

Year 2	Fire! Fire!	All Around the World	Living and Growing
Geography	<ul style="list-style-type: none"> • Name and locate the 4 countries that make up the UK. • Name and locate each capital city within the UK. • Name the seas surrounding the UK. • Name and locate 7 continents. • Name and locate 5 oceans. • Use world maps, atlases and globes to identify countries, continents and oceans. • Use basic geographical vocabulary (physical): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Use aerial photographs and perspective plans to recognise landmarks and key features of a landscape. • Identify hot and cold areas of the world in relation to the equator and the poles. 	<ul style="list-style-type: none"> • Name the seas surrounding the UK. • Know at least 4 of the Wonders of the World. • Understand the geographical similarities and differences (both human and physical) of the UK and an area of a small non-European country. • Understand the impact humans can have on the environment both positive and negative. • Use basic geographical vocabulary (physical): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Use world maps, atlases and globes to identify countries, continents and oceans. • Identify hot and cold areas of the world in relation to the equator and the poles. • Name and locate 7 continents. • Name and locate 5 oceans. 	<ul style="list-style-type: none"> • Use simple primary and secondary fieldwork and observation skills to study a local environment. • Use basic geographical vocabulary (human): city, town, village, factory, farm, house, office, port, harbour and shop. • Use basic geographical vocabulary (physical): beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Identify the seasonal and daily weather patterns in the UK. • Understand the impact humans can have on the environment both positive and negative. • Use the 4 compass directions on a basic compass. • Devise a simple map using symbols and a key. • Use directional language to describe features and routes on a map. • Use aerial photographs and perspective plans to recognise landmarks and key features of a landscape.
History	<p>Events beyond living memory that are significant nationally.</p> <ul style="list-style-type: none"> • The Great Fire of London <p>The lives of significant individuals in the past who have contributed to national</p>	<p>Changes within living memory.</p> <ul style="list-style-type: none"> • The moon landing <p>The lives of significant individuals in the past who have contributed to national</p>	<p>Events beyond living memory that are significant nationally.</p> <ul style="list-style-type: none"> • The Crimean War <p>The lives of significant individuals in the past who have contributed to national</p>

	<p>and international achievements. Some should be used to compare.</p> <ul style="list-style-type: none"> • Samuel Pepys <p>Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites pictures, stories, artefacts.</p> <p>Can use parts of stories to show an understanding of events.</p> <p>Ask relevant questions about the people, places or events studied and show curiosity.</p> <p>Begin to make simple connections between people, places and events studied.</p> <p>Identify ways that the past is represented e.g. fictional accounts, illustrations, songs, films, museum displays.</p> <p>Recognise cause and consequence e.g. why people did things, why events happened, what happened as a result of peoples actions.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p> <p>Recognise and make simple observations about who was important in a historical event and why.</p>	<p>and international achievements. Some should be used to compare.</p> <ul style="list-style-type: none"> • Neil Armstrong • Amelia Earhart <p>Significant events, people and places in their own locality.</p> <ul style="list-style-type: none"> • Red Arrows <p>Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites pictures, stories, artefacts.</p> <p>Can use parts of stories to show an understanding of events.</p> <p>Ask relevant questions about the people, places or events studied and show curiosity.</p> <p>Begin to make simple connections between people, places and events studied.</p> <p>Identify ways that the past is represented e.g. fictional accounts, illustrations, songs, films, museum displays.</p> <p>Recognise cause and consequence e.g. why people did things, why events happened, what happened as a result of peoples actions.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>	<p>and international achievements. Some should be used to compare.</p> <ul style="list-style-type: none"> • Florence Nightingale <p>Significant events, people and places in their own locality.</p> <p>Understand and use a source to find information and understand some ways we can find out about the past e.g. books, websites pictures, stories, artefacts.</p> <p>Can use parts of stories to show an understanding of events.</p> <p>Ask relevant questions about the people, places or events studied and show curiosity.</p> <p>Begin to make simple connections between people, places and events studied.</p> <p>Identify ways that the past is represented e.g. fictional accounts, illustrations, songs, films, museum displays.</p> <p>Recognise cause and consequence e.g. why people did things, why events happened, what happened as a result of peoples actions.</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>
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	<p>Develop a secure understanding of the chronological narrative within the times being studied.</p> <p>Establish a secure understanding of where any time period studied fits within the wider chronological picture.</p> <p>Develop an awareness of the past.</p> <p>Use dates within their explanations.</p> <p>Use common words/phrases relating to the passing of time (a long time ago, yesterday, years, recently, younger, decades, centuries, when my ___ were..., BC/AD, period, later, earlier, past, present).</p> <p>Discuss change and continuity in an aspect of life.</p>	<p>Recognise and make simple observations about who was important in a historical event and why.</p> <p>Develop a secure understanding of the chronological narrative within the times being studied.</p> <p>Establish a secure understanding of where any time period studied fits within the wider chronological picture.</p> <p>Develop an awareness of the past.</p> <p>Use dates within their explanations.</p> <p>Use common words/phrases relating to the passing of time (a long time ago, yesterday, years, recently, younger, decades, centuries, when my ___ were..., BC/AD, period, later, earlier, past, present).</p> <p>Discuss change and continuity in an aspect of life.</p>	<p>Recognise and make simple observations about who was important in a historical event and why.</p> <p>Develop a secure understanding of the chronological narrative within the times being studied.</p> <p>Establish a secure understanding of where any time period studied fits within the wider chronological picture.</p> <p>Develop an awareness of the past.</p> <p>Use dates within their explanations.</p> <p>Use common words/phrases relating to the passing of time (a long time ago, yesterday, years, recently, younger, decades, centuries, when my ___ were..., BC/AD, period, later, earlier, past, present).</p> <p>Discuss change and continuity in an aspect of life.</p>
<p>Art</p>	<p><u>Painting</u> <u>Outcome: Drawing houses/ Painting flames</u> <u>Drawing: Building</u></p> <ul style="list-style-type: none"> •The child can use a pencil/chalks/charcoal/pens etc. to make representations of their own ideas. •The child can talk about the different shapes, textures, patterns and lines within their drawing. 	<p><u>Printing</u> <u>Outcome: Creating mono & basic block print art</u> <u>Drawing: Insects</u></p> <p>The child can use a pencil/chalks/charcoal/pens etc. to make representations of their own ideas.</p> <ul style="list-style-type: none"> •The child can talk about the different shapes, textures, patterns and lines within their drawing. 	<p><u>Sculpture</u> <u>Outcome: Clay self-portrait</u> <u>Drawing: Portraits</u></p> <p>The child can use a pencil/chalks/charcoal/pens etc. to make representations of their own ideas.</p> <ul style="list-style-type: none"> •The child can talk about the different shapes, textures, patterns and lines within their drawing.

	<ul style="list-style-type: none"> •The child can use a pencil to create at least 4 different shades. •The child can say which drawing tool would be the most appropriate to use, based on their knowledge of them. •The child can talk about their own drawing and compare it to one by a famous artist. (Talks about similarities and differences). <p>•The child can use their knowledge of mixing two primary colours together and use this in their own work. (red+blue, yellow+blue. Red+yellow).</p> <ul style="list-style-type: none"> •The child uses the terms, "Primary Colours", and "Secondary Colours" appropriately. •The child can select an appropriately sized paint brush for a given task and explain the reasons for their choices. •The child is confident in using watercolours, ready mix and powder paints. •The child can independently organise themselves to paint, getting out equipment and cleaning away afterwards. • The child can talk about their own painting and compare it to one by a famous artist. (Talks about similarities and differences). 	<ul style="list-style-type: none"> •The child can use a pencil to create at least 4 different shades. •The child can say which drawing tool would be the most appropriate to use, based on their knowledge of them. (E.g. dragonfly's wing with chalks or pen?) •The child can talk about their own drawing and compare it to one by a famous artist. (Talks about similarities and differences). •The child uses the terms, "Primary Colours", and "Secondary Colours" appropriately. •Children can use their knowledge of materials to help make sensible choices about which materials or techniques they should choose for a given purpose. • The child confidently explores the different effects that can be created by printing with two colours. • The child uses a simple print block, to create imaginative print designs. • The child is aware of why printing plays an important role in all our lives. They recognise that the reason for making a print block is to reproduce the same image/ text many times over. • The child to explore mono printing and layered effects of printing. • The child can talk about their own print work and compare it to one by a famous artist. (Talks about similarities and differences). • The child is aware of the negative effect that printing has through printing with found objects, foam letters etc • The child to explore mono printing and layered effects of printing. 	<ul style="list-style-type: none"> •The child can use a pencil to create at least 4 different shades. •The child can say which drawing tool would be the most appropriate to use, based on their knowledge of them. (E.g. sheep's wool drawn with chalks or pen?) •The child can talk about their own drawing and compare it to one by a famous artist. (Talks about similarities and differences). <p>•The child can use a range of materials and found objects to create their own 3D representations in the style of a well-known artist.</p> <ul style="list-style-type: none"> •The child can talk about the different shapes, lines, patterns, colours and textures within their sculpture work. •The child can select an appropriate material for a given task, explaining their reasons behind the choices. •The child can create a sculpture which is free standing (Not flat!). •The child can talk about their own sculpture work and compare it to one by a famous artist. (Talks about similarities and differences).
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<p>DT</p>	<p><u>Mechanical systems</u> <u>Wheels/axles – vehicles. Make a fire engine.</u></p> <p>PDA 1 - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment PDA 2 - state what products they are designing and making PDA 3 - say whether their products are for themselves or other users PDA 4 - describe what their products are for PDA 5 - say how their products will work PDA 6 - say how they will make their products suitable for their intended users PDA 7 - use simple design criteria to help develop their ideas</p> <p>PDB 1 - generate ideas by drawing on their own experiences PDB 2 - use knowledge of existing products to help come up with ideas PDB 3 - develop and communicate ideas by talking and drawing PDB 4 - model ideas by exploring materials, components and construction kits and by making templates and mock-ups PDB 5 - use information and communication technology, where appropriate, to develop and communicate their ideas</p> <p>PMA 1 - plan by suggesting what to do next</p>	<p><u>Structures – how to make a stable structure</u> <u>Investigate structures from around the world.</u></p> <p>PDA 1 - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment PDA 2 - state what products they are designing and making PDA 3 - say whether their products are for themselves or other users PDA 4 - describe what their products are for PDA 5 - say how their products will work PDA 6 - say how they will make their products suitable for their intended users PDA 7 - use simple design criteria to help develop their ideas</p> <p>PDB 1 - generate ideas by drawing on their own experiences PDB 2 - use knowledge of existing products to help come up with ideas PDB 3 - develop and communicate ideas by talking and drawing PDB 4 - model ideas by exploring materials, components and construction kits and by making templates and mock-ups</p> <p>PDB 5 - use information and communication technology, where appropriate, to develop and communicate their ideas</p>	<p><u>Food</u> <u>Ice Lollies – healthy eating</u></p> <p>PDA 1 - work confidently within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment PDA 2 - state what products they are designing and making PDA 3 - say whether their products are for themselves or other users PDA 4 - describe what their products are for PDA 5 - say how their products will work PDA 6 - say how they will make their products suitable for their intended users PDA 7 - use simple design criteria to help develop their ideas</p> <p>PDB 1 - generate ideas by drawing on their own experiences PDB 2 - use knowledge of existing products to help come up with ideas PDB 3 - develop and communicate ideas by talking and drawing PDB 4 - model ideas by exploring materials, components and construction kits and by making templates and mock-ups</p> <p>PDB 5 - use information and communication technology, where appropriate, to develop and communicate their ideas</p> <p>PMA 1 - plan by suggesting what to do next</p>
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	<p>PMA 2 - select from a range of tools and equipment, explaining their choices PMA 3 - select from a range of materials and components according to their characteristics</p> <p>PMB 1 - follow procedures for safety and hygiene PMB 2 - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components PMB 3 - measure, mark out, cut and shape materials and components PMB 4 - assemble, join and combine materials and components PMB 5 - use finishing techniques, including those from art and design</p> <p>PEA 1 - talk about their design ideas and what they are making PEA 2- make simple judgements about their products and ideas against design criteria PEA 3 - suggest how their products could be improved</p> <p>Evaluating PEB 1 - what products are PEB 2 - who products are for PEB 3 - what products are for PEB 4 - how products work PEB 5 - how products are used PEB 6 - where products might be used PEB 7 - what materials products are made from PEB 8 - what they like and dislike about products</p>	<p>PMA 1 - plan by suggesting what to do next PMA 2 - select from a range of tools and equipment, explaining their choices PMA 3 - select from a range of materials and components according to their characteristics</p> <p>PMB 1 - follow procedures for safety and hygiene PMB 2 - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components PMB 3 - measure, mark out, cut and shape materials and components PMB 4 - assemble, join and combine materials and components PMB 5 - use finishing techniques, including those from art and design</p> <p>PEA 1 - talk about their design ideas and what they are making PEA 2- make simple judgements about their products and ideas against design criteria PEA 3 - suggest how their products could be improved</p> <p>Evaluating PEB 1 - what products are PEB 2 - who products are for PEB 3 - what products are for PEB 4 - how products work PEB 5 - how products are used PEB 6 - where products might be used PEB 7 - what materials products are made from</p>	<p>PMA 2 - select from a range of tools and equipment, explaining their choices PMA 3 - select from a range of materials and components according to their characteristics</p> <p>PMB 1 - follow procedures for safety and hygiene PMB 2 - use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components PMB 3 - measure, mark out, cut and shape materials and components PMB 4 - assemble, join and combine materials and components PMB 5 - use finishing techniques, including those from art and design</p> <p>PEA 1 - talk about their design ideas and what they are making PEA 2- make simple judgements about their products and ideas against design criteria PEA 3 - suggest how their products could be improved</p> <p>Evaluating PEB 1 - what products are PEB 2 - who products are for PEB 3 - what products are for PEB 4 - how products work PEB 5 - how products are used PEB 6 - where products might be used PEB 7 - what materials products are made from PEB 8 - what they like and dislike about products</p>
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	<p>PTK 1 - about the simple working characteristics of materials and components</p> <p>PTK 2 - about the movement of simple mechanisms such as levers, sliders, wheels and axles</p> <p>PTK 6 - the correct technical vocabulary for the projects they are undertaking</p>	<p>PEB 8 - what they like and dislike about products</p> <p>PTK 1 - about the simple working characteristics of materials and components</p> <p>PTK 3 - how freestanding structures can be made stronger, stiffer and more stable</p> <p>PTK 6 - the correct technical vocabulary for the projects they are undertaking</p>	<p>PTK 1 - about the simple working characteristics of materials and components</p> <p>PTK 5 - that food ingredients should be combined according to their sensory characteristics</p> <p>PTK 6 - the correct technical vocabulary for the projects they are undertaking</p> <p>PCNA 1 - that all food comes from plants or animals</p> <p>PCNA 2 - that food has to be farmed, grown elsewhere (e.g. home) or caught</p> <p>PCNB 1 - how to name and sort foods into the five groups in The eatwell plate</p> <p>PCNB 2 - that everyone should eat at least five portions of fruit and vegetables every day</p> <p>PCNB 3 - how to prepare simple dishes safely and hygienically, without using a heat source</p> <p>PCNB 4 - how to use techniques such as cutting, peeling and grating</p>
<p>Science</p>	<p><u>Materials and their properties</u></p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard Find out how the shapes of solid objects made from some materials 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Compare the differences between things that are living, dead and things that have never been alive. Describe how different habitats provide for the basic needs of different kinds of animals and plants. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

	<p>can be changed by squashing, bending, twisting and stretching.</p> <p><u>Sc1 – Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions such as ‘Why...?’, ‘How...?’ and ‘What if...’, and recognise that they can be answered in different ways • To develop the skill of asking simple questions and recognising that they can be answered in different ways • To understand how to observe closely, using simple equipment • To develop the skill of performing simple tests • To understand how to identify and classify by using their observations and ideas to suggest answers to questions • To develop the skill of gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Identify and name a wide variety of plants and animals in their habitats. • Describe the idea of a food chain and how consumers obtain food, and identify and name different sources of food. • <p><u>Sc1 – Working Scientifically</u></p> <ul style="list-style-type: none"> • Ask simple questions such as ‘Why...?’, ‘How...?’ and ‘What if...’, and recognise that they can be answered in different ways • To develop the skill of asking simple questions and recognising that they can be answered in different ways • To understand how to observe closely, using simple equipment • To develop the skill of performing simple tests • To understand how to identify and classify by using their observations and ideas to suggest answers to questions • To develop the skill of gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • Describe how plants and tress change from season to season. • Describe and compare the weather in different seasons around the world • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a wide variety of plants and animals in their habitats, including micro-habitats <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
<p>RE</p>	<p>Being Human- Islam</p> <p>LT: To understand that RE learning links to believing, thinking and living.</p> <p>LT: To understand what Islam is.</p> <p>LT: To know about the five pillars of Islam.</p> <p>LT: To know about Muslim beliefs.</p> <p>LT: To know that Muslims belive you should make good choices (Akhlaq).</p>	<p>Thankfulness</p> <p>LT: To understand why it is important to say thank you.</p> <p>LT: To understand the importance of thankfulness to Christians.</p> <p>LT: To understand the importance of thankfulness to Jews.</p>	<p>Salvation – Christianity</p> <p>LT: To know what happened in the Easter story.</p> <p>LT: To understand why there is a feeling of sadness in the Easter story.</p> <p>LT: To understand why Easter is important to Christians.</p> <p>LT: To know some of the Easter symbols.</p>

	<p>LT: To understand the Muslim value of sharing.</p> <p>Life Journey- Islam</p> <p>LT: To understand key Muslim beliefs.</p> <p>LT: To understand what it is like to belong in a Muslim community.</p> <p>LT: To know how Muslims welcome a new baby.</p> <p>LT: To know how Christians welcome a new baby.</p> <p>LT: To develop the skill of comparing Christian and Islamic birth rites.</p>		<p>LT: To understand that to Christians, Jesus brings good news.</p> <p>Incarnation- Christianity</p> <p>LT: To know that Jesus was special to Christians.</p> <p>LT: To know the Christian Christmas story.</p> <p>LT: To understand how Christians prepared for the new baby, Jesus.</p> <p>LT: To know how Christians prepare for Christmas (advent).</p> <p>LT: To understand what Christians are thankful for at Christmas time.</p>
<p>Computing</p>	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are researchers</u></p> <ul style="list-style-type: none"> • Develop collaboration skills as working as part of a group. • Develop research skills through searching for information on the internet. • Improve note taking skills through the use of mind mapping <p>Develop presentation skills through creating and developing a short multimedia presentation.</p> <p><u>We are detectives</u></p> <ul style="list-style-type: none"> • Understand that email can be used to communicate • Develop skills in opening, composing and sending emails. • Gain skills at opening and listening to audio files on the computer. • Use appropriate language in emails. • Develop skills in editing and formatting texts in emails. 	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are astronauts</u></p> <ul style="list-style-type: none"> • Have a clear understanding of algorithms and sequences of instructions. • Convert simple algorithms into programs. • Predict what a simple program would do. • Spot and fix, debug errors in their programs. <p><u>We are game testers</u></p> <ul style="list-style-type: none"> • Describe carefully what happens in computer games. • Use logical reasoning to make predictions of what a program will do. • Test these predictions. • Think critically about computer games and their use. • Be aware of how to use games safely and in balance with other activities. 	<p><u>Digital Literacy and E-Safety</u></p> <p><u>We are zoologists</u></p> <ul style="list-style-type: none"> • Sort and classify a group of items by answer questions. • Collect data using tick charts or tally charts. • Use simple charting software to create pictograms and other basic charts. • Take, edit and enhance photographs. • Record information on a digital map. • Select their best images to include in a shared portfolio. <p><u>We are photographers</u></p> <ul style="list-style-type: none"> • Consider the technical and artistic merits of photographers. • Use a digital camera or camera app to take photos. • Review and reject, or rate the images that they take. • Edit and enhance their photographs.

	<ul style="list-style-type: none"> • Be aware of e-safety issues when using emails. 		
Food Education	<p>Understanding basic hygiene routines</p> <p>Sifting dry ingredients</p> <p>Cracking eggs</p> <p>Whisking eggs</p> <p>Kneading dough – Pizza?</p> <p>Make and sell Christmas cookies to use all of these skills? – Link to Enterprise.</p>	<p>Understanding basic hygiene routines</p> <p>Using a knife to spread – spread fillings on crepes on wow day?</p> <p>Measuring and weighing ingredients – link to Maths</p> <p>Setting the table – link to residential trip.</p>	<p>Understanding basic hygiene routines</p> <p>Chopping fruits and vegetables – link to DT</p>
PE MSP Teachers	<p>Fundamental movement skill – Throwing and catching</p> <p>Game: Tag Rugby</p> <p>LT: To develop the skill of mastering basic movements (throwing and catching)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Fundamental movement skill – Running and coordination</p> <p>Game: Gymnastics</p> <p>LT: To develop the skill of mastering basic movements (balance and agility)</p> <p>Dance</p> <p>LT: To develop the skill of performing dances using simple movement patterns.</p> <p>Link sport: circus skills</p>	<p>Fundamental movement skill: Running and coordination</p> <p>Game: Tennis/ Badminton</p> <p>LT: To develop the skill of mastering basic movements (running and coordination)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Fundamental movement skill: running and coordination</p> <p>Game: Football</p> <p>LT: To develop the skill of mastering basic movements (running and coordination)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Fundamental movement skill – Running and co-ordination</p> <p>Game: Hockey</p> <p>LT: To develop the skill of mastering basic movements (running and coordination)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Link sport: Quidditch</p>	<p>Fundamental movement skill: jumping, throwing and catching</p> <p>Basketball</p> <p>LT: To develop the skill of mastering basic movements (jumping, throwing and catching)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Fundamental movement skill: jumping, throwing and catching</p> <p>Cricket</p> <p>LT: To develop the skill of mastering basic movements (jumping, throwing and catching)</p> <p>LT: To develop the skill of participating in team games and developing simple tactical skills.</p> <p>Fundamental movement skill – Running, jumping, throwing and catching.</p> <p>Game: Athletics</p> <p>LT: To develop the skill of mastering basic movements (jumping, throwing and catching)</p> <p>Link sport: Circuits</p>

		<p>Fundamental movement skill – Running and coordination Game: Netball LT: To develop the skill of mastering basic movements (running and coordination) LT: To develop the skill of participating in team games and developing simple tactical skills. Link sport: Benchball</p>	<p>Fundamental movement skill – Running, jumping, throwing and catching. Game: Rounders LT: To develop the skill of mastering basic movements (jumping, throwing and catching) LT: To develop the skill of participating in team games and developing simple tactical skills. Link sport: Lacrosse</p>
Life Sim	<p>Greeting different people in different ways. How to speak politely on the phone and how to use FaceTime respectfully. Shoes laces Organising things for home time independently. Encouraging independence for bringing everything to school (making checklists).</p>	<p>Sticking sheets of paper into books neatly and accurately. Presentation of work. Setting a table Table manners Wash up plates Packing a suitcase (link to residential trip).</p>	<p>Washing face/body Brushing hair Mental health – mindfulness/calming techniques. Flow chart. Give them a scenario – children create a flow chart of who/what to do. (E.g. pencil is broken – do I solve it myself or go to an adult.)</p>
Music	<p>Hands, Feet, Heart</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>I wanna play in a band</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music 	<p>Zootime</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music

	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Christmas production songs</p>	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Friendship song</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Reflect, rewind, replay</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
MFL	<p>Language Angels topic: Early Language Teaching J'Apprends Le Francais (I am learning French)</p> <ul style="list-style-type: none"> • France & French speaking countries • Asking & saying how you feel • Asking & saying your name • Numbers 1 to 10 & colours introduction 	<p>Language Angels topic: Early language Teaching Les Couleurs et Les Nombres (colours and numbers)</p> <ul style="list-style-type: none"> • First set of five colours introduced • Second set of five colours introduced • Consolidate our knowledge of all ten colours • Numbers 1 to 5 • Numbers 6 to 10 	<p>Language Angels topic: Early Language Teaching Je Peux... (I can)</p> <ul style="list-style-type: none"> • Introduce first 5 activities / verbs • Introduce next 5 activities / verbs • Introduction of 'je peux' • Reading & listening exercises around je peux
Character Education	<p><u>Friendships and Respecting Self and Others</u></p> <ul style="list-style-type: none"> • To understand how people make friends and what makes a good friendship. • To know simple strategies to resolve arguments positively. 	<p><u>Mental Health and Wellbeing</u></p> <ul style="list-style-type: none"> • To know how feelings can affect people's bodies and how they behave. • To understand how to recognise what others might be feeling. 	<p><u>Safe Relationships and Managing Hurtful Behaviour</u></p> <ul style="list-style-type: none"> • To understand that some things are private. • To know how to respond if physical contact makes me feel uncomfortable.

- To know what is kind and unkind behaviour.
- To recognise the ways in which they are the same/ different to others.
- To show I can recognise when I or someone else feels lonely.
- To understand how to treat myself and others with respect.

Healthy Lifestyles (Physical Wellbeing)

- To know different ways to keep healthy.
- To understand how physical activity helps us to stay healthy.
- To understand which foods support good health.
- To understand why sleep is important and different ways to rest and relax.
- To know about different ways to learn and play.
- To know that medicines can help people to stay healthy.
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- To know that now everyone feels the same at the same time or about the same things.
- To know about ways of sharing feelings.
- To develop the skill of calming myself or changing my mood.
- To know how change and loss could change my mood.

Families and Close Positive Relationships

- To understand the roles of the different people in our lives.
- To know the people who love and care for me and how they make me feel cared for.
- To know about different types of families.
- To know who and how to speak to if something about my family makes me feel worried/unhappy.
- To develop the skill of identifying common features of family life.

- To understand when permission should be asked for/sought.
- To understand the difference between secrets and happy surprises.
- To know what to do if they feel unsafe/worried for themselves or others.
- To know that hurtful behaviour is not acceptable.

Keeping Safe

- To know about rules and age restrictions that keep us safe.
- To develop the skill of recognising risks in everyday situations.
- To understand that household products can be harmful.
- To know about things (including medicines) that people can put into their body and what affect they can have.
- To know what to do if there is an accident and someone is hurt.
- To know how to get help in an emergency.

Ourselves, growing and Changing

- To recognise the ways in which we are unique.
- To name the main parts of the body.
- To know how people grow and change from young to old.

			<ul style="list-style-type: none"> To develop the skill of coping with change/transitions.
Enterprise	<p><u>Financial capability</u> <u>Part 1</u></p> <ul style="list-style-type: none"> Recognise the coins and notes that we use e.g. Describe and distinguish between various coins. Understand that different countries use different coins and notes e.g. Pick out foreign coins from a selection and discuss them Understand the exchange of coins and notes for goods e.g.- Exchange goods for coins in a role-play situation, for example a class shop and be able to count out the right amount of money. Recognise that there are regular and unpredictable sources of money e.g. Discuss where money might come from for example earnings, allowances, benefits, pocket money gifts, winnings. Recognise that adults also have to spend money on familiar things like household expenses e.g. Use and investigate food bills, utility bills and credit cards, etc. in the role-play area. Be able to talk about things that they may want to spend their money on e.g. Discuss how the class might spend £50 on resources. 	<p><u>Understanding business skills.</u></p> <p>As YR and choose a company (local or national) that the children may be familiar with (e.g. Toys R Us) and discuss how that company might run. Discuss when a company might have busy times and quieter times. Discuss things that need done continually, e.g keeping records, making lists,, being organised, everyone knowing their role.</p> <p>As Y1 and choosing a child to lead a discussion, emphasising the importance of allowing all views to be heard and considered.</p> <p>Knowing the importance of keeping records. Create a task where the pupils have to sort money and receipts, for example, into an order. They will justify reasons for their method of sorting. Introduce ideas of income and expenditure as money in and out, earned and spent. This could be linked to Life sim.</p> <p>Discuss questionnaires. Discuss what needs to be included, what needs to be found out. Discuss open and closed questions and what sort of answers they yield. Model how to formulate a good question. Model how to collate the results (Bar chart, Table, Tally Chart etc.)</p>	<p><u>Starting a 'real business'.</u></p> <p>With assistance from teacher, the children will brainstorm for ideas for their Enterprise. They will discuss the advantages and disadvantages of their ideas and chose one as the focus of their Enterprise.</p> <p>Market Research Children create key questions that they can ask family members/ members of the school community. Results are considered. Pupils consider results in class and decide if they have a market for their product / service. Pupils to realise that the cost of a product / service is dependant on the cost of production. Use market research to help determine cost of production and selling. Decide on a price and whether the chosen Enterprise will be viable. If not, Go back again to choosing a different business idea.</p> <p>Reason for Enterprise Children are aware of the reason for taking part in Enterprise as a way to make money and to use all the skills they have learned through their Financial Capability work.</p> <p>Creation of Business Plan In order to secure funding , the children must create a way of presenting their ideas [1] How much money they need to set up their business [2] How they</p>

	<p>Part 2</p> <ul style="list-style-type: none"> • Begin to understand the importance of keeping financial records e.g. Organise a role play bank which keeps track of children's imaginary savings over time in the context of a class project. • Know how we can keep money safe - either by giving it to a responsible adult or locking it away e.g. Decide where to keep class trip money. • Know that we have to pay for what we buy e.g. Go on a class trip to the shops. • Be able to consider possible ways of spending money e.g. Brainstorm different ways in which £5 could be spent • Understand the consequences of losing money or having it stolen e.g. Discuss if we lose something that needs replacing, what does this mean for the money we have? <p>Part 3</p> <p>Choose how to spend money e.g. What would you do if you were given £10?</p> <ul style="list-style-type: none"> • Begin to talk about the value of money e.g. Discuss whether or in what circumstances, £5 is a lot of money? • Begin to be able to talk about how spending money and our satisfaction from the purchase may vary e.g. Discuss children's choices in the context of 'Would you rather...' by John Burningham • Begin to understand that there are consequences to having more or less money e.g. Discuss questions such as: What happens if you have no money to 	<p>Look at a simple business Plan. Discuss what each section means and how you might fill it in. Discuss why we have one in Business.</p> <p>Pupils will discuss several marketing strategies e.g. posters, leaflets, special offers, TV adverts etc. They will chose 1 and discuss the impact it would have.</p> <p>Role Play selling an items/ toys to each other. Before starting the sale the children must decide upon the strengths, cost and advantages of the product. They must also decide if there are any disadvantages to the product so that they can think about an argument to overcome this.e.g. if the toy does not move then this is good because.... They can then be introduced to some of the basics of selling a product e.g. Introducing themselves clearly at the start, using the appropriate vocabulary and select some of the phrases for the class to try and use.</p> <p>Teach children to create posters with word art and a border. Children should be able to type a simple letter and word process with a Capital Letter and a full stop. They should also be able to type simple labels and signs.</p> <p>Role Play how to make a phone call with the children. Discuss how to have good manners and how a phone call should begin and end. Discuss the idea that the phone call must have a purpose and how</p>	<p>plan to make money [3] Who will buy their product or use their service.</p> <p>Creating a Company Choose a company name and logo. Decide on personnel required. Discuss what each role involves. Children take turns each week to be the treasurer, chairperson etc. Utilise the skill set within the group, as decided by the children.</p> <p>Production (Practical Tasks) Children run their actual business. This could be one of the following... · A Service (Providing a service for others e.g. washing bicycles, cleaning shoes etc) · A Product (Selling a product to others e.g. vegetables/ cards/ food) · An Event (Hosting an event to make money e.g. A Fashion Show, A Football Tournament, An Ice Skating Rink etc.) · A social Enterprise where profits support a charity.</p> <p>Evaluation Children evaluate the business in relation to the profits, their role and the journey which they have undertaken. Was the business successful?</p> <p>Writing thank you letters Children write basic ideas to be included in thank you letters for people who have contributed to the success of the business. These children can also create any images or pictures for this.</p> <p>Preparation for End of</p>
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	<p>buy sweets? Or for the bus home? Or if the school has no money?</p> <ul style="list-style-type: none">• Begin to understand that people have different standards of living in different countries e.g. Find out about different incomes and prices in different countries.	<p>to conduct this politely. Let children practise this skill.</p> <p>Show the children a simple letter which is persuasive and asking for something. Discuss why it is so persuasive.(Look at the language and the way it is set out). Ask the children to then write their own letter (In teams, whole class or individually) to convince the Head Teacher of something.</p>	<p>Enterprise Presentation Children prepare their method of presentation about their enterprise to the rest of the school. This may be in the form of drawings/photographs or basic images.</p> <p>Ways to invest earnings Children present their preferred way of spending the enterprise funds which they have raised.</p>
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