

Autumn 1	<u>Where do you Belong?</u>
Hooks for learning	Local area walks - what can we find within 5 minutes of our school? Walk for 5 minutes in different directions from school and discuss road names, buildings, parks/green spaces and local landmarks. Traffic survey
Keeping safe in school	Road safety
School value	Concentrate, push yourself
Knowledge organisers	PSHE (Gail) Geography (Susan)
Whole school assemblies	<u>History</u> - significant individuals as part of BHM - Rosa Parks, Katherine Johnson <u>The lives of significant individuals who have contributed to national and international events & achievements</u> ✓ I understand that people often cause change and this can have long term impact. <u>RE</u> - Harvest <u>Express ideas and insights into religious and world views:</u> ✓ B1 - Ask and respond to questions about what communities do and why.
AUT 1 Geography Local and Sheffield	<u>Forest School</u> <u>Human physical geography</u> ✓ Know the four seasons and the weather associated with it. <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. ✓ I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing). <u>Human and physical geography</u> ✓ I can investigate physical and human features of my surrounding environment. <u>Place knowledge</u> ✓ I can use simple geographical vocabulary (e.g. hill, road, coast)

AUT 1 History	<u>Changes within living memory</u> ✓ I can recognise some differences between past and present. ✓ I can recount episodes from the past. <u>Chronology</u> ✓ I can sequence and understand the terms past and present.		
AUT 1 Science	<u>Seasonal change</u> - Forest school adopt a tree and complete a detailed sketch		
	<u>Year 1</u> <u>Animals, including humans</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> <u>Animals, including humans</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>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.		
AUT 1 Art & Design	<u>Artist focus - Pete McKee</u> <u>Techniques (Carrying out and executing artistic tasks)</u> ✓ Colour: I can name and use primary and secondary colours. ✓ Space: I consider how my art will look as a whole, including if it is a part of a collective whole. <u>Skills (The ability to do something well)</u> ✓ Painting: I can paint using different brushes for different effects and learn to mix colours with different amounts of water. <u>Learning from others</u> ✓ I can look at the work of different artists and talk about what they have done		
AUT 1 RE	<u>Year 1</u> <u>Church, community and belonging</u> ✓ Know why a church is important to Christians. A1 A3 ✓ Understand the meaning behind some of the objects and artefacts found in a church. A3 B1 B3 ✓ Think about places that are special to you. C1 C2	<u>Year 2</u> <u>Church, community and belonging</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	
AUT 1	<u>Sounds in the environment</u>		
	Listening & interpreting	Musicianship	Performing (voices & instruments) Composing and creativity

Music	<ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Feeling special and safe</u> <ul style="list-style-type: none"> ✓ 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. 		<u>Year 2</u> <u>Hopes and fears for the year</u> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Computing systems and networks: IT around us</u> <ul style="list-style-type: none"> ✓ 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. 		<u>Year 2</u> <u>Computing systems and networks: technology around us</u> <ul style="list-style-type: none"> ✓ 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	<u>Coached session: Ball skills</u>		<u>Teacher led: Fundamentals</u>	
	<u>Year 1</u>	<u>Year 2</u> <ul style="list-style-type: none"> ✓ Can use passing accurately, catching, 	<u>Year 1</u>	<u>Year 2</u>

	<ul style="list-style-type: none"> ✓ Can roll, throw underarm and catch with both hands. ✓ Can kick in different ways. 	<ul style="list-style-type: none"> ✓ kicking and rolling in different ways. ✓ Move or stop to catch or collect a ball. 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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	<u>Why should we Remember?</u>			
Hooks for learning	<p>Immersive textiles session - Visit the local fair-trade shop to look at textiles and sewing on sale.</p> <p><u>Learning from others</u></p> <ul style="list-style-type: none"> ✓ I can look at the work of different artists and talk about what they have done <p>Visit from Corey's dad to share military artefacts</p> <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> ✓ I can use simple sources to answer questions, including handling the source. 			
Keeping safe in school	Friendship Week - how can I be a good friend?			
School value				
Knowledge organisers	<p>RE (Gail)</p> <p>History (Susan)</p> <p>Science (Alice)</p>			
Whole school assemblies				
Themed day	<p>St Andrew's Day 30th November</p> <p>Diwali (Friday 10th November or Monday 13th November)</p>			

	<p>Christmas (date TBC)</p> <p><u>RE - celebrations and festivals</u></p> <p>Know about and understand religions and world views:</p> <ul style="list-style-type: none"> ✓ 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>Express ideas and insights into religious and world views:</p> <ul style="list-style-type: none"> ✓ 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). B1 B2 B3 ✓ Understand why Jesus is considered to be the light of the world. B1 B2 <p>Gain and deploy the skills for learning from religious and world views:</p> <ul style="list-style-type: none"> ✓ 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	<p><u>The lives of significant individuals who have contributed to national and international events & achievements</u></p> <ul style="list-style-type: none"> ✓ I can name some significant individuals and say why they are important (Guy Fawkes). <p><u>Chronology</u></p> <ul style="list-style-type: none"> ✓ I can give simple reasons for events in the past. - Why do we celebrate Bonfire Night? - Why do we commemorate Remembrance? ✓ I can recount episodes from the past - Bonfire Night - Armistice Day ✓ I can use simple historical terms ✓ I can put areas I have studied in order. 	
AUT 2 Science	<p><u>Seasonal change</u> - Forest school How can we tell that the season is changing?</p>	<p><u>Year 1</u></p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> ✓ Distinguish between an object and from the material which it is made. ✓ Identify and name a variety of everyday materials. ✓ Describe the physical properties of a variety of everyday materials.
		<p><u>Year 2</u></p> <p><u>Everyday materials</u></p> <ul style="list-style-type: none"> ✓ Find out how the shapes of solid objects made from some materials can be changed by squishing, bending, twisting and stretching.
	<p><u>Working scientifically</u></p> <ul style="list-style-type: none"> ✓ Asking simple questions and recognising that they can be answered in different ways. ✓ Observing closely using simple equipment. ✓ Identifying and classifying. 	

	<ul style="list-style-type: none"> ✓ Performing simple tests. ✓ Gathering and recording data to help in answering questions. 		
AUT 2 Art & Design	<u>Textile focus - shoes</u> <u>Techniques (Carrying out and executing artistic tasks)</u> <ul style="list-style-type: none"> ✓ I can express my own ideas in this form as well as consider decorative techniques. ✓ Control: I use materials and tools safely, learning to control them accurately <u>Skills (The ability to do something well)</u> <ul style="list-style-type: none"> ✓ Sewing: I can use a basic stitch to join material I have chosen. <u>Record and evaluate</u> <ul style="list-style-type: none"> ✓ I can review my work and decide how well I have achieved what I set out to achieve 		
AUT 2 Music	<u>Singing assembly and learning songs for the Christmas play</u>		
	<u>Listening & interpreting</u>	<u>Musicianship</u>	<u>Performing (voices & instruments)</u> <ul style="list-style-type: none"> ✓ 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.
			<u>Composing and creativity</u>
AUT 2 PSHE	<u>Year 1</u> <u>Similarities and differences</u> <ul style="list-style-type: none"> ✓ 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. 		<u>Year 2</u> <u>Assumptions and stereotypes about gender</u> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Creating media</u> <u>Information technology</u> ✓ Create images using specific software. ✓ Begin to recognise that specific tools will impact/ contribute towards my design <u>Analyse and evaluate</u> ✓ Evaluate the effectiveness of my work and suggest improvements.	<u>Year 2</u> <u>Digital Photography</u> <u>Information technology</u> ✓ Create images using specific software. ✓ Begin to recognise that specific tools will impact/contribute towards my design <u>Analyse and evaluate</u> ✓ Evaluate the effectiveness of my work and suggest improvements.				
AUT 2 PE	<u>Coached session: Gymnastics</u> <table><tr><td><u>Year 1</u> ✓ 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.</td><td><u>Year 2</u> ✓ 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.</td></tr></table>	<u>Year 1</u> ✓ 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.	<u>Year 2</u> ✓ 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.	<u>Teacher led: Yoga</u> <table><tr><td><u>Year 1</u> ✓ <u>Physical</u>: breathing, relaxation, balance, flexibility, strength ✓ <u>Social</u>: working safely, sharing ideas, leadership ✓ <u>Emotional</u>: calmness, patience, understanding, independence ✓ <u>Thinking</u>: selecting actions, comprehension, focus, providing feedback</td><td><u>Year 2</u> ✓ <u>Physical</u>: breathing, balance, flexibility, strength ✓ <u>Social</u>: working safely, sharing ideas, leadership ✓ <u>Emotional</u>: calmness, patience, understanding ✓ <u>Thinking</u>: selecting actions, creating poses, focus, providing feedback</td></tr></table>	<u>Year 1</u> ✓ <u>Physical</u> : breathing, relaxation, balance, flexibility, strength ✓ <u>Social</u> : working safely, sharing ideas, leadership ✓ <u>Emotional</u> : calmness, patience, understanding, independence ✓ <u>Thinking</u> : selecting actions, comprehension, focus, providing feedback	<u>Year 2</u> ✓ <u>Physical</u> : breathing, balance, flexibility, strength ✓ <u>Social</u> : working safely, sharing ideas, leadership ✓ <u>Emotional</u> : calmness, patience, understanding ✓ <u>Thinking</u> : selecting actions, creating poses, focus, providing feedback
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Spring 1	<u>What makes Sheffield Green?</u>
Hooks for learning	Local area walks and evaluation of existing structures - visit a local park to look at structures and simple mechanisms.
Keeping safe in school	
School value	
Knowledge organisers	Geography (Susan) DT (Susan) RE (Gail)
Whole school assemblies	<u>History</u> - significant individuals - John Graves <u>The lives of significant individuals who have contributed to national and international events & achievements</u> ✓ I understand that people often cause change and this can have long term impact. <u>Music</u> - Instruments <u>Composing and creativity</u> ✓ I can choose sounds effectively to create a 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.
Themed Days	<u>Chinese New Year</u>
SPR 1 Geography Sheffield and UK	<u>Forest School</u> <u>Human physical geography</u> ✓ Know the four seasons and the weather associated with it. <u>Location knowledge</u> ✓ I can use simple geographical vocabulary to refer to landmarks in Sheffield. ✓ I can locate Sheffield on maps, atlases and globes. ✓ I can name the 4 countries of the UK and the 4 capital cities. <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) <u>Geographical and fieldwork skills</u> ✓ I can compare places in Sheffield in terms of geographical features.

	<ul style="list-style-type: none">✓ I understand the four compass points and can use location language.✓ I can devise simple maps and use a key.✓ I can ask questions about my environment✓ I can collect information from fieldwork to deepen my understanding.			
SPR 1 Science	<u>Seasonal change</u> – Forest school what do we notice about winter?			
	<u>Year 1</u> <u>Everyday materials</u> <ul style="list-style-type: none">✓ Compare and group together a variety of everyday materials on the basis of their physical properties.		<u>Year 2</u> <u>Everyday materials</u> <ul style="list-style-type: none">✓ Identify and compare the suitability of a variety of everyday materials, for particular uses.	
	<u>Working scientifically</u> <ul style="list-style-type: none">✓ 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 Design and Technology	<u>Design</u>	<u>Make</u>	<u>Evaluate</u>	<u>Technical skills</u>
	<ul style="list-style-type: none">✓ 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.	<ul style="list-style-type: none">✓ 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.	<ul style="list-style-type: none">✓ 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.	<ul style="list-style-type: none">✓ 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.

SPR 1 RE	<u>Year 1</u> <u>Importance of symbols</u> <ul style="list-style-type: none"> ✓ 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> <u>Importance of symbols</u> <ul style="list-style-type: none"> ✓ Know various creation stories and compare with the Jewish creation story. A2 B2 B3 C1 ✓ Understand how creation stories help us look after our world. B3 C2 ✓ Think about how we can look after our world. C1 C2 C3
SPR 1 PSHE	<u>Year 1</u> <u>Setting Goals</u> <ul style="list-style-type: none"> ✓ Identifying success and achievement. ✓ How does that feel? 		<u>Year 2</u> <u>Achieving realistic Goals</u> <ul style="list-style-type: none"> ✓ What are my learning strengths? ✓ Learning in a group and sharing success. ✓ What does that look like?
SPR 1 Computing	<u>Year 1</u> <u>Creating pictures and text</u> <u>Information technology</u> <ul style="list-style-type: none"> ✓ 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. <u>Analyse and evaluate</u> <ul style="list-style-type: none"> ✓ Evaluate the effectiveness of my work and suggest improvements. 		<u>Year 2</u> <u>Making music</u> <u>Information technology</u> <ul style="list-style-type: none"> ✓ 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. <u>Analyse and evaluate</u> <ul style="list-style-type: none"> ✓ Evaluate the effectiveness of my work and suggest improvements.
PE	<u>Coached session: Dance</u>		<u>Teacher led: Fitness</u>
	<u>Year 1</u> <ul style="list-style-type: none"> ✓ 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. 	<u>Year 2</u> <ul style="list-style-type: none"> ✓ 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. 	<div> <u>Year 1</u> <ul style="list-style-type: none"> ✓ <u>Physical</u>: running, co-ordination, stamina, strength, agility, balance ✓ <u>Social</u>: co-operation, support, responsibility ✓ <u>Emotional</u>: kindness, perseverance, honesty, independence ✓ <u>Thinking</u>: comprehension, creativity, problem solving, reflection </div> <div> <u>Year 2</u> <ul style="list-style-type: none"> ✓ <u>Physical</u>: agility, balance, co-ordination, speed, stamina, skipping ✓ <u>Social</u>: taking turns, encouraging and supporting others ✓ <u>Emotional</u>: determination, perseverance, challenging myself ✓ <u>Thinking</u>: identifying strengths and areas for improvement, </div>

				observing and providing feedback
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Spring 2	<u>Does Sheffield still make Steel?</u>
Hooks for learning	Visit to Kelham Island to look at the history of the steelworks in Sheffield. Possible walk to Weston Park to look at landscape paintings of the city.
Keeping safe in school	
School value	
Knowledge organisers	Art (Jo) History (Susan)
Whole school assemblies	<u>RE – The story of Easter</u> Know about and understand religions and world views: <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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: <ul style="list-style-type: none"> ✓ 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	<u>St David's Day 1st arch</u> <u>St Patrick's day 17th March</u>
SPR 2 Science	<u>Seasonal change</u> – Forest school adopt a tree and complete a detailed sketch <u>Year 1 & Year 2</u> <u>Working scientifically and science week</u> <ul style="list-style-type: none"> ✓ 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 History	<u>Changes within living memory</u> <ul style="list-style-type: none"> ✓ I can listen to adults and look at sources to tell me about the past.

	<ul style="list-style-type: none"> ✓ I learn key facts and information about the period studied. <p><u>Historical knowledge</u></p> <ul style="list-style-type: none"> ✓ 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. <p><u>Chronology</u></p> <ul style="list-style-type: none"> ✓ 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. 										
SPR 2 Art & Design	<p>Focus Artist: LS Lowry</p> <p><u>Techniques (Carrying out and executing artistic tasks)</u></p> <ul style="list-style-type: none"> ✓ Line: I use line effectively to shape my work. <p><u>Skills (The ability to do something well)</u></p> <ul style="list-style-type: none"> ✓ Drawing: I can observe closely from reality. <p><u>Learning from others</u></p> <ul style="list-style-type: none"> ✓ I can compare the work of different artists. ✓ I can give my opinions about the work of different artists. <p><u>Record and evaluate</u></p> <ul style="list-style-type: none"> ✓ I can review my work and decide how well I have achieved what I set out to achieve 										
SPR 2 Music	<p style="text-align: center;"><u>Exploring sound - rhythm and pulse</u></p> <table border="1"> <thead> <tr> <th><u>Listening & interpreting</u></th><th><u>Musicianship</u></th><th><u>Performing (voices & instruments)</u></th><th><u>Composing and creativity</u></th></tr> </thead> <tbody> <tr> <td></td><td> <ul style="list-style-type: none"> ✓ 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. </td><td></td><td></td></tr> </tbody> </table>			<u>Listening & interpreting</u>	<u>Musicianship</u>	<u>Performing (voices & instruments)</u>	<u>Composing and creativity</u>		<ul style="list-style-type: none"> ✓ 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. 		
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SPR 2 PSHE	<p><u>Year 1</u></p> <p><u>Keeping myself healthy</u></p> <ul style="list-style-type: none"> ✓ I know about healthy and unhealthy foods. 		<p><u>Year 2</u></p> <p><u>Motivation</u></p> <ul style="list-style-type: none"> ✓ I know ways to stay motivated. 								

	<ul style="list-style-type: none"> ✓ I know why I need to exercise. ✓ I know how to cross a road safely. ✓ I know about strangers. 		<ul style="list-style-type: none"> ✓ I can make healthier choices. ✓ I know when I feel relaxed. ✓ I know the main food groups. 	
SPR 2 Computing	<u>Year 1</u> <u>Data and information - Grouping data</u> <ul style="list-style-type: none"> ✓ I can create and sort data into visual representations using specific software. 		<u>Year 2</u> <u>Data and information - Pictograms</u> <ul style="list-style-type: none"> ✓ I can create and sort data into visual representations using specific software. 	
SPR 2 PE	<u>Coached session: sending and receiving</u>		<u>Teacher led: team games</u>	
	<u>Year 1</u> <ul style="list-style-type: none"> ✓ I can join in with team games. ✓ I can hit a ball with a bat. ✓ I can kick in different ways. 	<u>Year 2</u> <ul style="list-style-type: none"> ✓ 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>Year 1</u> <ul style="list-style-type: none"> ✓ <u>Physical</u>: balancing, travelling actions ✓ <u>Social</u>: communication, sharing ideas, inclusion, encouraging and supporting others ✓ <u>Emotional</u>: confidence, trust, honesty ✓ <u>Thinking</u>: decision making, using tactics, providing instructions, planning, problem solving 	<u>Year 2</u> <ul style="list-style-type: none"> ✓ <u>Physical</u>: travelling actions, jumping, balancing, ✓ <u>Social</u>: communication, listening, leading, inclusion ✓ <u>Emotional</u>: trust, honesty and fair play, acceptance ✓ <u>Thinking</u>: planning, decision making, problem solving

Summer 1	<u>Why do lions roar?</u>
Hooks for learning	Visit to Yorkshire Wildlife Park
Keeping safe in school	Keeping safe around animals. Dog to visit and discuss rules when meeting animals in public places.
School value	
Knowledge organisers	Science (Alice) Geography (Susan)
Whole school assemblies	<p>History - significant individual David Attenborough</p> <p><u>The lives of significant individuals who have contributed to national and international events & achievements</u></p> <p>✓ I can name some significant individuals and explain why they are important</p> <p><u>Historical knowledge</u></p> <p>✓ I can listen to adults and look at sources to tell me about the past.</p> <p>✓ I can find out about the lives of everyday people</p> <p>Music - pitch</p> <p><u>Musicianship</u></p> <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> <p><u>Listening and interpreting</u></p> <p>✓ I can interpret intent and effect in various genres of music with confidence</p>
Themed Days	St George's Day 23 rd April
SUM 2 Geography <u>Revisit key concepts covered over the year</u>	<p><u>Forest School</u></p> <p><u>Human physical geography</u></p> <p>Know the four seasons and the weather associated with it.</p> <p><u>Geographical skills and fieldwork</u></p> <p>✓ I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing).</p> <p>✓ I can describe a locality using my observations.</p> <p><u>Location knowledge</u></p> <p>✓ I can locate the four countries of the UK on a map.</p>

	<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ✓ I can locate the equator and the North and South Poles. ✓ I can locate some of the hot and cold places in the world. <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> ✓ I can use simple geographical vocabulary (e.g. hill, road, coast) 			
SUM 1 Science	<p><u>Seasonal change</u> – Forest school</p> <ul style="list-style-type: none"> ✓ Observe changes across the four seasons. ✓ Observe and describe weather associated with the seasons and how day length varies. 			
	<p><u>Year 1</u></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ 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. 	<p><u>Year 2</u></p> <p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> ✓ Notice that animals, including humans, have offspring which grow into adults. <p><u>Living things and habitats</u></p> <ul style="list-style-type: none"> ✓ 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. 		
SUM 1 Design and Technology Nutrition	Design	Make	Evaluate	Technical skills
	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ Understand where food comes from. ✓ Explain which foods are seasonal to the UK.

	<ul style="list-style-type: none"> ✓ Add finishing details to make a product more appealing. ✓ Use principles of healthy diet to design dishes. 		and pictures what went well and what they could improve.	
SUM 1 RE	<u>Year 1</u> <u>Stories with a message</u> <ul style="list-style-type: none"> ✓ 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> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Belonging to a family</u> <ul style="list-style-type: none"> ✓ 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 		<u>Year 2</u> <u>Different types of family</u> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Programming: moving a robot</u> <u>Computer science</u> <ul style="list-style-type: none"> ✓ 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. <u>Analyse and evaluate</u> <ul style="list-style-type: none"> ✓ Make predictions about a simple sequence of commands. ✓ Begin to debug algorithms. 		<u>Year 2</u> <u>Programming: animations</u> <u>Computer science</u> <ul style="list-style-type: none"> ✓ 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. <u>Analyse and evaluate</u> <ul style="list-style-type: none"> ✓ Make predictions about a simple sequence of commands. ✓ Begin to debug algorithms. 	
SUM 1 PE	<u>Coached session: Net and wall</u>		<u>Teacher led: Invasion</u>	
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 1</u>	<u>Year 2</u>

	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ <u>Physical</u>: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space ✓ <u>Social</u>: co-operation, communication, supporting and encouraging others, respect and kindness towards others ✓ <u>Emotional</u>: honesty and fair play, managing emotions ✓ <u>Thinking</u>: connecting information, decision making, recalling information 	<ul style="list-style-type: none"> ✓ <u>Physical</u>: throwing and catching, kicking, dribbling with hands and feet, dodging, finding space ✓ <u>Social</u>: communication, respect, co-operation, kindness ✓ <u>Emotional</u>: empathy, integrity, independence, determination, perseverance ✓ <u>Thinking</u>: creativity, reflection, decision making, comprehension
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Summer 2	<u>Where are the mountains?</u>
Hooks for learning	Visit to Bridlington
Keeping safe in school	
School value	
Knowledge organisers	Science (Alice) History (Susan)
Whole school assemblies	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	
SUM 1 Geography Continents	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. <u>Place knowledge</u> ✓ I can use simple geographical vocabulary (e.g. hill, road, coast)	
SUM 2 Science	<u>Seasonal change</u> – Forest school adopt a tree and complete a detailed sketch	
	<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.
	<u>Working scientifically</u> ✓ 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.	
SUM 2 History	<u>The lives of significant individuals who have contributed to national and international events & achievements</u> ✓ I can name some significant individuals and explain why they are important –Amelia Earhart –Ernest Shackleton –Ellen McCarthy <u>Chronology</u> ✓ 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. <u>Historical knowledge</u> ✓ 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.	
SUM 2 Art & Design	<u>Focus: clay and printing</u> <u>Techniques (Carrying out and executing artistic tasks)</u> ✓ Form: I use shading to replace hard line <u>Skills (The ability to do something well)</u> ✓ Sculpting: I learn to join different materials, and simply manipulate the same material with tools. ✓ I can use simple fabric printing media <u>Creativity</u> ✓ I can use my own imagination and experiences to create works. <u>Learning from others</u>	

	<ul style="list-style-type: none"> ✓ I can compare the work of different artists. ✓ I can give my opinions about the work of different artists. <p><u>Record and evaluate</u></p> <ul style="list-style-type: none"> ✓ I can revisit and improve my own art 			
SUM 2 Music	<u>Exploring sound - creating mood music</u>			
	<u>Listening and interpreting</u>	<u>Musicianship</u>	<u>Performing (voices & instruments)</u>	<u>Composition and creativity</u> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Life cycles - animal and human</u> <ul style="list-style-type: none"> ✓ 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. 		<u>Year 2</u> <u>Life cycles in nature</u> <ul style="list-style-type: none"> ✓ 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	<u>Year 1</u> <u>Programming: robot algorithms, quizzes</u> <u>Computer science</u> <ul style="list-style-type: none"> ✓ Explain what an algorithm is. ✓ Modify an algorithm for a specific outcome. 		<u>Year 2</u> <u>Programming: robot algorithms, quizzes</u> <u>Computer science</u> <ul style="list-style-type: none"> ✓ Explain what an algorithm is. ✓ Modify an algorithm for a specific outcome. 	

	<ul style="list-style-type: none">✓ Begin to recognise patterns in an algorithm. With support, decompose an algorithm into its simple functions. <p>Analyse and evaluate</p> <ul style="list-style-type: none">✓ 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.	<ul style="list-style-type: none">✓ Begin to recognise patterns in an algorithm. With support, decompose an algorithm into its simple functions. <p>Analyse and evaluate</p> <ul style="list-style-type: none">✓ 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	<u>Coached session: Athletics</u>		<u>Teacher led: Target games</u>	
	<p><u>Year 1</u></p> <ul style="list-style-type: none">✓ I can join in with team games.✓ I can start to use a range of throwing, jumping and running techniques.	<p><u>Year 2</u></p> <ul style="list-style-type: none">✓ 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.	<p><u>Year 1</u></p> <ul style="list-style-type: none">✓ <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	<p><u>Year 2</u></p> <ul style="list-style-type: none">✓ <u>Physical</u>: running at different speeds, jumping for distance, throwing for distance✓ <u>Social</u>: working safely, collaborating with others✓ <u>Emotional</u>: working independently, determination✓ <u>Thinking</u>: observing and providing feedback, exploring ideas