PIONEER
FEDERATION

Achievement for All, Learning Together, Learning for Life

KS1 Curriculum
(Year 1 and 2)

Cycle 2

KS1 Curriculum (Year 1 and 2)
Cycle 2

Term 1 Why does change happen?	Term 2 What happens if my environment changes?	Term 3 What makes an animal unique?	Term 4 Why should we look after the oceans?	Term 5 What makes a great explorer?	Term 6 Do you need a castle to conquer?
Core Texts: *You Choose Funnybones Monkey Puzzle Usbourne; See Inside Your Body* **Science:** Animals including humans *How has my body changed/how does it work now?* **History:** What has changed in my lifetime? **Computing:** 1.1 Online safety. 1.5 Maze explorers **Art:** Illustrations Funnybones Hugh Ribbans **RE:** How should we care for the world and others and why does it matter? **Music:** Songs about me **PSHE:** Being me in the world **PE:** Attack, defend and shoot (Unit 1)	**Core Texts:** *Beegu, Here we are?* **Science:** Plants *How do plants survive in different locations?* **Geography:** What is special about where I live? How has this changed? **Computing:** 2.4 Questioning **Art:** Artist focus local area (CP & PM; Ravilious/ EH& SMV; EH Shepherd) **RE:** Why does Christmas matter to Christians? **Music:** Local music and musicians/Nativity songs **PSHE:** Celebrating Difference **PE:** Gymnastics (Unit 1)	**Core Texts:** *Fairytales The Three Little Wolves and the Big Bad Pig* **Emperors Egg** **Science:** Animals including humans *How do I group animals?* **Geography-** Why are animals different around the world? **Computing:** 2.2 Online safety. 2.7 Making Music **DT:** Clay models of animals **RE:** Who is a muslim and how do they live? **Music:** Music inspired by animals/ exploring percussion **PSHE:** Dreams and Goals **PE:** Dance (Unit 1)	**Core Texts;** *The Odd Fish Lighthouse Keepers Lunch Hello Lighthouse* **Science:** Materials *Why should we look after the oceans?* **History:** What did we learn from the sinking of the Titanic? **Computing:** 1.6 Animated Storybooks **DT:** Plastic Sculptures **RE:** Why does Easter matter to Christians? **Music:** Compose own music about oceans/ using notation **PSHE:** Healthy Me **PE:** Send and return (Unit 1)	**Core Texts:** *Sacagawea in Women Who Changed the World,* *How does Chocolate taste on Everest?* *Journey Shackleton (Little People, Big Dreams)* **Geography:** What do we find on the coast? How is it changing? **History:** What does it take to be a great explorer? **Science:** Living things and their habitats *How does the land affect habitats and life of animals?* **Computing:** 2.3 Spreadsheets **DT:** Sewing explorer bags/badges **RE:** Who is a muslim and how do they live (part 2) **Music:** Exploring different periods of music **PSHE:** Relationships **PE:** Run, jump, throw (Unit 1)	**Core Texts:** *The Worst Princess Sleeping Beauty Usbourne; Castles* **Science:** Materials *How are materials chosen for different purposes?* **History:** What were the key events of the Battle of Hastings? **Computing:** 1.3 Pictograms. 2.8 Presenting ideas. **Art:** Portraits of Kings and Queens **RE:** What makes some places sacred to believers? **Music:** Songs linked to the topic **PSHE:** Changing Me **PE:** Hit, catch, throw (Unit 1)
Kadeena Cox **Ade Adepitan**	**David Attenborough**	**King Charles III and the Monarchy**	**Greta Thunberg**	*Sacagawea* *Shackleton* *Christopher Columbus* *Steve Backshall* *Chris Packham*	**William the Conqueror** **Harold Godwinson** **Edward the Confessor**

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Maths Overview
White Rose Maths Year 1/2
3.0 Scheme of learning

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Addition and Subtraction

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Addition and subtraction

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Addition and subtraction

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Multiplication and division

Length and height

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Position and direction

Place value

Money

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Science skills: <mark>Implementation</mark>

Term 1 Animals including humans – part 1 (human body focus)	Term 2 Plants	Term 3 Animals including humans	Term 4 Use of everyday materials- part 1	Term 5 Living things and their environment	Term 6 Use of everyday materials- part 2
• Describe the importance for humans of exercise and eating the right amounts of different types of food • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	• 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.	• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).	• Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. • 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.	• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and 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 variety of plants and animals in their habitats, including micro-habitats	• 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.

Working Scientifically skills: <mark>Implementation</mark>

• Recording • Observing • Sorting/classifying	• Sorting/grouping • Recording • Measuring • Conclusions/so what?	• Recording • Observing • Sorting/classifying	• Predict • Question • Identify and classify • Fair test	• Question • Observe • Predict	• Predict • Fair test • Conclusion/so what • Improving

Scientific Knowledge Gained: <mark>Impact</mark>

To know the basic needs of humans and animals. To know the importance of exercise and the effect on the body. To know the importance of hygiene on the body. To know the importance for humans of eating the right amounts of different types of food. To know how to observe in science. To know how to record by grouping and drawing. To know how to sort information and group/classify.	To know that bulbs grow into plants. To know that we plant bulbs at different times of the year so that we can eat seasonal vegetables. (understanding seasonal planting/growing) To know that plants need light, water and a suitable temperature for the specific plant to grow. To know how to observe plants growing. To know how to record using tables after measuring. To know how to sort information and group/classify. To know how to use results to find a conclusion and relate this to the real world.	To sort animals based on the characteristics of the groups. To name animals in different groups. To use scientific vocabulary to describe characteristics of different animals. To identify and describe a range of different animals. To know a range of different animals that are omnivores, carnivores and herbivores. To record in tables. To sort and classify into groups by being given a label to sort with and to start to create own criteria. To know how to make accurate observations using scientific vocabulary in science.	To know the names of different materials- rock, wood, plastic, glass and water. To know the difference between an object and what a material is made of. To know how to compare materials based on their physical properties. To know the physical properties of materials To know how to predict using scientific knowledge of the world around them. To know how to ask scientific questions. To know how to identify and classify materials. To know how to measure and record in tables. To know what a fair test is.	To know things that have never been alive. To know things that are alive. To compare things that are alive and ting that are not alive. To know most things live in a habitat. To know different characteristics of habitats. To know habitats provide the basic needs of animal and plants. To know the names of plants and animals in their local area. To know how to ask scientific questions. To know how to observe differences in habitats. To know how to predict using scientific knowledge of the world around them.	To know how materials are suited to a particular use. To know why materials are used for specific objects/uses. To know that materials have different properties and some can stretch, be pulled, twist and bend. To know that a material can change shape, size and move by squashing, bending, twisting and stretching. To know how to predict using scientific knowledge of the world around them. To know what a fair test is. To know how to use results to find a conclusion and relate this to the real world. To know how to improve a scientific experiment.

Computing skills: Implementation

Term 1 1.1 Online Safety 1.5 Maze Explorers	Term 2 2.4 Questioning	Term 3 2.2 Online Safety 2.7 Making Music	Term 4 1.6 Animated Storybooks	Term 5 2.3 Spreadsheets	Term 6 1.3 Pictograms 2.8 Presenting Ideas
• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Create and debug simple programs. • Use logical reasoning to predict the behaviour of simple programs. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content. • Recognise common uses of information technology beyond school. • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technology

Computing Knowledge Gained: Impact

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Online Safety • To keep my login information safe. • To save my work in a safe place such as 'My Work' folder. Maze Explorers • To keep my login information safe. • To save my work in a safe place such as 'My Work' folder. • To explain that an algorithm is a set of instructions. • To make good guesses of what is going to happen in a program. For example, where the turtle might go.	• To organise data – for example, using a database such as 2Investigate. • To find data using specific searches – for example, using 2Investigate. • To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. • To edit digital data such as data in music composition software like 2Sequence • To name, save and find my work.	Online Safety • I know the consequences of not searching online safely. • To share work and communicate electronically – for example using 2Email or the display boards. • To report unkind behaviour and things that upset me online, to a trusted adult • To see where technology is used at school such as in the office or canteen Making Music • To edit digital data such as data in music composition software like 2Sequence • To name, save and find my work.	• To keep my login information safe. • To save my work in a safe place such as 'My Work' folder. • To add sound, pictures and text to a program such as 2Create a Story. • To change content on a file such as text, sound and images. • To name my work. • To save my work. • To find my work.	• To organise data – for example, using a database such as 2Investigate. • To edit digital data such as data in music composition software like 2Sequence • To name, save and find my work.	Pictograms To keep my login information safe. To save my work in a safe place such as 'My Work' folder. To change content on a file such as text, sound and images. • To name my work. • To save my work. • To find my work. Presenting Ideas • To use several programs to organise information – for example, using binary trees such as 2Question or spreadsheets such as 2Calculate. • To edit digital data such as data in music composition software like 2Sequence • To name, save and find my work. • To include photos, text and sound in my creations.

History skills: implementation

Term 1 What has changed in my lifetime?	Term 4 What did we learn from the sinking of the Titanic?	Term 5 Who discovered where? Explorers around the world	Term 6 What were the key events of the Battle of Hastings?
• 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 • Relate his/her own account of an event and understand that others may give a different version. • Describe changes in living memory and aspects of change in national life • 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	• Use common words and phrases relating to the passing of time • Describe some simple similarities and differences between artefacts • Find answers to some simple questions about the past from simple sources of information • Ask and answer relevant basic questions about the past • Understand key features of events • Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods • Record what he/she has learned by drawing and writing • Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented	• Talk, draw or write about aspects of the past • 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 • Use a wide vocabulary of everyday historical terms • 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 • Record what he/she has learned by drawing and writing	• 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 • Identify some similarities and differences between ways of life in different periods • Describe some simple similarities and differences between artefacts • Sort artefacts from 'then' and 'now' Ask and answer relevant basic questions about the past • Describe significant historical events, people and places in his/her own locality • 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 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 • 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 an awareness of the past, using common words and phrases relating to the passing of time

Historical Knowledge Gained: impact

• To know the meaning of week, month and year. • To know about significant events in my past. • To know that significant events have happened around the world in my lifetime. • To know that my account of an event can be different from others'.	• To know that I can use different sources of information to find out about the past. • To empathise with people from the past • To know how the Titanic fits into a timeline of world history • To know accounts of an event can be different • To know how and why some events have a lasting impact	• To know that people discovered places and countries in the world at different times. • To know which explorers discovered which parts of the world. • To know that information about explorers can be found using a range of sources and some of these may have different information.	• To know when the Battle of Hastings fits into the timeline of British History. • To know about the significant events during the Battle and how it began and ended. • To know that I can use different sources of information to find out about the past. • To know that sources can be interpreted differently • To know the impact the Battle had on modern Britain and how things might have been different if the Battle had ended differently.

Geography skills: <mark>Implementation</mark>

Term 2 What is special about where I live? How has it changed?	Term 3 Why are animals different around the world?	Term 5 What do we find on the coast? Why is it changing?
• Use simple observational skills to study the geography of the school and its grounds • Use simple maps of the local area e.g. large scale, pictorial etc. • Ask simple geographical questions like 'what is it like to live here? • Make and use simple maps and plans • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • Describe seasonal weather changes and pattern • Link their homes with other places in the community • 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	Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • Use simple maps of the local area e.g. large scale, pictorial etc. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment Explore and understand some of the factors of climate change • Explore how landscape may change and the impact this could have • Use simple fieldwork and observational skills to study the geography of the key human and physical features of its surrounding environment

Geographical Knowledge Gained: <mark>Impact</mark>

• To know the difference between human and physical geography and know features of the local area • To know what a key is for and recognise common symbols. • To know how to use compass directions when describing my 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 how to make our environment better	To know the seven continents and oceans and locate on a map/globe To locate equator and link hot and cold regions of the world to its position To understand seasonal changes To know about animals important to the UK and native to the local area	To know the key vocabulary to describe the coast To know what physical and human features are found along our coastline To know how and why the coastline is changing To know the impact that rising sea levels may have on the future

Art skills: Implementation					
Term 1 Illustrations	**Term 2** Artists from different countries	**Term 3**	**Term 4**	**Term 5**	**Term 6** Portraits
• Use artwork to record ideas, observations and experiences • Experiment with different materials to design and make creations in 2D and 3D. • Know the names of tools, techniques and elements that they 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 and tools • Experiment with basic tools on rigid and flexible materials	• Explore mark-making using a variety of tools • Explain what he/she likes about the work of others • Cut, glue and trim materials to create images from a variety of media • Select a particular technique to create a design • Know that different artistic works are made by craftspeople from different cultures and times • Give reasons for his/her preferences when looking at art/craft or design work				• Use artwork to record ideas, observations and experiences • 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 and tools
Artistic Knowledge Gained: Impact					
• To know the name and works of famous illustrators- **Hugh Ribbans** (linked to texts- **'Funny Bones'**) • To know how to use different medium to create different effects – **3D bone structure and 2D background tone development techniques** • To know and give reasons for selecting a particular type of material or technique.	• To know the name of famous artists from different countries- **Picasso and cubism** • To recognise features of art specific to a cultures (e.g. **aboriginal cubism art**) • To know the name and works of local artists - **Ernest Shepard Lived Near St Mary's**				• To know the portrait art from **Henri Matisse, Paul Klee and Picasso.** • To know techniques for how to **draw features of a face** in proportion. • To know the pressure of a pencil will affect the **shade &** know how to use a **range of shades** to help tone a portrait.

Design and Technology skills: Implementation

Term 1	Term 2	Term 3 Clay & Salt Dough	Term 4	Term 5 Sewing	Term 6
		- Use a range of simple tools to cut, join and combine materials and components safely - Ask simple questions about existing products and those that he/she has made - Create simple designs for a product - Use pictures and words to describe what they want to do - Select from and use a range of tools and equipment to perform practical tasks - Build structures exploring how they can be made stronger and more durable - Design purposeful, functional and appealing products for themselves and others based on a design criterion - Generate, develop, model and communicate their ideas - Choose appropriate materials, tools, techniques, equipment from a wide range - Safely measure, mark out, 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 criteria	- Create simple designs for a product - Use pictures and words to describe what they want to do - Select from and use a range of tools and equipment to perform practical tasks - Use a range of simple tools to cut, join and combine materials and components safely - Investigate different techniques for stiffening different materials and explore methods of enabling structures to remain stable - Generate, develop, model and communicate their ideas - Choose appropriate materials, tools, techniques, equipment from a wide range - Safely measure, mark out, cut and shape materials and components using a range of tools	- Sort, cut and shape fabric and experiment ways of joining them - Create simple designs for a product - Use pictures and words to describe what they want to do - Select from and use a range of tools and equipment to perform practical tasks - Use a range of simple tools to cut, join and combine materials and components safely - Design purposeful, functional and appealing products for themselves and others based on a design criterion - Generate, develop, model and communicate their ideas - Choose appropriate materials, tools, techniques, equipment from a wide range - Safely measure, mark out, cut and shape materials and components using a range of tools - Evaluate and assess existing products and those that they have made using a design criterion - Investigate different techniques for stiffening different materials and explore methods of enabling structures to remain stable	
		Design and Technological Knowledge Gained: Impact			
		- To know techniques for creating different shapes using **salt dough, clay** - To know how to join features of **salt dough, clay** - To know how to design and evaluate and recognise techniques to make stronger.	- To know how to combine different materials. - To know how to use different materials to create different textures - To know how to reuse materials to creature a new structure.	- To know how to do a basic running stitch - To know how to thread a needle - To know how to tie a knot to prevent the thread from slipping through,	

R.E. skills: Implementation

Term 1 How should we care for the world and others and why does it matter?	Term 2 Why does Christmas matter to Christians?	Term 3 Who is a muslim and how do they live?	Term 4 Why does Easter matter to Christians?	Term 5 Who is a muslim and how do they live (part 2)	Term 6 What makes some places sacred to believers?
Make sense of belief: • Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world **Understand the impact:** • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural earth • Say why Christians and Jews might look after the natural world **Make connections:** • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	**Make sense of belief:** • Recognise that stories of Jesus' life come from the Gospels • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians **Understand the impact:** • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas **Make connections:** • Think, talk and ask questions about Christmas for people who are Christians and for people who are not • Decide what they personally have to be thankful for, giving a reason for their ideas.	**Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Make sense of belief:** • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) **Understand the impact:** • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter **Make connections:** • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	**Make sense of belief:** • Recognise the words of the *Shahadah* and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the *Shahadah* and the 99 names of Allah, and give a simple description of what some of them mean • Give examples of how stories about the Prophet show what Muslims believe about Muhammad **Understand the impact:** • Give examples of how Muslims use the *Shahadah* to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action **Make connections:** • Think, talk about and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	**Make sense of belief:** • Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship **Understand the impact:** • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community **Make connections:** • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.

R.E. Knowledge Gained: Impact

To know that each person is unique and important. To know that Christians and Jews believe that God values everyone. To know how characters in books show friendship to each other. To know that it is everyone's responsibility to look after the world. To know that helping others is a key feature in some religions (e.g.zakah in Islam). To know how some individuals and agencies care for others (e.g. Mother Teresa, CAFOD, Oxfam)	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 Muslims follow a religion called Islam. To know that Muslims believe in one God – Allah. To know that the worship leader for Muslims is called the Imam. To know that the Shahadah is and why it is important for Muslims. To know that Muslims believe that Muhammed is God's messenger. To know some stories of the Prophet Muhammed. To know what the Five Pillars are and how this influences Muslims lives and behaviour.	To know Easter is very important in the 'Big Story' of the Bible To know that Jesus showed that he was willing to forgive all people, even for putting him on the cross To know that Christians believe Jesus rose from the dead, giving people hope of a new life	To know that Muslims follow a religion called Islam. To know that Muslims believe in one God – Allah. To know that the worship leader for Muslims is called the Imam. To know that the Shahadah is and why it is important for Muslims. To know that Muslims believe that Muhammed is God's messenger. To know some stories of the Prophet Muhammed. To know what the Five Pillars are and how this influences Muslims lives and behaviour.	To know the names of places of worship for different religions To know how people use their place of worship to demonstrate their beliefs. To know what the words 'sacred' and 'holy' mean. To know the names and uses of different objects inside religious buildings. To know how places of worship for different religions are similar and different. To know how music is used in places of worship.

Musical skills: <mark>Implementation</mark>

Term 1 Songs about me	Term 2 Local music and musicians/ Nativity songs	Term 3 Music inspired by animals/ exploring percussion	Term 4 Compose own music about oceans/ using notation	Term 5 Exploring different periods of music	Term 6 Songs linked to the topic
Listen to music with sustained concentration Listen to, copy and repeat a simple rhythm or melody Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions (Dynamics, Pitch, Tempo)	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 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 with concentration and understanding to a range of high-quality live and recorded music 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

Musical Knowledge Gained: <mark>Impact</mark>

To know that my voice is an instrument To know how to sing with confidence To know that music can make me feel different emotions	To know what a pulse is To know how to sing with confidence and expression To know how to describe the structure of a song	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 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

P.S.H.E skills: <mark>Implementation</mark>

Term 1 Being Me in My World (2)	Term 2 Celebrating Difference (2)	Term 3 Dreams and Goals (2)	Term 4 Healthy Me (2)	Term 5 Relationships (2)	Term 6 Changing Me (2)
Piece 1 Identify my hopes and fears and who I can ask for help if I am worried **Piece 2** Understand the rights and responsibilities as a member of my class **Piece 3** Understand the rights and responsibilities as a member of my class **Piece 4** Listen to others and contribute my own opinions **Piece 5** Understand how the learning charter enables me and others to learn **Piece 6** Recognise the choices I make and the understand the consequences of these choices **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 understand assumptions made about boys and girls **Piece 2** Begin to understand assumptions made about boys and girls **Piece 3** Understand that bullying is sometimes about differences **Piece 4** Recognise what is right and wrong and know how to look after myself **Piece 5** Understand that it's ok to be different from others and still be 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 realistic goals and how to achieve them **Piece 2** Understand how to persevere even when things get difficult **Piece 3** Recognise who I work well with and who is more difficult for me **Piece 4** Begin to understand how I work within a group situation **Piece 5** Identify ways I worked within a group situation **Piece 6** Explain how I feel when others succeed and how I celebrate it	**Piece 1** Begin to understand what I need to keep my body healthy **Piece 2** Understand what relaxed feels like and explain things that make me feel relaxed and stressed **Piece 3** Understand how medicines work in my body and how to use them safely **Piece 4** Understand the food groups and which foods my body needs to keep healthy **Piece 5** Make healthy snacks and explain why they are good for me **Piece 6** Decide which foods to eat to give my body energy	**Piece 1** Identify family members and understand my relationship with them **Piece 2** Understand the acceptable and unacceptable forms of physical contact **Piece 3** Identify some of the things that cause conflict with y friends **Piece 4** Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret **Piece 5** Recognise and appreciate people who can help me in my family, school and community **Piece 6** Express why I appreciate people who are special to me	**Piece 1** Begin to understand the life cycles of nature **Piece 2** Explain the natural process of growing from young to old **Piece 3** Recognise how my body has changed from a baby to now **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 and appreciate that some parts of my body are private **Piece 5** Understand there are different types of touch and explain which ones I like and dislike **Piece 6** Identify what I am looking forward to when I move to my next class

PSHE. Knowledge Gained: <mark>Impact</mark>

• 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 Football skills (Unit 1)	Term 2 Gymnastics Skills (Unit 1)	Term 3 Dance Skills (Unit 1)	Term 4 Send and return (Unit 1)	Term 5 Run, jump, throw (Unit 1)	Term 6 Hit, catch, throw (Unit 1)
- To hit a target. - To defend a target. - To roll and slide balls and beanbags. - To shoot in a game to get points. - To work with a partner to score points. - To use our attacking and defending skills in a game. - To kick the ball over long and short distances - To stop a ball with control using the foot. - To work as a team to keep the ball. - To bounce a ball with my partner. - To bounce the ball while we are moving (dribbling). - To pass the ball forward in a game.	- To perform like actions in a sequence. - To carry and setup apparatus safely. - To perform shapes on large and small body parts. - To take off and land and use shape in our jumps. - To combine 4 elements into a floor sequence. - To create power in a variety of different jumps. - To take weight on out hands and move in different ways. To use our flexibility in a bridge and japana gymnastics shapes. - To perform the point balance arabesque. - To perform a teddy roll.	- To show moods and feelings we would experience in the jungle. - To move as if we were living in the jungle. - To create and perform movements which show friendship. - To perform leading and following movements. - To perform a short dance with a clear start middle and end. - To use represented actions in our dance. - To use images to inspire our dance. - To show feelings through dance - To create movements that show friendship between two characters. - To create a solo- dance with changes of direction and speed. - To match our movements to music. - To choose a formation for our dance and explain our choice.	- To slide a beanbag to a target. - To hit a ball in different ways with our hands. - To move towards a ball to return it. - To work with a partner to stop and return a beanbag. - What a rally is and rallying with a partner. - To send a ball into space to make it harder for our opponent. - To stay on our toes to move quickly to the ball. - To identify which hand is dominant in a game. - The basic rules of serving to our partner. - To develop agility and use it in a game. - To use the correct grip to hit a self-fed ball. - To use the ready position in a rally.	- To start and stop moving at speed. - To use our arms when running at different speeds. - To take off on two feet to jump at distance. - To use the correct technique to throw different objects for distance. - To show improvement in our throwing. - To take part in a competition using running, jumping and throwing skills - To move quickly whilst being aware of others around. - To create power with our legs to turn at speed. - To move through an obstacle course with speed and control. - To choose the best throw for different situations. - To use quick feet whilst sprinting. - To perform static and dynamic balances.	- To hit a ball and score points running to cones. - To defend a target by kicking. - To bowl underarm with control. - To hit a ball using different bats and techniques. - To throw accurately to a base. - To hit a ball into space, away from fielders. - To hit a ball and score points running to cones. - To defend a target by kicking. - To bowl underarm with control. - To hit a ball using different bats and techniques. - To throw accurately to a base. - To hit a ball into space, away from fielders

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P.E. Knowledge Gained: <mark>Impact</mark>

● To know a range of shots and passes. ● To know when to use different shots and passes in different scenarios.	● To know which body parts to move in order to balance effectively. ● To know methods of travel around floor and equipment. ● To know names of different rolls and tumbles.	● To know how to show confidence to perform in front of others. ● To Know to use timing and move in time to the music. ● To know how to work as part of a group to perform a dance. ●	● To know how to decide on and play with their dominant hand. ● To know how to take part in a rally. ● To know how to play in modified games with others to send and return a ball over a net/line.	● To know how to make choices about appropriate throws for different activities. ● To know how to show increased control of body and limbs. ● To know how to work cooperatively to complete running, jumping and throwing tasks.	● To know how to make choices about where to hit the ball. ● To developed hitting skills with a variety of bats. ● To know how to display sportsmanship when competing against others. ●

KS1
Forest School skills and suggested activities: <mark>Implementation</mark>

● 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 ● Tool skills – saws, drills, hammers, knives, bow saws, secateurs ● Safe and secure knot tying ● 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 ● Child led activities ● Gardening – sowing seeds, weeding, watering, planting, harvesting and selling crops.	● 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 ● Parachute games ● 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, ● Cooking on the campfire – adult led/supported ● Mud kitchen and being creative with natural resources ● Bug hunting ● Bug hotel management ● Team building games ● Physical activity – balance, teamwork, strength and safety