u> Evaluate the effectiveness of my work and suggest improvements.</p> <p><u>Year 2</u> <u>Digital Photography Information technology</u> Create images using specific software. Begin to recognise that specific tools will impact/contribute towards my design</p>	<p><u>Year 1</u> <u>Creating pictures and text Information technology</u> 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.</p> <p><u>Analyse and evaluate</u> Evaluate the effectiveness of my work and suggest improvements.</p>	<p><u>Year 1</u> <u>Data and information - Grouping data</u> I can create and sort data into visual representations using specific software.</p> <p><u>Year 2</u> <u>Data and information - Pictograms</u> I can create and sort data into visual representations using specific software.</p>	<p><u>Year 1</u> <u>Programming: moving a robot Computer science</u> 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.</p> <p><u>Analyse and evaluate</u> Make predictions about a simple sequence of commands. Begin to debug algorithms.</p> <p><u>Year 2</u> <u>Programming: animations Computer science</u> Explain what an algorithm is.</p>	<p><u>Year 1</u> <u>Programming: robot algorithms, quizzes Computer science</u> 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.</p> <p><u>Analyse and evaluate</u> 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.</p>

	<p>Seek support from an adult when navigating online when encountering something worrying. Explore unfamiliar software by making connections with familiar software and technology.</p>	<p><u>Analyse and evaluate</u> Evaluate the effectiveness of my work and suggest improvements.</p> <p><u>Year 2</u> <u>Making music</u> <u>Information technology</u> 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.</p> <p><u>Analyse and evaluate</u> Evaluate the effectiveness of my work and suggest improvements.</p>			<p>Modify an algorithm for a specific outcome. Begin to recognise patterns in an algorithm. With support, decompose an algorithm into its simple functions.</p> <p><u>Analyse and evaluate</u> Make predictions about a simple sequence of commands. Begin to debug algorithms.</p>	<p>Evaluate the effectiveness of my work and suggest improvements.</p> <p><u>Year 2</u> <u>Programming: robot algorithms, quizzes</u> <u>Computer science</u> 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.</p> <p><u>Analyse and evaluate</u> 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.</p>
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						Evaluate the effectiveness of my work and suggest improvements.
Geography 	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
	<u>Location knowledge</u> I know where my school is and can describe its location. I can name some of the places near to my school. I can ask and respond to simple questions about places. <u>Geographical skills and fieldwork</u> I can describe a locality using my observations. I can use photographs and maps to identify basic features. I can collect information from fieldwork to deepen my understanding.			<u>Location knowledge</u> 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. <u>Place knowledge</u> 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	<u>FS</u>	<u>Geographical skills and fieldwork</u> 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. <u>Location knowledge</u> 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.

	<p>I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing).</p> <p><u>Human and physical geography</u></p> <p>I can investigate physical and human features of my surrounding environment.</p> <p><u>Place knowledge</u></p> <p>I can use simple geographical vocabulary (e.g. hill, road, coast)</p>			<p>describe the four UK countries.</p> <p><u>Geographical and fieldwork skills</u></p> <p>I can locate Sheffield on a map of the UK, and can locate the UK on atlases and globes.</p> <p>I can compare places in the UK in terms of geographical features.</p> <p>I understand the four compass points and can use location language.</p> <p>I can devise simple maps and use a key.</p> <p>I can ask questions about my environment</p> <p>I can collect information from fieldwork to deepen my understanding.</p>		<p><u>Human and physical geography</u></p> <p>I can apply my knowledge of physical and human features to selected countries in the world.</p> <p>I can discuss climate change and its impact both locally and in a non-European country.</p> <p><u>Place knowledge</u></p> <p>I can use simple geographical vocabulary (e.g. hill, road, coast)</p>
History	<p><u>Autumn 1</u></p> <p><u>Where do we belong?</u></p>	<p><u>Autumn 2</u></p> <p><u>Why should we remember?</u></p>	<p><u>Spring 1</u></p> <p><u>Does Sheffield still make Steel?</u></p>	<p><u>Spring 2</u></p> <p><u>What makes Sheffield Green?</u></p>	<p><u>Summer 1</u></p> <p><u>Why do lions roar?</u></p>	<p><u>Summer 2</u></p> <p><u>What makes our world wonderful?</u></p>



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.

The lives of significant individuals who have contributed to national and international events & achievements

I can name some significant individuals and say why they are important (Guy Fawkes).

Chronology

I can give simple reasons for events in the past. - Why do we celebrate Bonfire Night?

I can recount episodes from the past - Bonfire Night.

I can use simple historical terms

I can put areas I have studied in order

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 life now and life in steel

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

Assembly - John Graves


Assembly - David Attenborough

			<p>I can put areas I have studied in order.</p> <p>I can use simple historical terms.</p> <p>I can sequence and understand the terms past and present.</p>			
<p>RE</p> 	<p><u>Autumn 1</u> <u>Where do we belong?</u></p> <p><u>Express ideas and insights into religious and world views: Harvest</u> B1 - Ask and respond to questions about what communities do and why. <u>Church, community and belonging</u> <u>Year 1</u> Know why a church is important to Christians. A1 A3 Understand the meaning behind some of the objects and</p>	<p><u>Autumn 2</u> <u>Why should we remember?</u></p> <p><u>Themed Day</u></p>	<p><u>Spring 1</u> <u>Does Sheffield still make Steel?</u></p> <p><u>Importance of symbols</u> <u>Year 1</u> Know the creation story. A2 Understand why Jewish people have a weekly day of rest. A1 A3 B1 Think about how you spend your days of rest. C1 <u>Year 2</u> Know various creation stories and compare with the Jewish creation story. A2 B2 B3 C1</p>	<p><u>Spring 2</u> <u>What makes Sheffield Green?</u></p> <p><u>Themed Day</u></p>	<p><u>Summer 1</u> <u>Why do lions roar?</u></p> <p><u>Year 1</u> <u>Stories with a message</u> 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. <u>Year 2</u> <u>Passover</u></p>	<p><u>Summer 2</u> <u>What makes our world wonderful?</u></p> <p><u>RE - Islam</u> <u>Know about and understand religions and world views:</u> Know what things you might find in a Muslim home. A1 A3 Know what the Q'uran is. A1 A3 <u>Express ideas and insights into religious and world views:</u> Understand why these things are special to Muslims. B1 B2</p>


	<p>artefacts found in a church. A3 B1 B3 Think about places that are special to you. C1 C2 <u>Year 2</u> Know what the Bible is. A1 A2 A3 Understand why Christians believe it is a special book. A3 B1 B2 Think about books that are special to you. C1 <u>Themed Day</u></p>		<p>Understand how creation stories help us look after our world. B3 C2 Think about how we can look after our world. C1 C2 C3</p>		<p>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</p>	<p>Understand how it affects Muslims' everyday lives. B1 B2 B3 <u>Gain and deploy the skills for learning from religious and world views:</u> Think about what is special in your home. C1 Think about which rules are important to you. C1 C2 C3</p>
<p>PSHE</p> 	<p><u>Autumn 1</u> <u>Where do we belong?</u> <u>Year 1</u> <u>Feeling special and safe</u> 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.</p>	<p><u>Autumn 2</u> <u>Why should we remember?</u> <u>Themed Week</u></p>	<p><u>Spring 1</u> <u>Does Sheffield still make Steel?</u> <u>Year 1</u> <u>Setting Goals</u> Identifying success and achievement. How does that feel? <u>Year 2</u> <u>Achieving realistic Goals</u> What are my learning strengths? Learning in a group and sharing success.</p>	<p><u>Spring 2</u> <u>What makes Sheffield Green?</u> <u>Year 1</u> <u>Keeping myself healthy</u> 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. <u>Year 2</u></p>	<p><u>Summer 1</u> <u>Why do lions roar?</u> <u>Year 1</u> <u>Belonging to a family</u> I know how to make friends and be a good friend. I can talk about physical contact preferences. I know people who help us.</p>	<p><u>Summer 2</u> <u>What makes our world wonderful?</u> <u>Year 1</u> <u>Life cycles - animal and human</u> I know about changes in me. I understand changes since being a baby. I am beginning to link growth and learning.</p>


	<p>I can help be part of a learning charter.</p> <p><u>Year 2</u></p> <p><u>Hopes and fears for the year</u></p> <p>I know my rights and responsibilities.</p> <p>I understand rewards and consequences.</p> <p>I know how to have a safe and fair learning environment.</p> <p>I can value contributions.</p> <p>I can make the right choices.</p> <p>I can recognise feelings.</p>		What does that look like?	<p><u>Motivation</u></p> <p>I know ways to stay motivated.</p> <p>I can make healthier choices.</p> <p>I know when I feel relaxed.</p> <p>I know the main food groups.</p>	<p>I know my qualities as a friend and person.</p> <p>I can be a good friend to myself.</p> <p>Self-acknowledgement.</p> <p>I can celebrate special relationships.</p> <p><u>Year 2</u></p> <p><u>Different types of family</u></p> <p>I know about physical contact boundaries.</p> <p>I can take steps to resolve conflict with my friends.</p> <p>Learn about secrets.</p> <p>I understand trust and appreciation.</p> <p>I can express appreciation for special relationships.</p>	<p>I know some ways to cope with change and transition.</p> <p><u>Year 2</u></p> <p><u>Life cycles in nature</u></p> <p>I understand the stages of growing young to old.</p> <p>I am increasingly independent.</p> <p>I know how to be assertive.</p> <p>I am preparing for transition</p>
<p>Art</p> 	<p><u>Autumn 1</u></p> <p><u>Where do we belong?</u></p>	<p><u>Autumn 2</u></p> <p><u>Why should we remember?</u></p>	<p><u>Spring 1</u></p> <p><u>Does Sheffield still make Steel?</u></p>	<p><u>Spring 2</u></p> <p><u>What makes Sheffield Green?</u></p>	<p><u>Summer 1</u></p> <p><u>Why do lions roar?</u></p>	<p><u>Summer 2</u></p> <p><u>What makes our world wonderful?</u></p>
	<p><u>Artist focus - Pete McKee</u></p> <p><u>Techniques (Carrying out and executing artistic tasks)</u></p>	<p><u>Textile focus - felt stocking</u></p> <p><u>Techniques (Carrying out and executing artistic tasks)</u></p>		<u>FS</u>	<u>FS</u>	<p><u>Focus: clay and printing</u></p> <p><u>Techniques (Carrying out and executing artistic tasks)</u></p>

	<p>Colour: I can name and use primary and secondary colours.</p> <p>Space: I consider how my art will look as a whole, including if it is a part of a collective whole.</p> <p><u>Skills (The ability to do something well)</u></p> <p>Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water.</p> <p><u>Learning from others</u></p> <p>I can look at the work of different artists and talk about what they have done</p>	<p>I can express my own ideas in this form as well as consider decorative techniques.</p> <p>Control: I use materials and tools safely, learning to control them accurately</p> <p><u>Skills (The ability to do something well)</u></p> <p>Sewing: I can use a basic stitch to join material I have chosen.</p> <p><u>Record and evaluate</u></p> <p>I can review my work and decide how well I have achieved what I set out to achieve.</p>				<p>Form: I use shading to replace hard line</p> <p><u>Skills (The ability to do something well)</u></p> <p>Sculpting: I learn to join different materials, and simply manipulate the same material with tools. I can use simple fabric printing media</p> <p><u>Creativity</u></p> <p>I can use my own imagination and experiences to create works.</p> <p><u>Learning from others</u></p> <p>I can compare the work of different artists.</p> <p>I can give my opinions about the work of different artists.</p> <p><u>Record and evaluate</u></p> <p>I can revisit and improve my own art</p>
Design and Technology	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>

			<p><u>FS</u></p>	<p><u>Mechanisms</u> Design: 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. <u>Make</u> Select the correct tools and equipment for practical tasks. Select the correct materials and components</p>	<p><u>Food & Nutrition</u> Design: 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. <u>Make</u> Select the correct tools and equipment for practical tasks. Follow hygiene rules when using tools and equipment.</p>	
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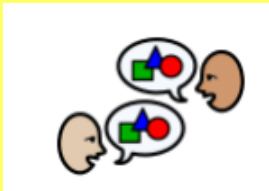
				<p>according to their characteristics. Follow safety rules when using tools and equipment.</p> <p><u>Evaluate</u> Explore existing products by visiting local parks. Use questions and data to find out about the purpose of different products. Explain the purpose of an existing product. Evaluate their own products against design criteria, communicating through talk and pictures what went well and what they could improve.</p> <p><u>Technical Skills</u> Explore their own structures for how they can be made stronger, stiffer and more stable.</p>	<p>Use principles of healthy diet to make dishes.</p> <p><u>Evaluate</u> 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.</p> <p><u>Technical Skills</u> Understand where food comes from. Explain which foods are seasonal to the UK.</p>	
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				<p>Know how to make a structure more stable.</p> <p>Explore mechanisms, such as levers, sliders, wheels and axles.</p> <p>Know which mechanism is best suited to its purpose.</p>		
Music 	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
	<u>Sounds in the environment:</u> <u>Listening & Interpreting</u> <p>I can identify sounds in the environment and comment on their qualities.</p> <p>I can identify and isolate different sounds.</p> <p>I can compare percussion instruments and describe their qualities.</p> <p>I can respond to a stimulus of sound appropriately.</p>	<u>Christmas songs</u> <u>Performing (voices & instruments)</u> <p>I can sing in unison with my peers.</p> <p>I can begin to know how to control pitch and dynamics. (voice and instrument)</p> <p>I can control long and short sounds when I sing.</p> <p>I can sing and perform with accurate pitch.</p> <p>I can create and control rhythmic patterns.</p>	<u>Composing and creativity</u> <p>I can choose sounds effectively to create a particular effect.</p> <p>I can explain reasons for my choices.</p> <p>I can explore and compare a wider range of instruments from school stock.</p> <p>I can begin to use notation to instruct peers.</p>	<u>Exploring sound: Rhythm and Pulse</u> <u>Musicianship</u> <p>I know the difference between pulse (a steady beat to a count) and rhythm (a pattern of sounds in the music).</p> <p>I can identify and repeat rhythm and pulse.</p> <p>I know that the orchestra groups families of instruments.</p>	<u>Musicianship</u> <p>I know how the whole orchestra fits together.</p> <p>I can recognise and identify simple genres of music.</p> <p>I can compare and contrast the effect and mood different genres generate.</p> <u>Listening and interpreting</u> <p>I can interpret intent and effect in various genres of music with confidence.</p>	<u>Exploring Sound: creating mood music</u> <u>Composition and creativity</u> <p>I can collaborate with others to compose a series of phrase of music to demonstrate specified elements of music (e.g. dynamics)</p> <p>I can devise notation for others to follow for a performance.</p> <p>I can utilise familiar sounds, voice and percussion instruments to</p>

	I can sustain my musical listening skills for increasing durations of time.	I can make changes to sound according to principles of tempo, dynamics, pulse, rhythm, pitch and timbre.				create a novel soundscape according to setting or context.
PE 	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
	<u>Sensory Break</u> <u>Fundamentals & Invasion Games</u> <u>Physical</u> : throwing and catching, kicking, dribbling with hands and feet, dodging, finding space. Balancing, sprinting, jogging, dodging, jumping, hopping, skipping. <u>Social</u> : co-operation, communication, supporting and encouraging others, respect and kindness towards others. Taking turns and working safely. <u>Emotional</u> : honesty and fair play, managing emotions. Challenging myself, perseverance. <u>Thinking</u> : connecting information, decision making, recalling information. Selecting and applying, identifying strengths, listening and following instructions.		<u>Sensory Break</u> <u>Target games</u> <u>Physical</u> : running at varying speeds, agility, balance, jumping, hopping and leaping in combination and for distance, throwing for distance <u>Social</u> : working safely, collaborating with others <u>Emotional</u> : working independently, honesty and playing to the rules, determination <u>Thinking</u> : exploring ideas		<u>Sensory Break</u> <u>Sending & receiving</u> 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.	
	<u>Ball skills:</u> <u>Year 1</u> Can roll, throw underarm and catch with both hands.	<u>Gymnastics:</u> <u>Year 1</u> I can make my body tense, relaxed, curled, stretched.	<u>Team games:</u> <u>Physical</u> : balancing, travelling actions <u>Social</u> : communication, sharing ideas,	<u>Yoga:</u> <u>Physical</u> : breathing, relaxation, balance, flexibility, strength	<u>Athletics:</u> <u>Year 1</u> I can join in with team games. I can start to use a range of throwing,	<u>Net & Wall</u> <u>Year 1</u> I can join in with team games. I can hit a ball with a bat.

	<p>Can kick in different ways.</p> <p><u>Year 2</u></p> <p>Can use passing accurately, catching, kicking and rolling in different ways.</p> <p>Move or stop to catch or collect a ball.</p>	<p>I can control my body when travelling and balancing.</p> <p>I can roll, travel, balance, stretch, curl in different ways.</p> <p>I can copy sequences and repeat them.</p> <p>I can climb safely.</p> <p><u>Year 2</u></p> <p>I can control movements.</p> <p>I can work on my own and with a partner to create a sequence.</p> <p>I can plan and show a sequence of movements.</p> <p>I can use contrast in my sequence.</p> <p>I can balance on different parts of my body.</p> <p>I can jump with accuracy from a standing position.</p>	<p>inclusion, encouraging and supporting others</p> <p><u>Emotional:</u> confidence, trust, honesty</p> <p><u>Thinking:</u> decision making, using tactics, providing instructions, planning, problem solving</p>	<p><u>Social:</u> working safely, sharing ideas, leadership</p> <p><u>Emotional:</u> calmness, patience, understanding, independence</p> <p><u>Thinking:</u> selecting actions, comprehension, focus, providing feedback</p> <p><u>Dance:</u></p> <p><u>Year 1</u></p> <p>I can move to music.</p> <p>I can move around space safely.</p> <p>I can begin to copy and perform simple dance moves.</p> <p>I can show some rhythm and control when moving.</p> <p>I can create a short dance sequence.</p> <p><u>Year 2</u></p> <p>I can make up a short dance.</p> <p>I can dance imaginatively.</p> <p>I can copy and perform some simple</p>	<p>jumping and running techniques.</p> <p><u>Year 2</u></p> <p>I can follow the rules of a game.</p> <p>I can use a range of throwing, jumping and running speeds with some control, accuracy and coordination.</p>	<p>I can roll, throw underarm and catch with both hands.</p> <p><u>Year 2</u></p> <p>I can follow the rules of a game.</p> <p>I can pass accurately, catching, kicking and rolling in different ways.</p> <p>I can hit a ball with a bat forehand and backhand.</p>
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				dance moves to music. I can demonstrate varying rhythm, speed, direction and control whilst dancing.		
Forest School 	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
	Science <u>Seasonal change -</u> Sketch class tree (autumn)		Science <u>Seasonal change -</u> Forest school Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Science <u>Seasonal change -</u> Sketch class tree (winter) Design & Tech <u>Make:</u> Select from and use a range of tools	Science <u>Working scientifically:</u> 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	Geography <u>Geographical skills and fieldwork</u> I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing). I can describe a locality using my observations. <u>Human and physical geography</u> I can locate the equator and the North and South Poles. I can locate some of the hot and cold places in the world.	Science <u>Seasonal change -</u> Sketch class tree (summer)

			(handsaw and bowsaw) and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.	Science <u>Seasonal change -</u> Sketch class tree (spring).	<u>Place knowledge</u> I can use simple geographical vocabulary (e.g. hill, road, coast)	
Themed Day	<u>Autumn 1</u> <u>Where do we belong?</u>	<u>Autumn 2</u> <u>Why should we remember?</u>	<u>Spring 1</u> <u>Does Sheffield still make Steel?</u>	<u>Spring 2</u> <u>What makes Sheffield Green?</u>	<u>Summer 1</u> <u>Why do lions roar?</u>	<u>Summer 2</u> <u>What makes our world wonderful?</u>
	RE 20.10.25 -Diwali Celebrations & Festivals Know about and understand religions and world views: Know the ideas associated with light (goodness and hope) for Hindus (and Sikhs) during Diwali. A1 A3 Know that Diwali is the Hindu 'festival of lights' and celebrates the New Year. Know some of the symbols of Diwali. A3 Express ideas and insights into	PSHE Friendship Week Year 1 <u>Similarities and differences</u> 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 <u>Assumptions and stereotypes about gender</u> I understand what bullying is. I can stand up for myself and others.		RE 23.3.26 -Easter <u>The story of Easter</u> 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:		

	<p>religious and world views: Understand that the story of Rama and Sita tells us that light triumphs over dark, and good over evil. B2 B3 Know the ideas associated with light and compare it to other world religions. B1 B2 B3 Understand why Lakshmi is honoured during Diwali. B1 B2 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 Think about your own feelings of goodness and hope. C1 C2 C3</p>	<p>I can make new friends. I know about gender diversity. I can celebrate differences and remain friends.</p> <p style="text-align: center;">RE 1.12.25 -Christmas Celebrations & Festivals Know about and understand religions and world views: Know and retell the story of Christmas. A1 A2 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</p>		<p>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</p>		
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		<p>Express ideas and insights into religious and world views:</p> <p>Understand that the Christmas Story tells us about God's special gift to the world. B2 B3</p> <p>Know the ideas associated with light (goodness and hope). B1 B2 B3</p> <p>Understand why Jesus is considered to be the light of the world. B1 B2</p> <p>Know the ideas associated with light and compare it to other world religions. B1 B2 B3</p> <p>Gain and deploy the skills for learning from religious and world views:</p> <p>Think about the most important gift that you have ever given/received. C1 C2</p>				
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		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				
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