PIONEER
FEDERATION

Achievement for All, Learning Together, Learning for Life

KS1 Curriculum

(Year 1 and 2)

Cycle 1

KS1 Curriculum (Year 1 and 2)

Cycle 1

INTENT

See Reading Curriculum Road Map for supplementary texts

Term 1 **The Great Fire of London** How did the great fire change London?	Term 2 **Toys** Why do we have toys?	Term 3 **Extreme Weather** How does weather effect our lives?	Term 4 **Contrasting continents** What makes Africa unique?	Term 5 **Famous Faces** How do people create change?	Term 6 **Glorious Growing** Why does change happen?
Core Texts: *The Great Fire of London Anniversary Edition* by Emma Adams *All Aboard the London Bus* by Patricia Toht *Hot Like Fire* By Valerie Bloom **History:** How do we know so much about what happened in the Great Fire of London? **History:** Why is Guy Fawkes Remembered? **Science:** Seasonal changes Senses **Computing:** 1.1 Online safety 2.5 Effective searching **DT:** Building structures **RE: What does it mean to belong to a faith community?** **Music:** Exploring percussion **PSHE:** Being Me in My World **PE: Attack, Defend, Shoot (Unit 2)**	**Core Texts:** *Lost in the Toy Museum* by David Lucas Traction *Man* by Minnie Grey *Dogger* by Shirley Hughes **History:** How do our toys and games compare with those of children in the past? **Science:** Plants Seasonal changes- tree focus **Computing: :** 1.9 Technology outside school 1.8 Spreadsheets **DT:** Creating toys **RE: Understanding Christianity – What do Christians believe God Is like?** **Music:** Toy Music/ Nativity songs **PSHE:** Celebrating Difference **PE: Gymnastics (Unit 2)**	**Core Texts:** *Small in the City* by Sydney Smith *Last Stop on Market Street* by Matt de la Pena *A Place Called Home* by Kate Baker *Coming to England* by Floella Benjamin **Geography:** How does weather effect our lives? How is the climate changing? **Science:** Seasonal Changes **Computing:** 1.4 Lego builders 1.2 grouping and sorting **Art:** Painting **RE: Understanding Christianity Creation: Who do Christians say made the world?** **Music:** Composing own music **PSHE:** Dreams and Goals **PE: Dance (Unit 2)**	**Core Texts:** *Meerkat Mail* by Emily Gravett *Yours sincerely, Giraffe* by Megumi Iwassa **Geography:** How does the geography of Malawi compare with my locality? **Science:** Materials **Computing: :** 2.6 creating pictures **Art:** Collage **RE: Understanding Christianity** – Gospel What is the 'Good News Christians believe that Jesus Brings? Easter **Music:** Music from around the world **PSHE:** Healthy Me **PE: Send and return (Unit 2)**	**Core Texts:** *Women that Changed the World* by Kate Pankhurst *Little People Big Dreams* – Amelia Earhart, Frida Kahlo *The Extraordinary Life of* Neil Armstrong Martin Howard and Freda Chiu **History:** Who are the great history makers? How do people create change? **Science:** Animals including humans (offspring) Final comparison lessons for seasonal changes. **Computing:** 1.7 coding **DT:** Cooking **RE: Judaism – Who is Jewish? How do they live? (long unit)** **Music:** Music linked to famous faces **PSHE:** Relationships **PE: Run, jump throw (Unit 2)**	**Core Texts:** *Bee* by Bitta Teckentrup *The Little Gardener* by Emily Hughes Wangari's *Trees of Peace* *The Tiger in the Garden* by Lizzie Stewart **Geography:** What are the countries of the UK? What makes them special? **Science:** Plants (Wild Flower Focus) **Computing:** 2.1 coding **Art:** Line drawing **RE: Judaism – Who is Jewish? How do they live? (long unit)** **Music:** Garden music **PSHE:** Changing Me **PE: Hit, catch, throw (Unit 2)**

Term 1 The Great Fire of London How did the great fire change London?	Term 2 Toys Are toys just for children?	Term 3 Extreme Weather	Term 4 Meerkat Mail	Term 5 Famous Faces	Term 6 Glorious Growing
Literacy genres (adaptable according to needs and interests of children)					
Diary entries as Samuel Pepys Instructions Letters Narrative	Instructions – how to operate your favourite toy Narrative Poetry Information	Recount Diary entry Newspaper report Narratives Information Poetry	Letters and postcards in the style of Meerkat Mail Non-chronological reports about meerkats and other animals Narratives - short stories	Information Narratives Instructions	Non-chronological report Information Narratives
Maths themes (adaptable according to needs of children) Maths overview adapted from https://whiterosemaths.com/					
Place Value Y1 numbers to 10 Y2- numbers to 100 **Addition and Subtraction** Y1- within 10 Y2- within 100	**Addition and Subtraction** Y1- within 10 Y2- within 100 **Geometry** Y1 Shape Y2 Properties of shape **Consolidation**	**Place Value** Y1- Place Value to 50 **Addition and Subtraction** Y1- within 20 **Multiplication and division** Y2 multiplication and division **Measurement** Y2 Money	**Place Value** to 50 Y1 **Measurement** Y1 Length and Height Y1 weight and volume Y2 Length and Height Y2- Mass, capacity and temperature	**Multiplication and division** Y1 multiplication and division **Fractions** Y1 Fractions Y2 fractions **Measurement** Y2 time	**Statistics** Y2 **Geometry** Y1 position and direction Y2 Position and direction **Place Value** to 100 Y1 **Measurement** Y1 Money Y1 time **Problem solving and efficient methods**

Science skills: Implementation

Term 1 Seasonal changes Senses	Term 2 Plants tree focus Seasonal changes-	Term 3 Seasonal Changes	Term 4 Materials	Term 5 Animals including humans (offspring)	Term 6 Plants (Wild Flower Focus) Final comparison lessons for seasonal changes.
Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Identify and name a variety of trees, and those classified as deciduous and evergreen Identify and describe the basic structure of a variety of common trees including roots, trunk, leaves and flowers.	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Notice that animals, including humans, have offspring which grow into adults Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.	Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers. Identify and name a variety of common plants, including garden plants and wild plants. Observe changes across the four seasons

Working Scientifically skills: Implementation

Question Observe Predict	Observe Sorting and classifying Recording	Record Predict Measure Conclusions/So What?	Recording Predicting Fair tests Conclusions Suggesting improvements	Question Record Sort and classify Conclusions/so what?	Observe Sorting and classifying Method and equipment/safety Take measurements/record

Scientific Knowledge Gained: Impact					
To know the changes from summer to autumn. To know the order of the seasons and the months. To observe weather patterns. To know how the length of day changes with the season they are in ready to compare to other seasons throughout the year. To ask questions about the weather. To predict the weather based on observations they have made.	To know how to observe and identify trees in their local environment. To name a range of trees in their local environment. To sort deciduous and evergreen trees. To identify the weather in autumn and how it affects the trees in their local area. To record their observations and understanding when asking questions. To know the structure of trees- roots, trunk, leaves and flowers.	To know the changes from autumn to winter. To know how the length of day changes with the season they are in- comparison between term 1 and term 3. To compare different weather locally to that around the world and why our seasons are different to those in Australia. To record, measure and observe rain and wind. To predict the weather based on observations. To draw conclusions about the rainfall collected then link this to the real world.	To know the properties of materials they use in their everyday lives. To name materials they use in their everyday lives. To compare the physical properties of materials. To know the suitability of wood, metal, plastic, glass, brick, rock, paper and cardboard in their everyday lives and objects they use. To compare the suitability of wood, metal, plastic, glass, brick, rock, paper and cardboard in their everyday lives and objects they use. To know how the shapes of solid objects made from some materials can be changed. To identify solid shape changing by describing: squashing, bending, twisting and stretching.	To order the stages of growth in humans. To know that humans have offspring, To understand the life cycle of a human. To understand that animals have offspring and to name the offspring and match to the parent. To draw and name the basic parts of a human body. To name the 5 senses and say which part of the body they are associated with.	To identify and describe the roots, stem, trunk, leaves and flowers of plants and trees in the local area. To name and identify wild flowers growing the local area. To compare observations of weather made throughout the year to the summer season. To observe and compare the changes in plants and trees during the seasons.

Computing skills: Implementation

Term 1 1.1 Online safety 2.5 Effective searching	Term 2 1.9 Technology outside school 1.8 spreadsheets	Term 3 1.4 Lego builders 1.2 grouping and sorting	Term 4 2.6 creating pictures	Term 5 1.7 coding	Term 6 2.1 coding
Online Safety To log in safely and understand why that is important. To create an avatar and to understand what this is and how it is used. To be able to create a picture and add their own name to it. To start to understand the idea of 'ownership' of creative work. To save work to the My Work area andunderstand that this is private space To learn how to find saved work in the Online Work area. To learn about what the teacher has access to inPurple Mash. To learn how to see messages left by the teacher on their work. To learn how to search Purple Mash to find resources. To become familiar with the types of resources available in the Topics section. To become more familiar with the icons used in the resources in the Topics section. To start to add pictures and text to work. To explore the Tools area of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.	**Technology outside school** To find and understand examples of where technology is used in the local community To record examples of technology outside school. **Spreadsheets** To understand what a spreadsheet looks like. To be able to navigate around a spread sheet and enter data. To learn new vocabulary related to spreadsheets. To add clipart images to a spreadsheet. To use the 'move cell' and 'lock' tools. To use the 'speak' and 'count' tools in 2Calculate to count items.	**Lego builders** To emphasise the importance of following instructions. To follow and create simple instructions on the computer. To consider how the order of instructions affects the result. **Grouping and sorting** To begin to think logically about the steps of a process. To sort items using a range of criteria To sort items on the computer using the 'Grouping' activities in Purple Mash. To bring together logical thinking and the use of technology. To introduce the term 'algorithm' to describe logically following a process. Children have used Purple Mash activities to sort various items online using a variety of criteria	To explore 2Paint A Picture. To look at the work of Impressionist artists and recreate them using the Impressionism template. To look at the work of pointillist artists such as Seurat. To recreate pointillist art using the Pointillism template. To look at the work of Piet Mondrian and recreate it using the Lines template. To look at the work of William Morris and recreate it using the Patterns template. To look at some surrealist art and create your own using the eCollage function in 2Paint A Picture.	To understand what instructions are. To predict what will happen when instructions are followed. To understand that computer programs work by following instructions called code. To use code to make a computer program. To understand what objects and actions are. To understand what an event is. To use an event to control an object. To understand what an event is. To begin to understand how code executes when a program is run. To understand what backgrounds and objects are. To understand how to use the scale attribute (property). To plan a computer program. To make a computer program.	To understand what an algorithm is. To create a computer program using an algorithm. To create a program using a given design. To understand the collision detection event. To understand that algorithms follow a sequence. To design an algorithm that follows a timed sequence. To understand that different objects have different attributes (properties). To understand what different events do in code. To create a program using a given design. To understand the function of buttons in a program. To know what debugging means. To understand the need to test and debug a program repeatedly. To debug simple programs.

To explore the Games area on Purple Mash. (extension) To understand the importance of logging out when they have finished. **Effective searching** To understand the terminology associated with the Internet and searching. To gain a better understanding of searching the Internet To create a leaflet to help someone search for information on the Internet					
Computing Knowledge Gained: Impact					
Online Safety Children can log in to Purple Mash using their own login. Children have created their own avatar and understand why they are used. Children can add their name to a picture they created on the computer. Children are beginning to develop an understanding of ownership of work online. Children can save work into the My Work folder in Purple Mash and understand that this is a private saving space just for their work. Children can find their saved work in the Online Work area of Purple Mash.	**Technology outside school** Children understand what is meant by 'technology'. Children have considered types of technology used in school and out of school. Children have recorded 4 examples of where technology is used away from school. **Spreadsheets** Children can navigate around a spreadsheet. Children can explain what rows and columns are. Children can save and open sheets.	**Lego builders** Children know that to achieve the effect they want when building something, they need to follow accurate instructions. Children know that by following the instructions correctly, they will get the correct result. Children know that an algorithm is a precise, step-by-step set of instructions used to solve a problem or achieve an objective. Children can follow instructions in a computer program. Children can explain the effect of carrying out a task with no instructions. Children know that computers need precise instructions to follow.	**Creating pictures** Children can describe the main features of impressionist art. Children can use 2Paint a Picture to create art based upon this style. 2 Pointillist Art. Children can explain what pointillism is. Children can use 2Paint a Picture to create art based upon this style. 3 Piet Children can describe the main features of Piet Mondrian's work. Children can use 2Paint a Picture to art based upon his style. 4 William Morris and Pattern	**Coding** Children can give and follow instructions. Children can draw symbols to represent instructions. Children can arrange code blocks to create a set of instructions. Children can create a program using code blocks. • Children can use object and action code blocks. Children can create a simple program using code blocks. Children can use event, object and action code blocks. Children can notice when their code executes when their program is run.	**Coding** Children can explain that an algorithm is a set of instructions. Children can describe the algorithms they created. Children can explain that for the computer to make something happen, it needs to follow clear instructions. 2 Collision Detection Children can plan an algorithm that includes collision detection. Children can create a program using collision detection. Children read blocks of code and predict what will happen when it is run. 3 Using a Timer

Children can find messages that their teacher has left for them on Purple Mash. Children can search Purple Mash to find resources Children will be able to use the different types of topic templates in the Topics section confidently. Children will be confident with the functionality of the icons in the topic templates. Children will know how to use the different icons and writing cues to add pictures and text to their work. Children have explored the Tools section on Purple Mash and become familiar with some of the key icons: Save, Print, Open and New. Children have explored the Games section and looked at Table Toons (2x tables). Children can log out of Purple Mash when they have finished using it and know why that is important. **Effective searching** Children can recall the meaning of key Internet and searching terms. • Children have successfully completed a quiz about the Internet. Children can identify the basic parts of a web search engine search page.	Children can enter data into cells. Children can open the Image toolbox and find and add clipart. Children can use the 'move cell' tool so that images can be dragged around the spreadsheet. Children can use the 'lock' tool to prevent changes to cells Children can give images a value that the spreadsheet can use to count them. Children can add the count tool to count items. • Children can add the speak tool so that the items are counted out loud. Children can use a spreadsheet to help work out a fair way to share items (Extension)	Children know that an algorithm written for a computer to follow is called a program. Children understand how the order in which the steps of a recipe are presented affects the outcome. Children can organise instructions for a simple recipe. Children know that correcting errors in an algorithm or program is called 'debugging' **Grouping and sorting** Children can sort various items offline using a variety of criteria. Children can follow a logical process to categorise objects. . • Children have experienced logical sorting using technology where items either fit a category or do not.	Children can describe the main features of art that uses repeating patterns. Children can use 2Paint a Picture to create art by repeating patterns in a variety of ways. Children can combine more than one effect in 2Paint a Picture to enhance patterns. 5 Surrealism and eCollage Children can describe surrealist art. •	Children can edit a scene by adding, deleting and moving objects. Children can change the size of objects using the attributes (properties) table. Children can create a design plan for their Free Code Scene program. • Children can use code to make the program they have designed work.	Children can create a program that uses a timer-after command. Children can explain what the timer-after command does in their program. Children can predict what will happen in a program that includes a timer-after command. 4 Different Object Types Children can create a computer program that includes different object types. Children can modify the attributes (properties) of an object. Children can use different events in their program to make objects move. 5 Buttons Children can create a computer program that includes a button object. Children can explain what a button does in their program. Children can modify the attributes (properties) of a button to fit their program design. 6 'Smelly Code' Debugging Children can explain what debug (debugging) means. • Children can use a design document to start debugging a program. Children can debug simple programs.

Children learnt to read a web search results page. Children can search the Internet for answers to a quiz. •hildren have created a leaflet to consolidate knowledge of effective Internet searching.					

History skills: Implementation

Term 1 How do we know so much about what happened in the Great Fire of London? Why is Guy Fawkes Remembered?	Term 2 How do our toys and games compare with those of children in the past?	Term 5 Who are the great history makers? How do people create change?
Place known events and objects in chronological order Use common words and phrases relating to the passing of time Relate his/her own account of an event and understand that others may give a different version Talk, draw or write about aspects of the past Find answers to some simple questions about the past from simple sources of information Understand key features of events Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past Show an awareness of the past, using common words and phrases relating to the passing of time Describe events beyond living memory that are significant nationally or globally Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Use a wide vocabulary of everyday historical terms Speak about how he/she has found out about the past Record what he/she has learned by drawing and writing	Place known events and objects in chronological order Use common words and phrases relating to the passing of time Talk, draw or write about aspects of the past Find answers to some simple questions about the past from simple sources of information Understand key features of events Ask and answer relevant basic questions about the past Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods Show an awareness of the past, using common words and phrases relating to the passing of time Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Record what he/she has learned by drawing and writing	Use common words and phrases relating to the passing of time Describe some simple similarities and differences between artefacts Sort artefacts from 'then' and 'now' Talk, draw or write about aspects of the past Ask and answer relevant basic questions about the past Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods Show an awareness of the past, using common words and phrases relating to the passing of time Describe events beyond living memory that are significant nationally or globally Use a wide vocabulary of everyday historical terms Record what he/she has learned by drawing and writing

History skills: Implementation		
To know and order events surrounding the Fire of London. To know vocabulary to describe the passing of time. To know how the Fire of London has impacted on modern life. To know which sources are reliable.	To know that toys have changed over time. To use non-fiction texts to find out about toys in the past and how they have changed over time. To know how the development of materials and engineering in history has affected the development of new toys. To make comparisons between how people lived and entertained themselves in different time periods.	To know and use historical vocabulary. To know how significant individuals have impacted throughout time. To know and identify famous people and key facts about their lives and achievements. To know what makes someone a notable person in history.

Geography skills: Implementation

Term 4 How does weather effect our lives? How is the climate changing?	Term 5 How does the geography of Malawi compare with my locality?	Term 6 What are the countries of the UK? What makes them special?
Name, describe and compare familiar places Know about some present changes that are happening in the local environment e.g. at school Suggest improvements to the school environment Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Name, describe and compare familiar places Ask simple geographical questions e.g. What is it like to live in this place? Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify the countries continents and oceans Identify weather and climate across the world in relation to the equator and the North and South Poles Compare geographical similarities and differences between UK and the Kalahari Desert	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes Label maps of the UK Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; Identify seasonal and daily weather patterns in the UK Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Use basic geographical vocabulary to refer to key human features, including: city, town,

Geography skills: Implementation

To know key physical and human features of their local area. To know changes in the local area over time. To know the seasonal and daily weather changes in the local area To know how to use a variety of photos, maps and plans To know what a key is for and recognise common symbols. To know how to make our environment better.	To know the types of weather experienced across the UK To know how to recognise simple features on a map To use 4 points of the compass and directional language to describe location	To know and locate the countries that made up the UK. To know the main cities of the UK To know the names of the surrounding seas To know the difference between human and physical features To know some human and physical features of the UK

Art skills: Implementation

Term 3 Painting	Term 4 Collage	Term 6 Line Drawing
Use artwork to record ideas, observations and experiences Explain what he/she likes about the work of others Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines. Explore mark-marking using a variety of tools. Know that different artistic works are made by craftspeople from different cultures Experiment with tones using pencils, chalk or charcoal. Represent things observed, remembered or imagined using colour/tools in two and three dimensions	Use artwork to record ideas, observations and experiences Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines Sort, cut and shape fabrics and experiment with ways of joining them Explain what he/she likes about the work of others Make textured collages from a variety of media and by folding, crumpling and tearing materials. Select particular techniques to create a chosen product and develop some care and control over materials and their use	Explore mark-making using a variety of tools Explain what he/she likes about the work of others Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines Experiment with tones using pencils, chalk or charcoal Represent things observed, remembered or imagined using colour/tools in two and three dimensions

Artistic Knowledge Gained: Impact

To know the work of a famous artist/painter- **David Best** To know that artwork can be appreciated in different ways. To know complimentary colours and the colours on a primary and secondary colour wheel & know how to mix primary colours to create secondary colours.	To know the work famous collage artists of **Kurt Schwitters & Rebecca Maloney** To know how to make textured collages and how to select a particular technique for a chosen product, knowing that different textures can be used for different effects.	To know the definition of 'perspective' & know how to represent objects in lines. To know how to use simple shapes to create pictures. To know that the pressure put on a pencil will change the shade on the page.

Design and Technology skills: Implementation

Term 1 Building structures	Term 2 Creating toys	Term 5 Cooking
Know the names of tools, techniques and elements that he/she uses Make structures by joining simple objects together Explain what he/she likes about the work of others Use wheels and axles in a product Build structures, exploring how they can be made stronger, stiffer and more stable Experiment with basic tools on rigid and flexible materials Design purposeful, functional, appealing products for himself/herself and other users based on design criteria Experiment with basic tools on rigid and flexible materials Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products Safely measure, mark out, cut and shape materials and components using a range of tools	Create simple designs for a product Use pictures and words to describe what he/she wants to do. Ask simple questions about existing products and those that he/she has made. Design purposeful, functional, appealing products for him/herself and other users, based on design criteria. Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out and cut and shape materials and components using a range of tools. Evaluate and assess existing products and those that he/she has made using a design criterion.	Create simple designs for a product Use pictures and words to describe what he/she wants to do. Ask simple questions about existing products and those that he/she has made. Select from and use a range of tools and equipment to perform practical tasks – e.g. cutting and shaping. Use a wider range of cookery techniques to prepare food safely. Choose appropriate tools, equipment, techniques and materials from a wide range. Design purposeful, functional and appealing products for him/herself and other users based on a design criterion.

Design and Technological Knowledge Gained: Impact

To know that structures can be made by joining simple objects. To know the names of different tools. To know that materials need to be planned and measured to create accurate structures. To know that designs are needed to create accurate final products.	To know some differences and similarities in the design of old toys and current toys. To know some features of toys they'd like to include in their own design To know what materials would suit the toy they are designing.	To know how to design purposeful, functional and appealing products for them and other users based on a design criterion. To know the names of different food groups (e.g. protein, carbohydrates). To know how to safely use knives. To know the importance of food hygiene. To know how to store different types of food. To know what constitutes a balanced diet.

R.E. skills: Implementation

Term 1 What does it mean to belong to a faith community?	Term 2 **Understanding Christianity: God.** What do Christians believe God is like?	Term 3 **Understanding Christianity: Creation.** Who do Christians say made the world?	Term 4 **Understanding Christianity: Gospel** What is the 'good news' Christians believe Jesus brings?	Term 5 and 6 **Judaism** - Who is Jewish and how do they live? (long unit)
Make sense of beliefs: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people **Understand the impact:** • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) **Make connections:** • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	**Make sense of belief:** • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians **Understand the impact:** • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) **Make connections:** • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.	**Make sense of belief:** • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that 'Creation' is the beginning of the 'big story' of the Bible • Say what the story tells Christians about God, Creation and the World **Understand the impact:** • Give at least one example of what Christians do to say 'thank you' to God for Creation **Make connections:** • Think, talk and ask questions about living in an amazing world • • Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	**Make sense of belief:** • Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave **Understand the impact:** • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) **Make connections:** • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas	**Make sense of belief:** • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like **Understand the impact:** • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. *mezuzah*, on Shabbat) **Make connections:** • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too

R.E. Knowledge Gained: Impact

To know that different people belong to different religions. To know the names of symbols and artefacts used by Christians To know the names of symbols and artefacts used by people from other religions. To know that everyone is valuable. To know that Christians, Jewish people and Muslims all believe in looking after other people. To know what happens in a Christian baptism ceremony.	To know that Christians believe in God, and that they find out about God in the Bible. To know that Christians believe God is loving, kind, fair and forgiving, and also Lord and King. To know that some stories show these Christian beliefs. To know that Christians worship God and try to live in ways that please him.	To know that Christians believe that: God created the universe The Earth and everything in it are important to Gog God has a unique relationship with human beings as their Creator and Sustainer Humans should care for the world because it belongs to God.	To know that Christians believe that Jesus brings good news for all people. To know that for Christians, this good news includes being loved by God and being forgiven for bad things. To know that Christians believe Jesus is a friend to the poor and friendless. To know that Christians believe Jesus' teachings make people think hard about how to live and show them the right way.	To know that Jewish people believe in one God. To know that the Synagogue is the Jewish place of worship. To know that the Torah is the first part of the Jewish Holy Book. To know that Shabbat is celebrated every week and families meet for a meal together on a Friday evening. To know the story of Hanukah and why and how it is celebrated. To know what some Jewish artefacts are and how they are used (e.g. mezuzah)

Musical skills: Implementation

Term 1 Exploring percussion	Term 2 Toy Music/Nativity Songs	Term 3 Composing own music	Term 4 Music from around the world	Term 5 Music linked to famous faces	Term 6 Garden music
Listen to music with sustained concentration Build an understanding of the pulse and internalise it when listening to a piece of music Listen to, copy and repeat a simple rhythm or melody Begin to recognise a range of musical instruments and the different sounds they make Play and perform in solo or ensemble contexts	Listen to music with sustained concentration Listen to, copy and repeat a simple rhythm or melody Find the pulse whilst listening to music and using movement Begin to understand that structure describes how different sections of music are ordered	Listen to music with sustained concentration Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse Improvise a simple rhythm using different instruments including the voice Understand that structure describes how different sections of music are ordered Notate musical ideas using notation (graphic score)	Listen with concentration and understanding to a range of high-quality live and recorded music Begin to recognise and explore different musical styles Begin to develop an understanding of the history and context of music Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions	Listen with concentration and understanding to a range of high-quality live and recorded music Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions Understand that duration describes the length of notes within the music Play and perform in solo or ensemble contexts	Listen with concentration and understanding to a range of high-quality live and recorded music Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions Understand that duration describes the length of notes within the music Play and perform in solo or ensemble contexts
Musical Knowledge Gained: Impact					
To know what a pulse is To know the names of some different musical instruments To know how to improvise using percussion instruments	To know what a pulse is To know how to sing with confidence and expression To know that music can make me feel different emotions	To know what a rhythm is To know the names of some different musical instruments To know how to notate music through a graphic score	To know that music has different styles To know that musical styles come from around the world and from different periods of time. To know the names of some different musical instruments	To know how to describe music using interrelated musical dimensions (Dynamics, Pitch and Tempo) To know what duration in music is To know how to sing with confidence and expression To know how to describe the structure of a song •	To know how to describe music using interrelated musical dimensions (Dynamics, Pitch and Tempo) To know what duration in music is To know how to sing with confidence and expression To know how to describe the structure of a song •

P.S.H.E skills: Implementation

Term 1 Being Me in My World (1)	Term 2 Celebrating Difference (1)	Term 3 Dreams and Goals (1)	Term 4 Healthy Me (1)	Term 5 Relationships (1)	Term 6 Changing Me (1)
Piece 1 Explore how to feel safe and special in my class **Piece 2** Understand the rights and responsibilities as a member of my class **Piece 3** Begin To understand how to make my class a safe place for everybody to learn **Piece 4** Express how my views are valued and can contribute to the Learning Charter **Piece 5** Recognise the choices I make and understand the consequences **Piece 6** Understand my rights and responsibilities within our learning charter **Zones of Regulation** Use calming techniques to calm my body and mind Use the mood monsters to identify how I feel Begin to use simple language to describe my feelings	**Piece 1** Begin to identify and explain similarities and differences between people in my class **Piece 2** Identify some ways I am different from my friends **Piece 3** Explain what bullying is and how it might feel. **Piece 4** Identify people I could talk to if I was feeling unhappy or being bullied. **Piece 5** Explore how to make new friends and it feels to make new friends. **Piece 6** Explain how I am different to my friends and how that makes us all unique and special	**Piece 1** Identify and set simple goals **Piece 2** Plan how to achieve a goal I set **Piece 3** Understand the skills needed to work well with a partner **Piece 4** Begin to understand how to tackle a new challenge and how this might stretch my learning **Piece 5** Identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them **Piece 6** Explain how I feel when I succeed in a new challenge and how I celebrated it	**Piece 1** Begin to understand the difference between being healthy and unhealthy and ways to keep myself healthy **Piece 2** Understand how to make healthy life choices **Piece 3** Understand how to keep myself clean, how germs can cause illness Explore how household products including medicines can be harmful if not used properly **Piece 4** Understand that medicines can help me if I feel ill and know how to use them safely **Piece 5** Understand how to keep safe when crossing the road and people who can help to keep me safe **Piece 6** Understand why my body is amazing and identify how to keep it safe and healthy	**Piece 1** Identify family members and understand the different types of families **Piece 2** Understand what it means to be a good friend **Piece 3** Understand appropriate ways of physical contact to greet people and ways I prefer **Piece 4** Understand who can help me in my school community **Piece 5** Understand my qualities as a person or friend **Piece 6** Explain why I appreciate people who are special to me	**Piece 1** Begin to understand the life cycles of animals and humans **Piece 2** Explain things about me and things that have changed and stayed the same about me **Piece 3** Understand how my body has changed since I was a baby **Piece 4** Identify parts of the body that make boys and girls different and use the correct names for these: penis, testicles, vagina, vulva, anus **Piece 5** Understand that every time I learn something new, I change a little bit **Piece 6** Explain changes that have happened in my life

PSHE. Knowledge Gained: Impact					
To know that the choices I make have consequences To know that I have responsibilities at school To know how to make my class a safe place to learn To recognise how it feels to be proud of my achievements	To explain the ways that I am different from my friends. To know some things that make me special. To know that differences make us all special and unique To use simple language to describe feelings	To know what it feels like to succeed at a challenge To know how to work as a group To use simple language to describe feelings To know what strategies I can use to overcome obstacles	To use simple language to describe feelings To know ways to keep myself and my body safe. To know the things that help keep my body healthy. To know who I can ask for help if I feel unsafe or frightened	To know what a family is and respect that families come in different ways To use simple language to describe feelings To know who and how to ask for help To know a range of acceptable and unacceptable forms of physical contact	To know the names of the body parts that are different for boys and girls. To know which body parts are private. To use simple language to describe feelings To know what changes happen as we grow up

P.E. skills: Implementation

Term 1 Attack, Defend, Shoot	Term 2 Gymnastics	Term 3 Dance	Term 4 Send and return	Term 5 Run, jump, throw	Term 6 Hit, catch, throw
To find our pulse on our wrists. To move side to side to defend a goal. To bounce a ball with control to ourselves. To aim at different targets. To adapt to a game with changing rules. To play in the best defensive position in a game. To throw different types of equipment. To move to space after passing the ball. To pass and move forward to a target with a partner. To position ourselves as a goalkeeper. To intercept a ball from a person on the other team. To use the skills we have developed in a competition Improve agility and coordination and use in a game	To move on, off and over apparatus and use the 'Magic Chair' landing. To rock on different parts of our body and rock using shape. To perform specific point balances such as 'h' and 'y' balance. To perform actions at the same time as others (unison) To perform actions one person after the other (canon). To turn and jump and quarter and half turn. To use a relevé walk in a sequence. To perform a dish and arch shape moving smoothly from one to the other. To develop our strength in back support and crab To frog jump and leapfrog. To hold an L-sit with a straight back. To bring rhythm and flow to our sequence.	To perform actions to well-known nursery rhymes. To march in time to the beat and turn while marching. To march in time as a group. To perform actions in canon (one after the other). To perform a short dance using canon. To perform in rounds in different groups. To develop a dance that shows different emotions, To dance with rhythm following a clockwork pattern. To work on our own to create a short movement phrase. To watch, copy and repeat actions to create a 'motif'. To perform our motif in different formations. To use different movement pathways in our dance escribe and explain how performers	To send the ball over a net to our partner. To track and stop a moving object using both hands. Why different muscles are important when playing games. To send balls accurately from different positions, e.g. kneeling or sitting. To spot space in the playing area and hit the ball there. To play a game with a partner. To feed a ball to our partner with consistency. To send the ball to different parts of the court. To throw and catch in a seated position. To accurately serve the ball to different parts of the court. To use overarm attacking shots in a game. To manage what we should be doing within the competition.	To work individually to run over a longer distance. To improve strength to increase our jumping distance. To create power when throwing for distance. To use breathing techniques to be able to run more. To cooperate with our partners to complete a task well. To listen to others and work as a team to achieve the highest score possible To work individually to run over a longer distance. To improve strength to increase our jumping distance. To create power when throwing for distance. To use breathing techniques to be able to run more. To cooperate with our partners to complete a task well.	To time our run around the bases to stay safe, To kick a ball into space using different parts of the foot. To respond to how a ball is being bowled when hitting. About the role of the wicketkeeper. About the role of the backstop and its likeness to the wicketkeeper. To bowl underarm in a game with accuracy. To time our run around the bases to stay safe, To kick a ball into space using different parts of the foot. To respond to how a ball is being bowled when hitting. About the role of the wicketkeeper. About the role of the backstop and its likeness to the wicketkeeper. To bowl underarm in a game with accuracy.

				To listen to others and work as a team to achieve the highest score possible	
P.E. Knowledge Gained: Impact					
Head – Select the most appropriate skill to move forward. Hand – Can send a variety of different sizes and shaped balls. Heart – Work with a partner and in small groups to develop specific skills.	Head – Work safely on own and with others in body management sequences. Hand – Use core strength to link gymnastic elements, e.g., back support and L-sit. Heart – Work with a partner to copy, create and join sequences.	Head – Volunteer ideas as part of a group. Hand – Perform with some expression. Heart – Show engagement in tasks and perform with freedom.	Head – Develop tactics to outwit your opponent so they cannot return the ball. Hand – Start games using basic serving skills. Heart – Work as a team to get the ball over the net.	Head – Begin to make links between components of fitness. Hand – Use agility in running games. Heart – Consider others when playing games.	Head – Make choices about where to hit the ball. Hand – Attempted to play the role of wicketkeeper or backstop. Heart – Can work in small groups to field and bat.

Forest School skills and activities: Implementation					
Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Using your body over the styles Getting ready independently Foraging for wild fruit and harvest- blackberries Making shelters in parachutes or with taps in the woods	Compass and map skills to the woods Making 3d maps of the village/a town Identifying fungi. Looking at seasonal changes/ Autumn	Plant and fern identification in the winter, fire making Making houses of London/ great fire of London	Emergence of spring, new shoots, identifying trees in spring, first blossoms, bluebells, eggs, bird id, egg id, Easter bonnets out of ivy and sticky weed Identifying animals footprints	Compass and maps again, position and direction Creating 3d maps in the woods Aarachute games / maypole dancing in the woods, Using peelers with hazel, observing the woodland floor changes and wildflowers emerging and growing, Mental Health awareness week in May	Structure building, you are only safe games, giants, wizards, elves games, Go on a walk over the river Medway to look for path out to sea. AA Milne, Winnie the Pooh stories, the Ashdown Forest and local area.
Forest School Knowledge Gained and Impact seen in weekly newsletter updates.					