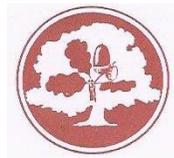




KS1 Curriculum (Year 1 and 2)

[Cycle 1](#)

Park Mead Primary School



KS1 Curriculum (Year 1 and 2)

Cycle 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>INTENT (Texts that MUST be covered are underlined, others are offered as options for teacher/class selection)</p>	<p>Toys Event: Lego Day, Toy Museum, Brighton trip</p> <p>Key Texts: <u>Mister Magnolia</u>, Brown Paper Bag Bear, Traction Man, Dogger, Old Brown Bear, <u>Non-Fiction Texts on Toy History</u></p> <p>History: The Stone Ages Science: <i>Seasonal changes (comparison throughout the year)</i> Everyday Materials Computing: 1.4 Lego Builders 2.7 Making Music Art/DT: printing RE: Understanding Christianity - GOD Music: Toy Music PSHE: Dreams and Goals PE: Cross Country + Football Skills with Active Education</p>	<p>Bright Lights, Big City Event: Lesson with local Vicar Claude in the City</p> <p>Key Texts: Paddington, <u>Where the Poppies Grow</u>, Journey, The Lion in Paris, All Aboard the London Bus (Poetry)</p> <p>History: Guy Fawkes Geography: Maps of the world Science: <i>Seasonal changes (comparison throughout the year)</i> Animals including humans (human body focus) Computing: 2.2 Online Safety 1.3 Pictograms Art/DT: Building structures RE: How is Jesus' Birthday Celebrated? Why are carols sung at Christmas? Music: Fireworks/ Nativity songs PSHE: Celebrating Difference PE: Active Education</p>	<p>The Great Fire of London Event: Fire Brigade visit Claude in the City</p> <p>Key Texts: <u>Katie in London</u>, Vlad, <u>Non-Fiction: Information texts</u></p> <p>History: Fire of London Geography: Maps of the UK Science: Seasonal Changes (Light and Dark) Computing: 1.7 Coding Art/DT: Painting RE: RE: OTHER FAITHS: Why do Jewish children celebrate Shabbat? Music: Composing own music PSHE: Being me in the world PE: Gymnastics and Dance with Active Education</p>	<p>Meerkat Mail Event: Drusillas Trip</p> <p>Key Texts: <u>MeerKat Mail</u>, <u>Non-Fiction information text</u>, digital texts (San Diego Zoo, Kids)</p> <p>Geography: 7 continents and 5 oceans Science: <i>Seasonal changes (comparison throughout the year)</i> Animals including humans (animal focus, comparison to humans) Computing: 1.8 Spreadsheets Art/DT: Collage RE: Why are hot cross buns and Easter Eggs eaten at Easter? Why are Christians happy and sad at Easter? Music: Music from around the world PSHE: Healthy Me PE: Tennis with Active Education</p>	<p>Glorious Growing Event: Parkwood Farm/Tesco visit</p> <p>Key Texts: Titch, The Enormous Potato, , The Boy who Grew Dragons, There's a Tiger in the Garden.</p> <p>History: Where people came from, past lives. How have things changed? Geography: Local geographical changes over time; using keys to identify places Science: <i>Seasonal changes (comparison throughout the year)</i> Plants Computing: 1.6 Animated Stories Art/DT: Cooking RE: Other Faiths: Sikhism Music: Garden music PSHE: Relationships PE: Athletics with Active Education</p>	<p>Famous men and women from the past and present Event: Michelham Priory visit</p> <p>Key Texts: <u>Women that Changed the World</u>, <u>(Non-Fiction) Factfiles</u>, Bold women in Back history, The Slightly Annoying Elephant</p> <p>History: Famous people from the past and present Science: <i>Seasonal changes (comparison throughout the year)</i> Scientific Enquiry – Plant focus Computing: 2.6 Creating Pictures Art/DT: Line drawing RE: What is important for Muslim children? Music: Music linked to famous faces (Space) PSHE: Changing Me PE: Striking and Fielding with Active Education</p>

IMPLEMENTATION: Science Skills	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Make tables and charts about the weather. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body to say which part of the body is associated with which sense Learn the names of body parts. Notice that animals including humans have offspring (Y2) Find out about the basic needs of animals, including humans, for survival 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons <p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials Describe the simple physical properties of everyday materials Compare and group together a variety of everyday materials. 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons <p>Animals, including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals, including fish, amphibians, reptiles, birds 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 (fish, amphibians, reptiles, birds and mammals, including pets) Find out about the basic needs of animals, including humans, for survival Notice that animals including humans have offspring (Y2) 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Observe changes over time and begin to notice patterns 	<p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons <p>Scientific Enquiry</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions
IMPACT – KNOWLEDGE GAINED	<p>To know how the seasons differ. To know how to describe and compare different weathers. To know that the number of sunlight hours (i.e. daytime) changes during the year. To know that weather can be recorded in a chart.</p>	<p>To know how the seasons differ. To know the names of different parts of the body and their functions. To know what the word ‘offspring’ means. To know what animals and humans need to survive.</p>	<p>To know how the seasons differ. To know the difference between what an object is made from and what it is made for. To know that objects are made from different materials. To know correct language and vocabulary to describe properties of materials. To know that materials can be compared and grouped.</p>	<p>To know how the seasons differ. To name a range of common animals. To know that animals are carnivores, herbivores or omnivores. To know what animals need to survive.</p>	<p>To know how the seasons differ. To know that plants need water, sunlight and nutrients to grow. To know that plants change and grow over time.</p>	<p>To know how the seasons differ. To know the correct language to answer simple questions. To know that simple equipment can be used to collect information. To know what a fair test is.</p>

IMPLEMENTATION: Computing Skills	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Predict the behaviour of simple programs Understand what algorithms are and how they are implemented on digital devices <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use logical reasoning to predict the behaviour of simple programs Create simple programs Create and debug simple programs Debug simple programs by using logical reasoning to predict the actions instructed by the code Understand that programs execute by following precise and unambiguous instructions 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Recognise common uses of information technology in the home and school environment <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Recognise common uses of information technology beyond school</p>	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies. Use technology purposefully to create digital content Understand what algorithms are and how they are implemented on digital devices Recognise common uses of information technology in the home and school environment <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Use technology purposefully to create digital content Recognise common uses of information technology in the home and school environment Understand what algorithms are and how they are implemented on digital devices <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Use technology purposefully to create digital content comparing the benefits of different programs Understand that programs execute by following precise and unambiguous instructions Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Predict the behaviour of simple programs Understand what algorithms are and how they are implemented on digital devices <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Create simple programs Create and debug simple programs Debug simple programs by using logical reasoning to predict the actions instructed by the code Understand that programs execute by following precise and unambiguous instructions 	<p>Y1</p> <ul style="list-style-type: none"> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies Recognise common uses of information technology in the home and school environment Use technology purposefully to create digital content <p>Y2</p> <ul style="list-style-type: none"> Use technology safely and keep personal information private Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content
	IMPACT – KNOWLEDGE GAINED	<p>To know to talk to an adult if there are concerns about the internet. To know what comes next in a programme. To know which sequences to follow to create a simple programme. To know which skills I have learned will help me to debug a programme.</p>	<p>To know to talk to an adult if there are concerns about the internet. To know how and why technology is used. To know that technology can help me or organise and present information.</p>	<p>To know to talk to an adult if there are concerns about the internet. To know that technology can be used for a range of purposes. To know which computer programmes can be used to complete which tasks. To know that I can predict the behaviour of simple programmes.</p>	<p>To know to talk to an adult if there are concerns about the internet. To know what a spread sheet looks like and what it is used for. To know that I can use a spread sheet to input data and information. To know what an algorithm is.</p>	<p>To know to talk to an adult if there are concerns about the internet. To know that different software is used for different purposes. To know that algorithms can be used on digital devices for different purposes. To know that programs work when I give it exact instructions.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION: History Skills</p>	<p>Y1</p> <ul style="list-style-type: none"> 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 <p>Y2</p> <ul style="list-style-type: none"> 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 	<p>Y1</p> <ul style="list-style-type: none"> Sequence events and recount changes within living memory Identify some similarities and differences between ways of life in different periods <p>Y2</p> <ul style="list-style-type: none"> Describe changes within living memory and aspects of change in national life 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 	<p>Y1</p> <ul style="list-style-type: none"> 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 <p>Y2</p> <ul style="list-style-type: none"> 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 			<p>Y1</p> <ul style="list-style-type: none"> Use common words and phrases relating to the passing of time 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 <p>Y2</p> <ul style="list-style-type: none"> 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
	<p>IMPACT – KNOWLEDGE GAINED</p>	<p>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.</p>	<p>To know how periods of time are similar or different. To know how significant individuals have impacted modern life.</p>	<p>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.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION: Geography Skills</p>	<p>Y1</p> <ul style="list-style-type: none"> • Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes • Make simple maps and plans e.g. pictorial place in a story <p>Y2</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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; 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 		<p>Y1</p> <ul style="list-style-type: none"> • Name, describe and compare familiar places • Ask simple geographical questions e.g. What is it like to live in this place? <p>Y2</p> <ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom • Name, locate and identify characteristics of the seas surrounding the United Kingdom 	<p>Y1</p> <ul style="list-style-type: none"> • Name, describe and compare familiar places • Know about some present changes that are happening in the local environment e.g. at school <p>Y2</p> <ul style="list-style-type: none"> • 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 	
<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know the difference between human and physical geography. To know that a range of sources can be used to identify landmarks. To know that England is part of the UK and Europe and know where to find it on a map/in an atlas.</p>		<p>To know the correct language to use to describe familiar places. To know the names and locations of the continents and oceans. To know the countries that made up the UK.</p>	<p>To know changes in the local area over time. To know what a key is for and recognise common symbols.</p>	

<p>IMPLEMENTATION: Art and design skills</p>	<p>Y1</p> <ul style="list-style-type: none"> Use artwork to record ideas, observations and experiences <p>Y2</p> <ul style="list-style-type: none"> He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials 	<p>Y1</p> <ul style="list-style-type: none"> Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines Make structures by joining simple objects together Explain what he/she likes about the work of others <p>Y2</p> <ul style="list-style-type: none"> Select particular techniques to create a chosen product and develop some care and control over materials and their use 		<p>Y1</p> <ul style="list-style-type: none"> 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 Make marks in print using found objects and basic tools and use these to create repeating patterns Explain what he/she likes about the work of others <p>Y2</p> <ul style="list-style-type: none"> Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings 		<p>Y1</p> <ul style="list-style-type: none"> 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 <p>Y2</p> <ul style="list-style-type: none"> Experiment with tones using pencils, chalk or charcoal
<p>IMPACT— KNOWLEDGE GAINED</p>	<p>To know that fabrics can be cut and combined with other materials.</p>	<p>To know that structures can be made by joining simple objects. To know that artwork can be appreciated in different ways.</p>	<p>To know that print templates can be used to create repeating patterns. To know that print templates can be made using different materials.</p>			<p>To know that a variety of tools can be used for mark making. To know the names of mark making tools.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPLEMENTATION: Design and Technology Skills</p>			<p>Y1</p> <ul style="list-style-type: none"> • 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 <p>Y2</p> <ul style="list-style-type: none"> • Experiment with basic tools on rigid and flexible materials • Design purposeful, functional, appealing products for himself/herself and other users based on design criteria 	<p>Y1</p> <ul style="list-style-type: none"> • Talk about what he/she eats at home and begin to discuss what healthy foods are • Say where some food comes from and give examples of food that is grown • Use simple tools with help to prepare food safely <p>Y2</p> <ul style="list-style-type: none"> • Understand the need for a variety of food in a diet • Understand that all food has to be farmed, grown or caught • Use a wider range of cookery techniques to prepare food safely 	<p>Y1</p> <ul style="list-style-type: none"> • Explain what he/she likes about the work of others • Make structures by joining simple objects together • Know the names of tools, techniques and elements that he/she uses • Build structures, exploring how they can be made stronger, stiffer and more stable • <p>Y2</p> <ul style="list-style-type: none"> • 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 	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">IMPACT – KNOWLEDGE GAINED</p>			<p>To know the names of different tools. To know that materials can be joined in different ways. To know that designs are needed to create accurate final products.</p>	<p>To know the names of different food groups (e.g. protein, carbohydrates). To know what constitutes a balanced diet.</p>	<p>To know that structures can be made by joining materials. To know that materials need to be planned and measured to create accurate structures.</p>	

IMPLEMENTATION: RE Skills	<p>RE: Understanding Christianity – GOD</p> <ul style="list-style-type: none"> • Pupils can identify what a parable is • Pupils can give an example of how Christians put their beliefs into practice in worship • Pupils know that some stories show the Christian beliefs 	<p>RE: How is Jesus' Birthday Celebrated? Why are carols sung at Christmas?</p> <ul style="list-style-type: none"> • Pupils can retell the story of Jesus' birth • Pupils know how his birthday is celebrated by Christians • Pupils can give a simple account of the story of Jesus' birth • Pupils can identify Christmas traditions which link with the Christmas story • Pupils know that angels gave messages from God <ul style="list-style-type: none"> - to Mary - to the shepherds • Pupils can explain why people today sing carols to remember the story and send cards with messages of peace and joy 	<p>RE: Why do Jewish children celebrate Shabbat?</p> <ul style="list-style-type: none"> • To be able to explain similarities and differences between Christians and Jews. • To explain the significance of Shabbat. • To describe events surrounding the festival. • Show tolerance and understanding of world religions. 	<p>RE: Why are hot cross buns and Easter Eggs eaten at Easter? Why are Christians happy and sad at Easter?</p> <ul style="list-style-type: none"> • Pupils can explain that Christians remember the death of Jesus on Good Friday and Jesus came back to life on Easter Sunday. • Pupils can explain that Christians are sad on Good Friday because Jesus died and many friends ran away • Pupils can explain that Christians are happy on Easter Sunday because Jesus came back to life and talked to his friends 	<p>RE: OTHER RELIGIONS Sikhism</p> <ul style="list-style-type: none"> • Pupils can retell one of the stories Celebrated during a Sikh festival. • Pupils can explain why the Guru Granth Sahib is considered to be the last Guru. • Pupils can describe the main festivals and understand why they are celebrated. • Pupils can demonstrate an understanding of how different Gurus contributed to the Sikh faith. 	<p>RE: What is important for Muslim children?</p> <ul style="list-style-type: none"> • Pupils can explain that Muslims follow a religion called Islam which began with Muhammad (pbuh) and calls God 'Allah'. • Pupils can describe how Muslims pray • Pupils know the Qur'an is a Muslim's special book – Muslims believe it has the messages Allah gave Muhammad (pbuh) • Pupils can explain what a Mosque is • Pupils can explain what Ramadan is and describe what happens during this time.
	IMPACT – KNOWLEDGE GAINED	<p>To know what a parable is. To know different ways that Christians worship. To know some Bible stories.</p>	<p>To know the role of the different people in the story of Jesus' birth. To know different ways that Christmas is celebrated. To know why carols are sung, cards and presents are given and candles are lit at Christmas</p>	<p>To know that Shabbat is a time of rest. It recalls God resting on the seventh day after creation To know that Shabbat and the Friday Night Meal are an important part of Jewish family life To know that Shabbat lasts from sunset on Friday to sunset on Saturday and has symbols that mark its beginning and its end To know that Shabbat is an opportunity for teaching Jewish children about their religion</p>	<p>To know what happened on each of the four key days of the Easter story. To know why Christians are sad on Good Friday and happy on Easter Sunday.</p>	<p>To know the name the founder of Sikhism and identify where Sikhs worship. To know the Sikh symbols and explain what they represent. To know where Sikhism was founded and explain the main beliefs that Sikhs share.</p>

IMPLEMENTATION: Music Skills	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</i> ● <i>Listen to, copy and repeat a simple rhythm or melody</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Improvise a simple rhythm using different instruments including the voice</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p>	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Listen to music with sustained concentration</i> ● <i>Find the pulse whilst listening to music and using movement</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Build an understanding of the pulse and internalise it when listening to a piece of music</i> - <i>Understand that structure describes how different sections of music are ordered</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p>	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Listen to music with sustained concentration</i> ● <i>Find the pulse whilst listening to music and using movement</i> ● <i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</i> ● <i>Listen to, copy and repeat a simple rhythm or melody</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> - <i>Build an understanding of the pulse and internalise it when listening to a piece of music</i> - <i>Improvise a simple rhythm using different instruments including the voice</i> - <i>Understand that timbre describes the character or quality of a sound</i> - <i>Understand that texture describes the layers within the music</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> 	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Listen to music with sustained concentration</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Listen with concentration and understanding to a range of high-quality live and recorded music</i> - <i>Begin to recognise and explore different musical styles</i> - <i>Begin to develop an understanding of the history and context of music</i> - <i>Understand that timbre describes the character or quality of a sound</i> - <i>Understand that texture describes the layers within the music</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> 	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</i> ● <i>Listen to, copy and repeat a simple rhythm or melody</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Improvise a simple rhythm using different instruments including the voice</i> - <i>Understand that structure describes how different sections of music are ordered</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p>	<p>Y1</p> <ul style="list-style-type: none"> ● <i>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse</i> ● <i>Listen to, copy and repeat a simple rhythm or melody</i> <p>Y2</p> <ul style="list-style-type: none"> - <i>Improvise a simple rhythm using different instruments including the voice</i> - <i>Understand that structure describes how different sections of music are ordered</i> - <i>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions</i> <p><i>Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence</i></p>
	IMPACT – KNOWLEDGE GAINED	<p>To know what a rhythm is. To know that my voice is an instrument To know that music can make me feel different emotions</p>	<p>To know that music has different styles To know that my voice is an instrument To know the names of some different musical instruments To know that music can make me feel different emotions</p>	<p>To know what a rhythm is. To know the names of some different musical instruments To know that music can make me feel different emotions</p>	<p>To know that music has different styles To know that music styles come from around the world and from different periods of time. To know the names of some different musical instruments</p>	<p>To know what a rhythm is. To know that my voice is an instrument To know that music can make me feel different emotions</p>

IMPLEMENTATION: PSHEe Skills

	<p>Y1</p> <ul style="list-style-type: none"> I understand the rights and responsibilities as a member of my class I know my views are valued and can contribute to the Learning Charter I can recognise the choices I make and understand the consequences <p>Y2</p> <ul style="list-style-type: none"> I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my own ideas about rewards and consequences I understand how following the Learning Charter will help me and others learn I can recognise the choices I make and understand the consequences 	<p>Y1</p> <ul style="list-style-type: none"> I can tell you some ways I am different from my friends I understand these differences make us all special and unique *I know some people I could talk to if I was feeling unhappy or being bullied. *I can tell you what bullying is. <p>Y2</p> <ul style="list-style-type: none"> I can identify some ways in which my friend is different from me I can tell you why I value this difference about him/her I am starting to understand that sometimes people make assumptions about boys and girls I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself 	<p>Y1</p> <ul style="list-style-type: none"> I can set simple goals I can set a goal and work out how to achieve it I understand how to work well with a partner I can tackle a new challenge and understand this might stretch my learning I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them I can tell you how I felt when I succeeded in a new challenge and how I celebrated it <p>Y2</p> <ul style="list-style-type: none"> I can choose a realistic goal and think about how to achieve it I carry on trying (persevering) even when I find things difficult I can recognise who I work well with and who it is more difficult for me to work with I can tell you some ways I worked well with my group 	<p>Y1</p> <ul style="list-style-type: none"> I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy I know how to make healthy lifestyle choices I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly I understand that medicines can help me if I feel poorly and I know how to use them safely I know how to keep safe when crossing the road, and about people who can help me to stay safe I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy <p>Y2</p> <ul style="list-style-type: none"> I know what I need to keep my body healthy I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed I understand how medicines work in my body and how important it is to use them safely I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy 	<ul style="list-style-type: none"> Y1 I can identify the members of my family and understand that there are lots of different types of families I can identify what being a good friend means to me I know appropriate ways of physical contact to greet my friends and know which ways I prefer I know who can help me in my school community I can recognise my qualities as person and a friend I can tell you why I appreciate someone who is special to me Y2 I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family 	<ul style="list-style-type: none"> Y1 I am starting to understand the life cycles of animals and humans I can tell you some things about me that have changed and some things about me that have stayed the same I can tell you how my body has changed since I was a baby I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I understand that every time I learn something new I change a little bit I can tell you about changes that have happened in my life Y2 I can recognise cycles of life in nature I can tell you about the natural process of growing from young to old and understand that this is not in my control I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private I understand there are different types of touch and can tell you which ones I like and don't like I can identify what I am looking forward to when I move to my next class
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IMPACT – KNOWLEDGE GAINED	To know that the choices I make have consequences. To know that I have responsibilities at school.	To know the ways that I am different from my friends. To know some things that make me special.	To know what it feels like to succeed at a challenge. To know how to work as a group.	To know ways to keep my body safe. To know the things that keep my body healthy To know which foods help give me a balanced diet.	To know and respect that families come in all shapes and sizes vocabulary that describes my feelings. To know a range of techniques for sorting out problems.	To know the names of the body parts that are different for boys and girls. To know that some body parts are private.

IMPLEMENTATION: PE Skills	<p>Football skills</p> <p>Y1</p> <ul style="list-style-type: none"> • To develop basic ball control being able to stop and start when asked to. Understanding words like control and dribble, developing individual ideas what part of the foot can we use? • I can make a short pass using accuracy to a partner to understand what we need to do if distance changes.. <p>Y2</p> <ul style="list-style-type: none"> • To understand words like control and how to use different parts of our feet to move the ball to explore change of direction and changes of speed being able to start and stop in control. • Explore a range of different passes using a varied distance looking at both a ground pass and a chipped pass using accuracy, to understand what may happen in a game if we don't use accuracy. 	<p>Basketball skills</p> <p>Y1</p> <ul style="list-style-type: none"> • To get a basic understanding of how we can move a basketball by dribbling it. Using the correct technique to make progress while maintaining control. • I can attempt three different basketball passes which show control and accuracy <p>Y2</p> <ul style="list-style-type: none"> • I understand how to keep a basketball in control while standing still and dribbling and have begun to keep in controlled while taking steps forwards. • I can confidently show three different passes using control an accuracy and understand which is best to use depending on distance. 	<p>Gymnastics skills</p> <p>Y1</p> <ul style="list-style-type: none"> • To explore basic body movements and look at different shapes and numbers we can using our bodies. And beginning to look at making balances using a range of body parts How can we maintain a balance? • To look at exploring ways of traveling do we have to go forwards? We can go under and over looking at sliding crawling jumping. <p>Y2</p> <ul style="list-style-type: none"> • Using our bodies to make shapes and numbers, and looking at what body parts we can use to maintain a balance do we just have to use one body part at a time? • I can think independently about how to travel across a piece equipment and link my movements to animals and different emotions and seasons making the links between feelings. 	<p>Tennis</p> <p>Y1</p> <ul style="list-style-type: none"> • I can confidently catch a bean bag using correct technique. And begin to look at catching a small ball using the same technique. • I can show understanding on how to throw both underarm and overarm and explain where and why I would select that type of throw and show consistency throughout. <p>Y2</p> <ul style="list-style-type: none"> • I can show understanding and technique when an object is thrown in my direction. And adapt my hands depending on the size and height. • I can show understanding when throwing both over and under arm using correct technique and accuracy and being able to adjust my throws depending on distance. What throw do I use for a short distance? • What throw do I use to cover and long distance? 	<p>Athletics skills</p> <p>Y1</p> <ul style="list-style-type: none"> • I can show technique with my running and adapt depending on distance. • I can show technique while throwing a javelin and identify and measure my result. And start to begin to look at how to improve my own and others performances • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. <p>Y2</p> <ul style="list-style-type: none"> • I can identify in myself and others what makes a good runner I can show technique and understanding on how to improve my performance. • Show technique while throwing a javelin and identify what I need to do improve performance. • I understand how to be safe while carrying and throwing a javelin being mindful of others in my class. 	<p>Striking and fielding skills</p> <p>Y1</p> <ul style="list-style-type: none"> • I can recap technique for catching. • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. <p>Y2</p> <ul style="list-style-type: none"> • Confidently recap the catching process. • I can safely hold a bat and understand the swinging motion. • I can start to link other skills previously learnt and put them into practice. • I can begin to make links about my batting and being strategic on the shots played. Throwing with accuracy aiming for the target required.
	<p>IMPACT – KNOWLEDGE GAINED</p>	<p>To know different ways of kicking/stopping a ball. To know different ways of moving with a ball. To know when to change direction when travelling with a ball.</p>	<p>To know different ways of travelling with a basketball. To know different ways of passing a basketball. To know ways of keeping control of a ball when still and moving. To know which pass to use in different scenarios.</p>	<p>To know different movements and balances using different body parts. To know ways of travelling on and around equipment. To know which muscles help with balancing.</p>	<p>To know the difference between over and under arm throws and when to use each one. To know a range of throwing and catching techniques at a range of distances. To know techniques for catching and throwing a range of heights.</p>	<p>To know that I need to change my speed depending on how far I am running. To know techniques for throwing a javelin. To know safety rules around using equipment.</p>

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Journey	Toys	Bright Lights, Big City	The Great Fire of London	Meerkat Mail	Glorious Growing	Famous men and women from the past and present
Literacy genres (adaptable according to needs and interests of children)	Instructions Letters Narrative	Narrative, diaries, poetry, information	Recount, Diary entry, newspaper report, narratives, information, poetry	Information Narratives Recounts	Information Narratives Instructions	Non-chronological report Information Narratives
Maths themes (adaptable according to needs of children)	Place Value Y1 numbers to 20 Y2- numbers to 100 Addition and Subtraction Y1- within 20 Y2- within 100	Addition and Subtraction Y1- within 20 Y2- within 100 Place Value Y1- Place Value to 50 Multiplication	Division Place Value to 100 Y1 Statistics Y2 Measurement Length and Height Consolidation	Geometry Y1 Shape Y2 Properties of shape Fractions Consolidation	Geometry position and direction Measurement time Problem solving and efficient methods	Measurement Y1 weight and volume Y2- Mass, capacity and temperature Consolidation and investigation
Forest School	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, 3d maps in the woods, parachute games / maypole dancing in the woods, using peelers with hazel, observing the woodland floor changes and wildflowers emerging and growing.	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.

Maths overview adapted from <https://whiterosemaths.com/wp-content/uploads/2019/SoLs/Primary/MixedAge/Year-1-and-2-Mixed-Age-Guidance-Autumn.pdf>